



## **ACIP**

Thomasville Elementary School

Thomasville City School System

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Student Performance Diagnostic**

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	15
Report Summary.....	16

## **2017-2018 ACIP Assurances**

Introduction ..... 18

ACIP Assurances ..... 19

**TES 2017-2018 aCIP**

Overview ..... 21

Goals Summary ..... 22

- Goal 1: Close achievement gaps by delivering standards- based and data driven instruction to students using CCRS. . . . . 23
- Goal 2: Strengthen relationships with students, families, and the community in order to improve customer service and promote school pride. . . . . 27
- Goal 3: Support the retention of effective teachers, support staff, and leaders. . . . . 28
- Goal 4: Engage and empower learners through technology. . . . . 30
- Goal 5: Implement marketing, communication, and public relations strategies to showcase student learning and promote district pride. . . . . 31

Activity Summary by Funding Source ..... 32

**Stakeholder Feedback Diagnostic**

Introduction ..... 36

Stakeholder Feedback Data ..... 37

Evaluative Criteria and Rubrics ..... 38

Areas of Notable Achievement ..... 39

Areas in Need of Improvement ..... 40

Report Summary ..... 41

**2017-2018 Title I Schoolwide Diagnostic**

Introduction ..... 43

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) ..... 44

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 46

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 61

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 62

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 63

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 64

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 66

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 67

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 69

Component 10: Evaluation (Sec.1114(b)(3))..... 70

**2017-2018 Coordination of Resources - Comprehensive Budget**

Introduction..... 72

FTE Teacher Units..... 73

Administrator Units..... 74

Assistant Principal..... 75

Counselor..... 76

Librarian..... 77

Career and Technical Education Administrator..... 78

Career and Technical Education Counselor..... 79

Technology..... 80

Professional Development..... 81

EL Teachers ..... 82

Instructional Supplies ..... 83

Library Enhancement ..... 84

Title I ..... 85

Title II ..... 86

Title III ..... 87

Title IV ..... 88

Title V ..... 89

Career and Technical Education-Perkins IV ..... 90

Career and Technical Education-Perkins IV ..... 91

Other ..... 92

Local Funds ..... 93

**2017-2018 Parent and Family Engagement**

Introduction ..... 95

Parent and Family Engagement ..... 96

# **Executive Summary**

## Introduction

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

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

## Description of the School

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

Thomasville Elementary School has a student population of approximately three hundred ninety-two students. It is located in the middle of rural Southwest Alabama in the city of Thomasville. Although the school experienced considerable growth due to business and industrial expansion a couple years ago, the enrollment has begun to fluctuate due to multiple factors such as parents gaining employment outside the city, struggling families relocating to be near relatives/support systems, families moving out of the area due to employment, and parents making use of other educational options such as home school and private school.

Demographically, Thomasville Elementary School has a student population that is about forty-nine percent African American, forty-eight percent White, one percent Asian, one percent Multi-Race, and one percent Hispanic. About seventy-three percent of students receive free/reduced priced lunches and about twenty-seven percent receive paid lunches. There are approximately forty-five staff members to include certified and non-certified personnel. All certified teachers have Highly Qualified status, one teacher has national board certification, and all but three teachers have Master's degrees.

Some of the most unique features associated with Thomasville Elementary School (TES) include its strong and well-rounded academic program, positive school climate and culture, innovative and structured teaching staff, ELL program, and Gifted Education Program. The school is also an Alabama Math, Science, and Technology school with instructional partners in the areas of reading, math, and technology for instructional support. Our school is very grateful for the opportunities provided by Alabama Forestry, a strong partner in education. Other exceptional features include three Prek classrooms and enrichment for students in the area of art and music appreciation.

## School's Purpose

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

Thomasville Elementary School has as its mission "To Promote Lifelong Learning in the 21st Century " The school's vision is that "all students will reach their potential of becoming caring, competent, responsible citizens by promoting lifelong learning through the use of 21st century technology to ensure college and career readiness." We believe: (1) that learning is the chief priority for our school; (2) education is a partnership involving the home, the community, and our schools; (3) literacy skills are fundamental to student success; (4) individualized education promotes a lifelong desire to learn; and (5) consistently enforced discipline promotes a safe positive learning environment.

