



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025_10072024_09:33

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Asbury Elementary School
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Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In Spring 2024 surveys were opened for parents, students, and faculty/staff. All student surveys were taken in their classrooms. Teachers completed surveys during their planning time. We put a link to the parent surveys on our webpage, Dojo, and sent home QR codes linked to the survey. In addition to surveys, STAR, and mCLASS data were analyzed to determine strengths and weaknesses.

2. What were the results of the comprehensive needs assessment?

According to the Comprehensive Needs Assessment, Asbury Elementary School must continue to intensify reading instruction across the curriculum. For our students to achieve success, reading must remain a priority. AES must also remain diligent in improving math achievement, English Language Acquisition, and family involvement. Asbury Elementary School must continue to keep parents/guardians/families informed of all funding, academics, and activities available to them, in both English and Spanish. Our attendance is continuing to improve.

3. What conclusions were drawn from the results?

Reading instruction must continue to meet the Alabama ELA core standards. Math achievement scores must improve in all grades. Asbury Elementary School must continue to inform families and community members of all services that are offered at AES as well as through the Marshall County Board of Education. AES will continue to improve school culture and climate. We feel that with a more positive culture and climate, the areas of attendance, respect, school, and bus behavior will improve.

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

AES must continue to focus on reading and math growth. AES will strive to improve phonological awareness, phonics, word study, vocabulary, and comprehension through tiered instruction and foundational skills during all tiers of instruction. Our EL population continues to struggle as well, especially in the areas of speaking, writing, and vocabulary. We also need to encourage our students to engage in more conversations with peers as well as adults throughout each school day. We will focus on cohesion from the general education classroom to the EL classrooms.

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

The Leadership Team discussed a plan to systematically improve our immediate needs within reading, math, and English language proficiency as well as boost the school's culture and climate via family involvement. We are working with the Regional Leadership Specialist to enhance our Tier 1 instruction in reading. We have also added a full-time math coach to our campus. She is focusing on Number Talks and Counting Collections working with the AMSTI math specialist. We are implementing STAR reading as a screener for reading proficiency. We continue to use enVision math textbooks and will be utilizing Do the Math as a math intervention piece. All teachers who are not OG-trained will be trained to support reading instruction in the lower grades. We have purchased Open Court to ensure that teachers have resources to teach balanced literacy. We will use Spire for reading intervention. Another objective is to replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic success and equitable technology use across all classrooms. This will enhance wireless capabilities in all areas and increase student access to devices.

These goals will all support the Literacy Act.

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

Asbury Elementary School will use STAR Diagnostics Assessments, classroom formative and summative assessments, mCLASS DIBELS 8th edition, which is also used for progress monitoring in grades K-3. DIBELS is also used as an end-of-the-year summative measure in grades K-3. SPIRE is an intensive intervention program with dyslexic tendencies. Differentiated tiered instruction will be used in all classrooms based on daily formative assessments connected to learning targets and standards. We will also monitor attendance data and discipline data. i-Ready Benchmark will be used for math.

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

Students identified as special populations have access to all services and programs, including free breakfast and lunch, Title 1, EL, SPED, and counseling services. AES uses the Department of Human Resources, the Department of Mental Health, and other community resources to provide students with school supplies, food, clothing, and shelter. Potential EL students are identified upon enrollment using a Home Language Survey. Students qualify for testing if a language other than English is used by the student or in the student's home. EL students are tested using the WIDA Screener to determine EL eligibility. Parents/guardians have the right to waive Title III Supplemental EL services. A translator serves as an interpreter to communicate with parents of EL students. Parents are provided the opportunity to receive all school documents in English and Spanish. The EL committee reviews each student's progress annually. If the student scores proficient (4.8) on the WIDA Access test they become eligible to exit the EL program. If the student exists the program, they will be monitored for four years. If the student starts to struggle at

any time he/she can go before the EL committee to evaluate if rescreening is needed.

The county migrant liaison identifies migrant students upon enrollment. Parents/guardians receive an Employment Survey, which determines student eligibility for the migrant program. All students qualify for free breakfast/lunch and have access to all services and programs.

An Individualized Education Plan (IEP) team determines SPED services and then develops the IEP based on evaluations, concerns of parents, academic development, and functional needs of the child. To ensure that inclusion is being implemented, SPED students are educated with children who are not disabled. Children with disabilities have equal access to all educational programs and services available to non-disabled children at AES.

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

1. 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.

Strategy 1/Academics: This strategy is to utilize data to identify, differentiate, and monitor student progress, growth, and achievement. Asbury Elementary utilizes Orton Gillingham Strategies (OG), Heggerty's, OC, and other resources to provide a balanced literacy approach for reading. STAR is utilized for the benchmark assessment. Envision Math is the math curriculum for K-5. To strengthen our tiered instruction, Asbury Elementary uses SPIRE, OG, Lexia, Horizons, Heggerty, and Successmaker. All of these programs are research-based programs. Additional EL Supports used are Flocabulary, TEAM, and Finish Line. All students are progress monitored using mCLASS(DIBELS 8th Edition) to reevaluate deficiencies and revise lessons to accommodate growth. The PST team meets monthly to look at specific needs and develop strategies to be used in the classroom for students with a deficit in academic programs.

Strategy 2/Literacy: This strategy is promoting digital citizenship by educating students to responsibly use technology and its platforms. Teachers implement technology through academic enriched lessons to develop 21st Century Skills for students to become productive citizens. These lessons allow technology opportunities to develop critical thinking.

Strategy 3/EL Accountability: The focus for this strategy is to incorporate effective teaching practices to support English language acquisition. Asbury teachers use ARI teaching strategies and best practices along with supplemental programs such as Flocabulary, TEAM, and Flashlight 360 to ensure success for ELL students. EL teachers pull EL students in small groups for thirty minutes three times a week to

give additional support and tiered instruction. Continental Finish Line is used as a review and practice for the Access testing throughout the year.

Strategy 4/Family Engagement: To keep our school and family connected, Asbury Elementary communicates regularly with our students' families to ensure that everyone stays informed on school operations that affect our students and their households. Examples of our communication include student communication folders, newsletters, School Messenger, Facebook, the school website, PowerSchool Parent Portal, and Dojo. Our school hosts events for families, students, and the community to come together. To connect our school to students' homes, our counselor provides services monthly to all students. She utilizes Kudo Galaxy, Peer Helper Program, and Erin's Law.

Strategy 5/Technology: Replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic success and equitable technology use across all classrooms. We will enhance wireless capabilities in all areas and increase student access to devices. We will measure this strategy through inventory and purchase orders.

2. 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.)

Counseling: Free public education is equally provided to all students, whether migrant, EL, homeless, special education or economically disadvantaged. These students have access to all services and programs including, but not limited to free/reduced lunch, Title 1 services, special education, counseling services, and the Department of Human Resources. Students receive services monthly, from the counselor. In her guidance classes, students participate in many programs such as

Kudor Galaxy which provides a look at occupations that they could be interested in the future. Health Awareness is also taught through counseling classes.

Tiered Model: Asbury Elementary has a schoolwide tiered instruction time built into the daily schedule. All teachers are responsible for Tier 1 and Tier 2 reading support, as well as Tier 1, Tier 2, and Tier 3 math support. Asbury Elementary uses Title 1 funds to hire four Tier 3 interventionists to support students' Lowest Deficit Skills in reading. EL students and SPED students are also pulled out for additional intervention based on their IEP or IELP. STAR Reading/Math assessments are given multiple times to evaluate students' level of proficiency and growth. Students performing below proficient levels are provided with additional support through PST with tiered instruction. A dyslexia screener is given to students based on parent referrals and PST team guidance. Students who qualify as having dyslexia characteristics will receive SPIRE services. Teachers will employ scaffolding instruction for students with like needs using ARI strategies. When necessary, one on one instruction is provided and assignments are accommodated to meet individual ability levels. Asbury Elementary uses state assessments, mCLASS and STAR indicators to address the needs for small group instruction. Students that continue to struggle and classroom information to determine a plan of action for individual students. The EL committee and Special Education Committee will meet monthly and see if IELPs and IEPs are working or if adjustments are needed. Teachers are provided with healthcare plans, IEPs, IELPs, and 504 services that students receive. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities, and courses necessary to provide a well-rounded education.

3. 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.**

Asbury Elementary provides afterschool tutoring one day a week. A four-week summer program is in place to reinforce skills. Additionally, teachers send home helpful websites for students to build skills. They are given access to online books and articles such as NewsELA, Myon, ReadWorks, and Epic. Many teachers put assignments and videos in Google Classroom or Class Dojo for students to access at home. Books and other academic materials are sent home for the students to practice their skills during the summer. A family literacy night is held to give parents and students materials and ideas to use at home for literacy skills.

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

Asbury Elementary School will continue to promote, support and continue to fund the use of Technology-based instructional strategies designed to improve student learning for all. The desire is that an increased level of instruction level is delivered by teachers in technology-rich learning environments. Teachers will continue to plan and implement best practices in all content areas which include, but are not limited

to, research-based multisensory strategies, ARI strategies, AMSTI, ELLEVATION strategies, and WIDA standards. Teachers will participate in professional development from the ARI Regional Literacy Specialist, AMSTI, AMSTI, IMSE, and Technology in Motion to ensure that all lessons are rigorous and have a balance between reading and writing. Best practice teaching strategies will include, but not limited to, the use of manipulatives, models, and graphic organizers.

5. 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.

To assist with communication and translation with parents of English Language Learners, Asbury Elementary has employed a full-time translator. This translator is available to assist in all areas of the communication process between the home and the school. Progress reports are sent home the fifth week of the nine weeks and report cards are at the end of every nine-week grading period. Periodic benchmark screening reports in reading and math will be sent home as well. Parents have the opportunity to meet with teachers and the translator at scheduled meetings to interpret this information. All written and verbal correspondence is sent home in English and Spanish versions.

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

We had a nineteen percent turnover rate for the 2024-25 school year. Two teachers transferred to Douglas, another Marshall County School, in order to be closer to home. Six teachers left the district.

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

Asbury Elementary has a total of 45 certified personnel with an overall average of ____ years of teaching experience. Of this certified personnel, forty-eight percent hold Bachelor's Degrees, forty-two percent hold Master's Degrees, and ten hold Education Specialist Degrees.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Last year's turnover rate was higher due to retirees and system transfers; however, in previous years, we have not had a high turnover. Asbury faculty and staff try to have an open communication procedure where all stakeholders can express concerns in a professional way. When we have job openings, we also use HireTrue to seek highly qualified teachers. Marshall County implements a mentoring program to ensure new hires get the training needed to make employees successful.

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

Weaknesses indicated on the STAR reading and math assessment showed deficits in foundational skills for reading and math. Teachers were trained in Orton Gillingham (OG) for reading foundations, Envisions Math along with Success Maker, i-Ready, and STAR. As a system, we have a high population of ELs; therefore, ELLEVATION training is required to assist teachers in implementing differentiated instruction. When spring tests are administered, the leadership team will meet to disaggregate the data and determine skills weaknesses to ensure summer and fall PD needs are met/offered.

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

For the 2024-2025 school year Orton Gillingham, enVision Math, Success Maker, STAR , SPIRE training, ELLEVATION, WIDA, ACAP training, and PST meetings were used to disaggregate data for differentiated instruction.

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

Teachers have a common planning time, and this time can be used to share ideas, plan for class instruction, and answer questions from the new teacher. The county provides a new teacher orientation before the school year begins. The literacy coach and math coach also work in coaching cycles with new teachers to support instruction and best practices. New teachers are also assigned a mentor teacher through the state department.

12. Describe how all professional development is “sustained and ongoing.”

At Asbury Elementary the Regional ARI Specialist is working with our principal, reading specialist, and reading teachers to improve Tier I instruction. Additionally, we have a full-time math coach. The reading specialist and math coach come in and model lessons and work with our teachers. As a system, we have an early release on Fridays. This is a time to evaluate data, have mandatory training sessions, grade level meetings, and other pertinent information that may come up throughout the year. Substitutes are secured for teachers via Title 1 money and general fund in order for teachers to attend professional development on and off campus. Marshall County also has a partnership with AAAMU/UAH Regional In-service Center for free professional development opportunities provided by the state.

13. 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.

Asbury Elementary School recognizes that students need support emotionally and academically during transition to Pre-K to Kindergarten and from Asbury Elementary to Asbury High School. AES also realizes the need for support when transitioning from one grade level to the next grade level. Therefore, AES provides move-up transition activities from one grade level to the next grade level. Therefore AES provides move-up transition activities in May for all students where all students move up to the next grade level for a day to meet their new teacher and participate in activities to come.

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

(N/A for Elementary Schools)

N/A

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. 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?

School leaders and classroom teachers will analyze student assessment data to monitor progress in reading and math. Assessment data will be gathered from ACAP, DIBELS, i-Ready and classroom assessments. Teachers will reinforce positive behavior by modeling, teaching and rewarding positive behaviors through our Safe and Civil School initiative. Data from all sources is disaggregated during the beginning of the year data meetings, grade level meetings, and PST meetings. Teachers monitor progress through formative assessment to guide instruction daily.

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

Our school uses current data results from i-Ready, STAR and mCLASS to assess the strengths and weaknesses of each student. Teachers and administration prepare an analysis of the data at the beginning of each school year to determine what teaching strategies need to be utilized. Growth is looked at when determining if a program was effective in the achievement of all students. Monthly data meetings are held with teachers, literacy coaches, and administration to discuss interventions and growth. Special education teachers use benchmark goals IEPs, and ESL teachers

also evaluate the ACAP scores in order to determine increasing achievement levels. These results also help teachers determine which students may need additional assistance. A committee of teachers collaborates with administrators in the development of schedules, school-wide curriculum, discipline, and other activities.

3. 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?

Our school conducts data meetings three times per year to evaluate and plan according to the progress the students have made from one assessment period to the next. There are three times per year that universal assessments are given. Grade-level data meetings are conducted and plans are made to improve and/or change instruction in the classroom. If there are issues within the plan that need to be addressed following the evaluation of the data, we will bring out Leadership/ACIP team together and discuss. Monthly progress is monitored and evaluated by the PST/Multi-tiered System of Supports MTSS team. Monthly PST/MTSS meetings follow the progress of Tier II and III students. Adjustments in instruction are discussed by a team made up of EL teacher, SPED teacher, Administrator, Reading Specialist, Math Coach, Counselor, and classroom teacher.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)(B))

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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.

The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies: -Cooperatively working together in ensuring that all plans, goals, and objectives are communicated to all staff that is responsible for programs, and fiscal responsibility that ensures compliance with state and federal regulations. -Coordination of appropriate services with the Homeless in order to provide resources to families who are by definition homeless. Services include materials, supplies, healthcare, and tutoring if needed.

Coordination of appropriate services with English as a Second Language by providing staff to translate forms and material, provide help to Hispanic families by providing services when needed, and by providing tutorial services for children.

Coordination of services with Pre-K in order to provide referrals to the Marshall County Special Needs Program. Marshall County School System provides Pre-K

Special Needs Services and Speech-Language Services to Marshall County Students that attend Pre-K and qualify for Special Education.

Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service to the children of Marshall County. -Coordination of services with Marshall County Special Education in order to meet the needs of all Marshall County students. By providing vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify.

Coordination of services with the Marshall County School Migrant Program by providing additional services to families who meet the definition of "Migrant". Services provided are supplemental education, medical, academic assistance, clothing, and referral to appropriate agencies.

Coordination with the district technology Director and other technology specialists to ensure technology is integrated across the curriculum.

2. 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).

Our Child Nutrition Program supports free breakfast and lunches for all students.

We also have a summer feeding program that is offered to all children under the age of 18. Counseling classes are scheduled on a monthly basis. The Marshall County Migrant Program offers additional services to families who meet the definition of "Migrant." Peer Helpers will be trained to be caring/understanding to students receiving assistance. Asbury Elementary School celebrates Red Ribbon Week that encourages a healthy, drug-free lifestyle. We have Migrant recruiters that visit homes and identify resources available to them. We also have trained social workers that make on-site school visits with students and will make home visits as needed. To support career and technical education programs, teachers partner with workers from other professions to be guest speakers to educate students on career options. We have also implemented STEM to equip students with the tools they need for fields such as cyber security, robotics, and coding.

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

☒ **YES**

☐ NO

☐ N/A

2. 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**

☐ NO

☐ N/A

3. 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**

☐ NO

☐ N/A

Parent and Family Engagement

1. 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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

On September 23, 2024, at 5:00 pm, Asbury Elementary held our Annual Title I Parent Meeting to inform parents/guardians of our school's participation in Title I, explain the requirement of Title I, and explain their rights as parents/guardians to be involved. As our demographics indicate, our school is entitled to federal funds. As mandated by Title I requirements, we must allocate 1% (of this 1% dollar amount, 10% may be reserved at the LEA for system-wide initiatives. At this meeting, parents/guardians are invited to become members of our governing committee. Throughout this school year, information and training will be provided to parents/guardians. Teachers sent the date and time home in newsletters, and via Class Dojo. We also announced it on Facebook and sent out messages through BlackBoard. These dollars are used for: -Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging - content standards - Purchasing supplemental staff/ programs/materials/supplies - Conducting parent and family engagement meetings/training/ activities. An interpreter is present to interpret all explanations and information from the Title I parent meeting.

2a. Describe 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.

Multiple parent/guardian informational and training meetings will be held throughout the year to address parental/ guardian questions and concerns during regular school hours. These meetings may be scheduled and carried out in person. Asbury Elementary School is committed to offering parents meetings on a flexible schedule. Parents/guardians are invited to eat breakfast and lunch with their children and an open-door policy is implemented continuously throughout the school year. Grandparents/guardians are invited to our AES Book fair and will be able to tour the library and purchase books for the children. Parents/guardians are invited to experience P.E. with students during Parents/Guardians and P.E. Day.

2b. Describe 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).

Parents, guardians, and community members are invited to express suggestions and concerns throughout the Continual Improvement Process and throughout the year. Information regarding the Title I plan is shared with all parents. Parents/guardians are invited to become members of the Title I Committee as well as an

open-door policy for suggestions and concerns. Volunteer committee parents/guardians and community leaders are present for all meetings associated with Title I and are encouraged to provide input. AES administration and staff welcome input by telephone, in person, or in writing at any time.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Our Title 1 Committee has suggested that Asbury Elementary host a literacy night and invite parents to attend. At this event, parents and students would be given materials that can be used at home to help students obtain mastery of skills learned at school. Throughout the year we would host similar events such as a Family Game Night to bring parents into the school and create collaborative environment in order to enhance student achievement.

3. 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))

Asbury Elementary School uses Black Board Communication, Class Dojo, and system-printed informational flyers, and printed informational school flyers, in both English and Spanish. At AES Open House, parents are invited to meet the teachers, discuss the subject content of the class, and answer questions that the parents/guardians may have. Grading policies and expectations may be discussed at this time as well. AES has four scheduled conference days at the end of each grading period that parents can sign up for via face-to-face, zoom, or phone conference. Individual meetings will be scheduled throughout the year as needed. Parent/guardian input is encouraged at this time.

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

The School-Parent Compact is evaluated and improved each school year and is a written agreement by school personnel, parents/guardians, and students to complete their responsibilities for student learning. These compacts are signed at the beginning of the year by the principal, homeroom teacher, parents/guardians, and students. The compacts are revisited at parent/guardian conferences and each party reaffirms their dedication to student learning.

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

Parents/ guardians are invited to serve on committees, and they are invited at any time to express questions and concerns. Communication opportunities are provided through conferences with administrators, counselors, classroom teachers, and other school personnel (such as Special Education and English Language teachers) as needed or requested. Parents are encouraged to participate in their child's education. Asbury has an open-door policy in which parents are encouraged to visit with teachers, staff, and administration to voice concerns and dissatisfaction. We also send home Parent Surveys and use these questions and answers to determine the satisfaction of our parents and how to develop better relations.

6a. 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.

Asbury Elementary School hosts an open house each year. Parents/guardians are informed of classroom procedures and content. We have a Parent Teacher Organization (PTO), and we encourage all parents to join and get involved in their children's education. Parents/guardians are invited to attend, share questions and concerns, and share input as a part of the Marshall County Board of Education Federal Programs Advisory Council Meeting and Parent and Family Engagement Meeting. Additional agencies are shared with parents/guardians to assist in supporting the student's educational experience. Our LEA Parent and Family Engagement Plan follow the guidelines and requirements of Every Student Succeeds Act and is utilized to ensure Title I parents/guardians have the right to be involved in their children's academic process. It includes the LEA's expectations for the parents and families, how the LEA will involve parents in decision-making, and how the LEA will work to build the schools' and parents' capacity for strong parental involvement to improve student academic achievement. We encourage participation in all programs by including parents covered by EL, migrant, and homeless education programs. Translators are provided for all meetings and documents are translated as needed. AES and the Marshall County Board of Education work with families to supply needed services and materials.

6b. 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 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.

At the beginning of each year and upon enrollment throughout the year, initial student information is gathered and disseminated to the proper staff and evaluated for proper educational placement for every student. Parents/guardians are key in this process for proper placement for our students. Our Hispanic faculty and staff members are key in working with the administration to coordinate all programs held throughout the year. Our Leadership Team is composed of AES Faculty members, community leaders, and parents. Our school compact is a written document conveying the responsibility of all stakeholders (faculty, parents/guardians, students). Surveys are provided in English and Spanish and technical (online and hard copy) support is available for the completion of surveys and informational forms. A Marshall County Board of Education Supervisor will meet with the faculty members to share and review laws, policies, and procedures. Three to four informational and/or training sessions will be held throughout the school year. Class Dojo is used to keep parents/ guardians informed of their children's progress, activities, and overall well-being during the school day.

6c. 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 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.

Every year, as a Title I school, we conduct a Title I parent meeting. This meeting is led by an administrator with a translator who translates everything said to our Spanish-speaking population. This meeting informs parents about what it means to be a Title I school and how the parents can participate in decision-making concerning our school. We also have a parent resource center with information, in both English and Spanish, that is accessible to all parents/guardians. The topics that are covered in the Parent Resource Center are school attendance, how to deal with anger, ways to help your child be successful in school, raising your grandchild, making responsible choices, healthy snacking, parent-teacher communication, cyberbullying, and ways families can support a positive school climate.

6d. 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 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.

Our school uses a variety of means to inform parents of meetings, upcoming events, announcements, and emergency alerts. One of the sources of relaying information is ClassDojo . ClassDojo connects the classroom and home in a more digitally engaging way by improving communication. ClassDojo is the digital spot that connects teachers, students, and families all in one space. That can mean easy sharing of work but also better communication and monitoring all around.

Teachers can communicate with parents and in turn, parents can respond and communicate with teachers. ClassDojo can translate messages into several languages, therefore our Spanish-speaking families are able to get the same information as our English-speaking families.

We also use BlackBoard Communications as a source that calls out to students, faculty, and parents. Phone numbers are directly taken from PowerSchool into BBC so that we can communicate with our whole school community at one time.

BlackBoard Communications also has a translation component so that messages are sent to English-speaking families in English and Spanish-speaking families in Spanish.

6e. 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 such other reasonable support for parental involvement activities as parents may request.

In the past, parents have asked to be part of activities that involve their children at school. Some of these activities include holiday parties, awards days, and special days such as farm day and career day. Parents/guardians are welcome to attend to the extent possible and if space allows. At the beginning of the year parent meeting, the parents were asked to sign up if they would be willing to share their careers with our students on Career Day. We had several parents attend and share their careers.

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

When we have Spanish-speaking families on campus, there is a translator available and visible with any translating that is necessary for the parents/guardians to be involved. Invitations to events are sent out in both English and Spanish to include all of our families. We are prepared with paraprofessionals to assist with any family members with disabilities.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.


- ☐ I have completed and uploaded the Coordination of Resources - Comprehensive Budget.
- ☐ I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- ☒ Yes
- ☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Asbury Elementary School Theory Of Action	Attached are our strategies, goals, objectives, and plan of action.	.

Critical Initiative

mClass and STAR assessments three times per year to determine student learning and reading levels to drive and improve planning and instruction.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

The Local Reading Specialist will work with and coach teachers to improve instruction.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

The problem solving team will meet once a month for Tier III students setting goals and strategies to help improve student learning in order to move students from Tier III to Tier II.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

Grade Level PLCs meet twice a month concerning Tier II students to set goals and share strategies to help improve and move students from Tier II to Tier I.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

Three retired certified teachers and one teacher's aide provide reading intervention to our Tier III students. Three of the retired teachers and the teacher's aide are funded through Title I monies.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

Progress Learning is used for practice and improvement in reading.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

Walk-to-Intervene is an approximately 45-minute Tier III intervention for our students in grades K-5. Our Tiers I & II use this time for enrichment and additional practice opportunities.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

ARI Coaches for the Literacy Specialist and Principal visit several times per year to support our school in improving literacy.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

Third-grade students in danger of not making an adequate score on ACAP work through a portfolio, as per the Alabama Literacy Act to provide another pathway to promotion to 4th grade.

Objective:

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

OMI supports our school by allowing us to have a Building-Base Math Coach. She supports our teachers by coaching and modeling math lessons and strategies to improve math instruction.

Objective:

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Critical Initiative

AMSTI works alongside our Building-Based Math Coach and the principal as they are working with our MSIT - Math School Improvement Team - to improve math instruction and strategies in our school.

Objective:

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Critical Initiative

Our math teachers and Building-Base Math Coach collaborate and work closely with teachers in identifying deficits in math instruction and strategies to improve them.

Objective:

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Critical Initiative

Our PST meets on students testing into Tier III, grade level PLCs meeting twice a month to meet on students in Tier II to identify deficits, set goals, and discuss strategies for instruction.

Objective:

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Critical Initiative

Progress Learning is the online program our students use for practice and to fill in missing learning gaps.

Objective:

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Critical Initiative

We have a district math coach who works with our teachers three days per week.

Objective:
Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Critical Initiative

Our EL teachers conduct EL committee meetings each month with teachers to support students in their classes that are falling behind and need extra attention and services.

Objective:

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Critical Initiative

Daily support from our two EL teachers to support connection beyond school including our students' home life, culture, and background knowledge.

Objective:

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Critical Initiative

Ellevation offers "can-dos" for the students' English proficiency levels, as well as offering educational support through strategies and rubrics for teachers.

Objective:

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Critical Initiative

EL Teachers use Flashlight 360. This is a program that is similar to the components of the ACCESS test focusing on speaking, writing, and labeling which increases vocabulary.

Objective:

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Critical Initiative

EL teachers use TEAMS which uses mainly nonfiction text and focuses on vocabulary and ELA components.

Objective:

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Critical Initiative

Stakeholders will be involved in the creation of our budgets, federal and state. We will have at least two stakeholder representatives on each committee.

Objective:

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Critical Initiative

Stakeholders will be involved in the creation of our Annual Continuous Improvement Plan. We will have at least two representatives on the Asbury Elementary leadership team.

Objective:

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Critical Initiative

Asbury Elementary wants to ensure a partnership between all of our stakeholders; parents, faculty, staff, students, and community.

Objective:

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Critical Initiative

Asbury Elementary will effectively communicate with all stakeholders in a variety of ways including Social media, the school website, Blackboard Communications, and DOJO.

Objective:

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Critical Initiative

Asbury Elementary will create awareness and provide resources for the social - emotional wellness of our students and their families.

Objective:

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Critical Initiative

Marshall County and Asbury Elementary provide school counseling services through our school counselor, social workers, mental health coordinator, and outside agencies.

Objective:

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Critical Initiative

Asbury Elementary is committed to the social/emotional wellness of our students through prevention beginning with our school counselor and the Peer Helper PATH Curriculum.

Objective:

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Critical Initiative

Asbury Elementary partners with Family Services of North Alabama to teach cyber-security and internet safety.

Objective:

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Critical Initiative

Asbury Elementary's PST meets monthly to provide resources and recommendations for students who are struggling academically, behaviorally, and emotionally.

Objective:

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Critical Initiative

Asbury Elementary is working to improve behavior across grade levels through consistent expectations. CHAMPS is being implemented in every classroom at Asbury Elementary School.

Objective:

To provide resources through PBIS and CHAMPS to decrease discipline referrals and encourage more academic growth.

Critical Initiative

Asbury Elementary is working to reduce the number of behavior referrals and therefore protect instructional time.

Objective:

To provide resources through PBIS and CHAMPS to decrease discipline referrals and encourage more academic growth.

uction

Critical Initiative

Asbury Elementary contracts a certified teacher through our Title I funds to teach music to all of our students once each week.

Objective:

To provide fine arts in the form of music education each week for our students in grades PreK-5 by a certified music teacher.

Critical Initiative

Asbury Elementary has a Robotics team that is led by a certified teacher. This team competes in competitions and learns to work together to create robots that can do things it is programmed to do.

Objective:

To provide high-quality STEM (Science, Technology, Engineering, and Math) activities every other week for all of our students in grades K-5.

Critical Initiative

Asbury Elementary has a Robotics team that is led by a certified teacher who provides STEM education and this team competes in competitions and learns to work together to create robots.

Objective:

To provide high-quality STEM (Science, Technology, Engineering, and Math) activities every other week for all of our students in grades K-5.

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Critical Initiative

mClass and STAR assessments three times per year to determine student learning and reading levels to drive and improve planning and instruction.

Start Date: 08/01/2023 End Date: 05/31/2024

Key Measures

- Reading Diagnostics
- Data for PST Meetings
- Data Meeting Diagnostics
- Principal Observation

Critical Initiative

The Local Reading Specialist will work with and coach teachers to improve instruction.

Start Date: 08/01/2023 End Date: 05/31/2024

Key Measures

- Coaching Cycles
- Literacy School Improvement Team

Critical Initiative

The problem solving team will meet once a month for Tier III students setting goals and strategies to help improve student learning in order to move students from Tier III to Tier II.

Start Date: 08/01/2023 End Date: 05/31/2024

Key Measures

- Check progress and set reading goals
- Use resources available for students

Critical Initiative

Grade Level PLCs meet twice a month concerning Tier II students to set goals and share strategies to help improve and move students from Tier II to Tier I.

Start Date: 08/01/2023 End Date: 05/31/2024

Key Measures

- Grade Level PLC
- Shared Resources
- Data Meetings Check

Critical Initiative

Three retired certified teachers and one teacher's aide provide reading intervention to our Tier III students. Three of the retired teachers and the teacher's aide are funded through Title I monies.

Start Date: 08/01/2023 End Date: 05/31/2024

Key Measures

- Meet monthly with PST
- Improvement through practice

Critical Initiative

Progress Learning is used for practice and improvement in reading.

Start Date: 08/01/2023 End Date: 05/31/2024

Key Measures

- Teacher Observation & Facilitation

Critical Initiative

Walk-to-Intervene is an approximately 45-minute Tier III intervention for our students in grades K-5. Our Tiers I & II use this time for enrichment and additional practice opportunities.

Key Measures

- Student reading improvement based on data.

Critical Initiative	Key Measures
Start Date: 08/01/2023End Date: 05/31/2024	
Critical Initiative	Key Measures
ARI Coaches for the Literacy Specialist and Principal visit several times per year to support our school in improving literacy. Start Date: 08/01/2023End Date: 05/31/2024	Data meetings with each grade level Planning & supporting Reading Instruction
Critical Initiative	Key Measures
Third-grade students in danger of not making an adequate score on ACAP work through a portfolio, as per the Alabama Literacy Act to provide another pathway to promotion to 4th grade. Start Date: 08/01/2023End Date: 05/31/2024	Portfolios for 3rd grade students

Objective

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Critical Initiative

OMI supports our school by allowing us to have a Building-Base Math Coach. She supports our teachers by coaching and modeling math lessons and strategies to improve math instruction.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Math Coaching Cycles for Teachers

Critical Initiative

AMSTI works alongside our Building-Based Math Coach and the principal as they are working with our MSIT - Math School Improvement Team - to improve math instruction and strategies in our school.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Math School Improvement Team

Critical Initiative

Our math teachers and Building-Base Math Coach collaborate and work closely with teachers in identifying deficits in math instruction and strategies to improve them.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

MSIT meetings once a quarter

Critical Initiative

Our PST meets on students testing into Tier III, grade level PLCs meeting twice a month to meet on students in Tier II to identify deficits, set goals, and discuss strategies for instruction.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

PST Tier III meets monthly, Tier II bi-weekly

Critical Initiative

Progress Learning is the online program our students use for practice and to fill in missing learning gaps.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Teacher Observation and facilitation

Critical Initiative

We have a district math coach who works with our teachers three days per week.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

MInI coaching cycles

Objective

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Critical Initiative

Our EL teachers conduct EL committee meetings each month with teachers to support students in their classes that are falling behind and need extra attention and services.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Monthly EL meetings for each grade level

Critical Initiative

Daily support from our two EL teachers to support connection beyond school including our students' home life, culture, and background knowledge.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Real world activities
Connection between home and school

Critical Initiative

Ellevation offers "can-dos" for the students' English proficiency levels, as well as offering educational support through strategies and rubrics for teachers.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Teachers improve instruction and gain resources
Elevation Strategies

Critical Initiative

EL Teachers use Flashlight 360. This is a program that is similar to the components of the ACCESS test focusing on speaking, writing, and labeling which increases vocabulary.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

IELP and LPAC meetings
STAR & mClass Data

Critical Initiative

EL teachers use TEAMS which uses mainly nonfiction text and focuses on vocabulary and ELA components.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

PST Meets monthly

Objective

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Critical Initiative

Stakeholders will be involved in the creation of our budgets, federal and state. We will have at least two stakeholder representatives on each committee.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Stakeholders will be members of the Budget team

Critical Initiative

Stakeholders will be involved in the creation of our Annual Continuous Improvement Plan. We will have at least two representatives on the Asbury Elementary leadership team.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

Stakeholders will be members on leadership team

Critical Initiative

Asbury Elementary wants to ensure a partnership between all of our stakeholders; parents, faculty, staff, students, and community.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- Literacy Night
- Book Fair
- Title I parent night
- Volunteering and substituting
- Father / Daughter Dance
- Mother / Son Game Night
- Harvest Festival

Critical Initiative

Asbury Elementary will effectively communicate with all stakeholders in a variety of ways including Social media, the school website, Blackboard Communications, and DOJO.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- Blackboard Communications
- Social Media
- School Website
- Class DOJO

Objective

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Critical Initiative

Asbury Elementary will create awareness and provide resources for the social - emotional wellness of our students and their families.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- Full-time School Counselor
- Full-time Social Workers
- Full-time Mental Health Coordinator

Critical Initiative

Marshall County and Asbury Elementary provide school counseling services through our school counselor, social workers, mental health coordinator, and outside agencies.

Start Date: 08/01/2023End Date: 05/24/2024

Key Measures

- Full-time School Counselor
- Full-time Social Workers
- Full-time Mental Health Coordinator
- Contracted mental health services with agencies.

Critical Initiative

Asbury Elementary is committed to the social/emotional wellness of our students through prevention beginning with our school counselor and the Peer Helper PATH Curriculum.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- School Counselor provides group counseling

Critical Initiative

Asbury Elementary partners with Family Services of North Alabama to teach cyber-security and internet safety.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- Family Services provides instruction on internet

Critical Initiative

Asbury Elementary's PST meets monthly to provide resources and recommendations for students who are struggling academically, behaviorally, and emotionally.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- PST meeting monthly

Objective

To provide resources through PBIS and CHAMPS to decrease discipline referrals and encourage more academic growth.

Critical Initiative

Asbury Elementary is working to improve behavior across grade levels through consistent expectations. CHAMPS is being implemented in every classroom at Asbury Elementary School.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- CHAMPS training at the beginning of the year
- Will have more consistency in classroom management

Critical Initiative

Asbury Elementary is working to reduce the number of behavior referrals and therefore protect instructional time.

Start Date: 08/01/2023End Date: 05/31/2024

Key Measures

- CHAMPS Implementation across grade levels

Objective

To provide fine arts in the form of music education each week for our students in grades PreK-5 by a certified music teacher.

Critical Initiative

Asbury Elementary contracts a certified teacher through our Title I funds to teach music to all of our students once each week.

Start Date: 08/01/2023

End Date: 05/31/2024

Key Measures

Certified teacher to teach music weekly

Objective

To provide high-quality STEM (Science, Technology, Engineering, and Math) activities every other week for all of our students in grades K-5.

Critical Initiative

Asbury Elementary has a Robotics team that is led by a certified teacher. This team competes in competitions and learns to work together to create robots that can do things it is programmed to do.

Start Date: 08/01/2023

End Date: 05/31/2024

Key Measures

Extra-curricular Robotics Team

Critical Initiative

Asbury Elementary has a Robotics team that is led by a certified teacher who provides STEM education and this team competes in competitions and learns to work together to create robots.

Start Date:

End Date:

Key Measures

Extra-curricular Robotics Team

Asbury Elementary School

Vision

We, the faculty and staff of Asbury Elementary School, strive to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative, and compassionate members of society.

Mission

We, the faculty and staff of Asbury Elementary School, commit ourselves to helping every child, every chance, every day develop academically, emotionally, and socially in an atmosphere conducive to learning with a well-balanced curriculum supported by a professional staff dedicated to excellence.

Beliefs

We, the faculty and staff of Asbury Elementary School, believe that all of our students can succeed in a diverse world as life-long learners. We believe that our students can reach and expand their potential and become productive, responsible, ethical, creative, and compassionate members of society.

Reading Literacy	Math Literacy	English Language Learners	Stakeholder Involvement	Mental Health	Classroom Management	Music Instruction	Stem Education
Objectives	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none">• Provide high-quality, data-driven reading instruction based in the science of reading.	<ul style="list-style-type: none">• Provide high-quality math instruction as detailed in the Alabama Numeracy Act.	<ul style="list-style-type: none">• Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.	<ul style="list-style-type: none">• To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.	<ul style="list-style-type: none">• To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.	<ul style="list-style-type: none">• To provide resources through PBIS and CHAMPS to decrease discipline referrals and encourage more academic growth.	<ul style="list-style-type: none">• To provide fine arts in the form of music education each week for our students in grades PreK-5 by a certified music teacher.	<ul style="list-style-type: none">• To provide high-quality STEM (Science, Technology, Engineering, and Math) activities every other week for all of our students in grades K-5.
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none">• mClass and STAR assessments three times per year to determine student learning and reading levels to drive and improve planning	<ul style="list-style-type: none">• OMI supports our school by allowing us to have a Building-Base Math Coach. She supports our teachers by coaching and modeling math	<ul style="list-style-type: none">• Our EL teachers conduct EL committee meetings each month with teachers to support students in their classes that are	<ul style="list-style-type: none">• Stakeholders will be involved in the creation of our budgets, federal and state. We will have at least two stakeholder	<ul style="list-style-type: none">• Asbury Elementary will create awareness and provide resources for the social - emotional wellness of our students and their	<ul style="list-style-type: none">• Asbury Elementary is working to improve behavior across grade levels through consistent expectations. CHAMPS is being	<ul style="list-style-type: none">• Asbury Elementary contracts a certified teacher through our Title I funds to teach music to all of our students once each week.	<ul style="list-style-type: none">• Asbury Elementary has a Robotics team that is led by a certified teacher. This team competes in competitions and learns to work

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<p>and instruction.</p> <ul style="list-style-type: none"> • The Local Reading Specialist will work with and coach teachers to improve instruction. • The problem solving team will meet once a month for Tier III students setting goals and strategies to help improve student learning in order to move students from Tier III to Tier II. • Grade Level PLCs meet twice a month concerning Tier II students to set goals and share strategies to help improve and move students from Tier II to Tier I. • Three retired certified teachers and one teacher's aide provide reading intervention to our Tier III students. Three of the retired teachers and the teacher's aide are funded through Title I monies. • Progress Learning is used for practice and improvement in reading. • Walk-to-Intervene is an approximately 45-minute Tier III 	<p>lessons and strategies to improve math instruction.</p> <ul style="list-style-type: none"> • AMSTI works alongside our Building-Based Math Coach and the principal as they are working with our MSIT - Math School Improvement Team - to improve math instruction and strategies in our school. • Our math teachers and Building-Base Math Coach collaborate and work closely with teachers in identifying deficits in math instruction and strategies to improve them. • Our PST meets on students testing into Tier III, grade level PLCs meeting twice a month to meet on students in Tier II to identify deficits, set goals, and discuss strategies for instruction. • Progress Learning is the online program our students use for practice and to fill in missing learning gaps. • We have a district math coach who works with our 	<p>falling behind and need extra attention and services.</p> <ul style="list-style-type: none"> • Daily support from our two EL teachers to support connection beyond school including our students' home life, culture, and background knowledge. • Ellevation offers "can-dos" for the students' English proficiency levels, as well as offering educational support through strategies and rubrics for teachers. • EL Teachers use Flashlight 360. This is a program that is similar to the components of the ACCESS test focusing on speaking, writing, and labeling which increases vocabulary. • EL teachers use TEAMS which uses mainly nonfiction text and focuses on vocabulary and ELA components. 	<p>representatives on each committee.</p> <ul style="list-style-type: none"> • Stakeholders will be involved in the creation of our Annual Continuous Improvement Plan. We will have at least two representatives on the Asbury Elementary leadership team. • Asbury Elementary wants to ensure a partnership between all of our stakeholders; parents, faculty, staff, students, and community. • Asbury Elementary will effectively communicate with all stakeholders in a variety of ways including Social media, the school website, Blackboard Communications, and DOJO. 	<p>families.</p> <ul style="list-style-type: none"> • Marshall County and Asbury Elementary provide school counseling services through our school counselor, social workers, mental health coordinator, and outside agencies. • Asbury Elementary is committed to the social/emotional wellness of our students through prevention beginning with our school counselor and the Peer Helper PATH Curriculum. • Asbury Elementary partners with Family Services of North Alabama to teach cyber-security and internet safety. • Asbury Elementary's PST meets monthly to provide resources and recommendations for students who are struggling academically, behaviorally, and emotionally. 	<p>implemented in every classroom at Asbury Elementary School.</p> <ul style="list-style-type: none"> • Asbury Elementary is working to reduce the number of behavior referrals and therefore protect instructional time. 		<p>together to create robots that can do things it is programmed to do.</p> <ul style="list-style-type: none"> • Asbury Elementary has a Robotics team that is led by a certified teacher who provides STEM education and this team competes in competitions and learns to work together to create robots.

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<p>intervention for our students in grades K-5. Our Tiers I & II use this time for enrichment and additional practice opportunities.</p> <ul style="list-style-type: none"> • ARI Coaches for the Literacy Specialist and Principal visit several times per year to support our school in improving literacy. • Third-grade students in danger of not making an adequate score on ACAP work through a portfolio, as per the Alabama Literacy Act to provide another pathway to promotion to 4th grade. 	<p>teachers three days per week.</p>						

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> • Reading Diagnostics • Data for PST Meetings • Data Meeting Diagnostics • Principal Observation • Coaching Cycles • Literacy School Improvement Team • Check progress and set reading goals • Use resources 	<ul style="list-style-type: none"> • Math Coaching Cycles for Teachers • Math School Improvement Team • MSIT meetings once a quarter • PST Tier III meets monthly, Tier II bi-weekly • Teacher Observation and facilitation • Mlni coaching cycles 	<ul style="list-style-type: none"> • Monthly EL meetings for each grade level • Real world activities • Connection between home and school • Teachers improve instruction and gain resources • Elevation Strategies • IELP and LPAC meetings • STAR & mClass Data 	<ul style="list-style-type: none"> • Stakeholders will be members of the Budget team • Stakeholders will be members on leadership team • Literacy Night • Book Fair • Title I parent night • Volunteering and substituting • Father / Daughter Dance 	<ul style="list-style-type: none"> • Full-time School Counselor • Full-time Social Workers • Full-time Mental Health Coordinator • Contracted mental health services with agencies. • School Counselor provides group counseling • Family Services provides instruction 	<ul style="list-style-type: none"> • CHAMPS training at the beginning of the year • Will have more consistency in classroom management • CHAMPS Implementation across grade levels 	<ul style="list-style-type: none"> • Asbury Elementary contracts a certified teacher through our Title I funds to teach music to all of our students once each week. 	<ul style="list-style-type: none"> • Extra-curricular Robotics Team

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> available for students • Grade Level PLC • Shared Resources • Data Meetings Check • Meet monthly with PST • Improvement through practice • Teacher Observation & Facilitation • Student reading improvement based on data. • Data meetings with each grade level • Planning & supporting Reading Instruction • Portfolios for 3rd grade students 		<ul style="list-style-type: none"> • PST Meets monthly 	<ul style="list-style-type: none"> • Mother / Son Game Night • Harvest Festival • Blackboard Communications • Social Media • School Website • Class DOJO 	<ul style="list-style-type: none"> on internet • PST meeting monthly 			

Asbury Elementary School

Mission

We, the faculty and staff of Asbury Elementary School, commit ourselves to helping every child, every chance, every day develop academically, emotionally, and socially in an atmosphere conducive to learning with a well-balanced curriculum supported by a professional staff dedicated to excellence.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

mClass and STAR assessments three times per year to determine student learning and reading levels to drive and improve planning and instruction.

Key Measures

- Reading Diagnostics
- Data Meeting Diagnostics
- Data for PST Meetings
- Principal Observation

Intended Outcome(s)

- Instruction will improve through effective planning based on data.

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

We, the faculty and staff of Asbury Elementary School, strive to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative, and compassionate members of society.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

The Local Reading Specialist will work with and coach teachers to improve instruction.

Key Measures

- Coaching Cycles
- Literacy School Improvement Team

Intended Outcome(s)

- Teacher's Instruction will improve.

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

The problem solving team will meet once a month for Tier III students setting goals and strategies to help improve student learning in order to move students from Tier III to Tier II.

Key Measures

- Check progress and set reading goals
- Use resources available for students

Intended Outcome(s)

- Improvement in reading proficiency

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Grade Level PLCs meet twice a month concerning Tier II students to set goals and share strategies to help improve and move students from Tier II to Tier I.

Key Measures

- Grade Level PLC
- Data Meetings Check
- Shared Resources

Intended Outcome(s)

- Students Improve Reading Proficiency

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Three retired certified teachers and one teacher's aide provide reading intervention to our Tier III students. Three of the retired teachers and the teacher's aide are funded through Title I monies.

Key Measures

- Meet monthly with PST
- Improvement through practice

Intended Outcome(s)

- Improvement in Reading for Tier III Students

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Progress Learning is used for practice and improvement in reading.

Key Measures

- Teacher Observation & Facilitation

Intended Outcome(s)

- Increase growth in reading proficiency

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Walk-to-Intervene is an approximately 45-minute Tier III intervention for our students in grades K-5. Our Tiers I & II use this time for enrichment and additional practice opportunities.

Key Measures

- Student reading improvement based on data.

Intended Outcome(s)

- Effective provide Tier III Instruction everyday

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

ARI Coaches for the Literacy Specialist and Principal visit several times per year to support our school in improving literacy.

Key Measures

- Data meetings with each grade level
- Planning & supporting Reading Instruction

Intended Outcome(s)

- Principal and Literacy Specialist receive Coaching & Improve in their leadership

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Third-grade students in danger of not making an adequate score on ACAP work through a portfolio, as per the Alabama Literacy Act to provide another pathway to promotion to 4th grade.

Key Measures

- Portfolios for 3rd grade students

Intended Outcome(s)

- Improve Reading Proficiency by 3rd grade

Objective

Provide high-quality, data-driven reading instruction based in the science of reading.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

OMI supports our school by allowing us to have a Building-Base Math Coach. She supports our teachers by coaching and modeling math lessons and strategies to improve math instruction.

Key Measures

- Math Coaching Cycles for Teachers

Intended Outcome(s)

- Our Teachers Improve their math instruction and have a resource on campus to coach them.

Objective

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

AMSTI works alongside our Building-Based Math Coach and the principal as they are working with our MSIT - Math School Improvement Team - to improve math instruction and strategies in our school.

Key Measures

- Math School Improvement Team

Intended Outcome(s)

- Improvement in math proficiency

Objective

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Our math teachers and Building-Base Math Coach collaborate and work closely with teachers in identifying deficits in math instruction and strategies to improve them.

Key Measures

- MSIT meetings once a quarter

Intended Outcome(s)

- Improvement in math proficiency

Objective

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Our PST meets on students testing into Tier III, grade level PLCs meeting twice a month to meet on students in Tier II to identify deficits, set goals, and discuss strategies for instruction.

Key Measures

- PST Tier III meets monthly, Tier II bi-weekly

Intended Outcome(s)

- To improve math proficiency in each grade level

Objective

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Progress Learning is the online program our students use for practice and to fill in missing learning gaps.

Key Measures

- Teacher Observation and facilitation

Intended Outcome(s)

- Provide practice for students

Objective

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

We have a district math coach who works with our teachers three days per week.

Key Measures

- Mini coaching cycles

Intended Outcome(s)

- Increased teacher knowledge and improved student outcomes.

Objective

Provide high-quality math instruction as detailed in the Alabama Numeracy Act.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Our EL teachers conduct EL committee meetings each month with teachers to support students in their classes that are falling behind and need extra attention and services.

Key Measures

- Monthly EL meetings for each grade level

Intended Outcome(s)

- Provide resources for EL students and their teachers

Objective

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Daily support from our two EL teachers to support connection beyond school including our students' home life, culture, and background knowledge.

Key Measures

- Real world activities
- Connection between home and school

Intended Outcome(s)

- Encourage EL students and make them feel comfortable

Objective

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Ellevation offers "can-dos" for the students' English proficiency levels, as well as offering educational support through strategies and rubrics for teachers.

Key Measures

- Teachers improve instruction and gain resources
- Elevation Strategies

Intended Outcome(s)

- Students and Teachers receive supports for EL instruction

Objective

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

EL Teachers use Flashlight 360. This is a program that is similar to the components of the ACCESS test focusing on speaking, writing, and labeling which increases vocabulary.

Key Measures

- IELP and LPAC meetings
- STAR & mClass Data

Intended Outcome(s)

- Students will improve their ACCESS score

Objective

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

EL teachers use TEAMS which uses mainly nonfiction text and focuses on vocabulary and ELA components.

Key Measures

- PST Meets monthly

Intended Outcome(s)

- Improve EL students vocabulary and ELA components.

Objective

Provide quality classroom instruction for our English Language Learners so that they will improve and excel in language and communication skills.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Stakeholders will be involved in the creation of our budgets, federal and state. We will have at least two stakeholder representatives on each committee.

Key Measures

- Stakeholders will be members of the Budget team

Intended Outcome(s)

- Stakeholders will be educated on the school budget and help create it.

Objective

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Stakeholders will be involved in the creation of our Annual Continuous Improvement Plan. We will have at least two representatives on the Asbury Elementary leadership team.

Key Measures

- Stakeholders will be members on leadership team

Intended Outcome(s)

- Stakeholders will be educated on important issues involving our school

Objective

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Asbury Elementary wants to ensure a partnership between all of our stakeholders; parents, faculty, staff, students, and community.

Key Measures

- Literacy Night
- Title I parent night
- Father / Daughter Dance
- Harvest Festival
- Book Fair
- Volunteering and substituting
- Mother / Son Game Night

Intended Outcome(s)

- Continue with a positive relationship with all of our stakeholders

Objective

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Asbury Elementary will effectively communicate with all stakeholders in a variety of ways including Social media, the school website, Blackboard Communications, and DOJO.

Key Measures

- Blackboard Communications
- School Website
- Social Media
- Class DOJO

Intended Outcome(s)

- We will keep our stakeholders aware of things going on at Asbury Elementary

Objective

To provide a partnership with all stakeholders including faculty & staff, parents, & community members so that they are involved in decision-making.

Vision

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Asbury Elementary will create awareness and provide resources for the social - emotional wellness of our students and their families.

Key Measures

- Full-time School Counselor
- Full-time Social Workers
- Full-time Mental Health Coordinator

Intended Outcome(s)

- Students will be healthy socially and emotionally

Objective

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Vision

We, the faculty and staff of Asbury Elementary School, strive to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative, and compassionate members of society.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Marshall County and Asbury Elementary provide school counseling services through our school counselor, social workers, mental health coordinator, and outside agencies.

Key Measures

- Full-time School Counselor
- Full-time Social Workers
- Full-time Mental Health Coordinator
- Contracted mental health services with agencies.

Intended Outcome(s)

- Students have social / emotional resources available when needed.

Objective

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Vision

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Asbury Elementary School

Mission

We, the faculty and staff of Asbury Elementary School, commit ourselves to helping every child, every chance, every day develop academically, emotionally, and socially in an atmosphere conducive to learning with a well-balanced curriculum supported by a professional staff dedicated to excellence.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Asbury Elementary is committed to the social/emotional wellness of our students through prevention beginning with our school counselor and the Peer Helper PATH Curriculum.

Key Measures

- School Counselor provides group counseling

Intended Outcome(s)

- School counselor on staff to help when needed and educate monthly

Objective

To provide awareness of the resources available in our school & county for emotional well-being of our students & their families.

Vision

We, the faculty and staff of Asbury Elementary School, strive to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative, and compassionate members of society.

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Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Asbury Elementary partners with Family Services of North Alabama to teach cyber-security and internet safety.

Key Measures

- Family Services provides instruction on internet

Intended Outcome(s)

- Our students will be safe online

Objective

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Other

Critical Initiative

Asbury Elementary's PST meets monthly to provide resources and recommendations for students who are struggling academically, behaviorally, and emotionally.

Key Measures

- PST meeting monthly

Intended Outcome(s)

- Our students will improve academically, behaviorally, and emotionally.

Objective

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Other

Critical Initiative

Asbury Elementary is working to improve behavior across grade levels through consistent expectations. CHAMPS is being implemented in every classroom at Asbury Elementary School.

Key Measures

- CHAMPS training at the beginning of the year
- Will have more consistency in classroom management

Intended Outcome(s)

- Student behavior will improve, therefore academics will improve.

Objective

To provide resources through PBIS and CHAMPS to decrease discipline referrals and encourage more academic growth.

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Source of Funding:

Other

Critical Initiative

Asbury Elementary is working to reduce the number of behavior referrals and therefore protect instructional time.

Key Measures

- CHAMPS Implementation across grade levels

Intended Outcome(s)

- Students will spend more time on improving academically

Objective

To provide resources through PBIS and CHAMPS to decrease discipline referrals and encourage more academic growth.

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Resource(s)

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Source of Funding:

Other

Critical Initiative

Asbury Elementary contracts a certified teacher through our Title I funds to teach music to all of our students once each week.

Key Measures

- Certified teacher to teach music weekly

Intended Outcome(s)

- Students will learn and enjoy music instruction

Objective

To provide fine arts in the form of music education each week for our students in grades PreK-5 by a certified music teacher.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Asbury Elementary has a Robotics team that is led by a certified teacher. This team competes in competitions and learns to work together to create robots that can do things it is programmed to do.

Key Measures

- Extra-curricular Robotics Team

Intended Outcome(s)

- Students are introduced to, learn about, and compete in Robotics

Objective

To provide high-quality STEM (Science, Technology, Engineering, and Math) activities every other week for all of our students in grades K-5.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Asbury Elementary has a Robotics team that is led by a certified teacher who provides STEM education and this team competes in competitions and learns to work together to create robots.

Key Measures

- Extra-curricular Robotics Team

Intended Outcome(s)

Objective

To provide high-quality STEM (Science, Technology, Engineering, and Math) activities every other week for all of our students in grades K-5.

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