The school embodies its purpose through setting high expectations for all students and providing a rigorous academic program where teachers teach to the College and Career Readiness Standards, adjust instruction, align resources, progress monitor regularly, and develop a clearly articulated curriculum. Teachers are also committed to teaching conceptually, using inquiry based learning, and strategic teaching strategies to engage students in the classroom.

## **Notable Achievements and Areas of Improvement**

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

Thomasville Elementary School has a history of success. Namely, the school has exceeded accountability goals in the areas of reading, math, attendance, and participation for over five years. Additional achievements include receiving the Office of School Readiness First Class Pre-K grant in 2015 and our continued partnership with Alabama Forestry for the 2017-2018 school year. The purpose of the Pre-K initiative is to provide access to a Pre-K classroom that focused on a safe and high quality learning environment geared for preschool age children. The school will continue the implementation of the One to One Computing Initiative with support from the Instructional Technology Facilitator and Help Desk Manager.

The areas of improvement in the last three years include an increase in math and reading achievement and a consistent decrease in the learning gaps in reading and math across subgroups. In the next three years, the school is working to sustain effective instructional leadership, build leadership capacity, to improve twenty-first century technology skills, and become a model school for the state. An additional focus area will include the partnerships we have with community stakeholders.

## **Additional Information**

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

Thomasville Elementary School is committed to giving the most quality educational services to all children. We are also dedicated to forming stronger bonds with parents, community members, and shareholders in order to support and expand the services provided to children. We firmly believe that all children can learn, and we are devoted to making the educational process effective for each child. Why? Because we know without a doubt that a quality education can transform lives by breaking the cycle of poverty in families and changing the entire trajectory of a child.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The school engaged a variety of stakeholders in the development of the Thomasville Elementary School Improvement Plan through the establishment of the TES Advisory Board which includes the PTO Board, school administrators, and the school guidance counselor. The selection was made based on solicitation of participation from the most active and available parents in school initiatives. Stakeholders were given input on selecting their roles at the first meeting. Meetings were then scheduled at a time that was convenient for all stakeholders. Meetings are held quarterly with the school principal.

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

The representations from stakeholder groups that participated in the development of the improvement plan include parents, teachers, and community representatives. The responsibilities of the parents and community representatives were to encourage participation in parent and stakeholder surveys, provide input on school goals and budgets, attend regularly scheduled meetings, and to give feedback to other parents and stakeholders at parent meetings.

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

The final improvement plan is communicated via the TCS web and provided in the TES Parent Information Center located on third grade hall. Stakeholders receive feedback at Advisory Board meetings, parent meetings, and home correspondence (newsletters, flyers, social media, etc.) provided by each grade level team.

# Student Performance Diagnostic

## Introduction

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		TES Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

English 4, English 3

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

Our fourth grade shows a positive trend in performance in both reading and math. We have shown in growth in both of these areas and exceed the national average in reading. Our third grade data indicates that we also exceeded the national average in reading.

**Which area(s) indicate the overall highest performance?**

English 4, English 3

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

Females, Males, African- American students, white students, special needs

**Between which subgroups is the achievement gap closing?**

Females, Males, African- American students, white students, special needs

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

Data indicates the achievement gap is closing between all subgroups- females, males, black students, white students, and special needs students. We are committed to showing growth by targeting our areas of growth and using data driven instructional leadership strategies to review, revise, and implement our instructional program.

## Areas in Need of Improvement

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

Both writing and math are below the expected levels of performance in third and fourth grade.

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

We continue to see a negative trend in performance in writing and math among third and fourth graders.

### Which area(s) indicate the overall lowest performance?

Writing and math in third and fourth grades.

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

Writing-males and females

Science -males and African Americans

Reading-African Americans

### Between which subgroups is the achievement gap becoming greater?

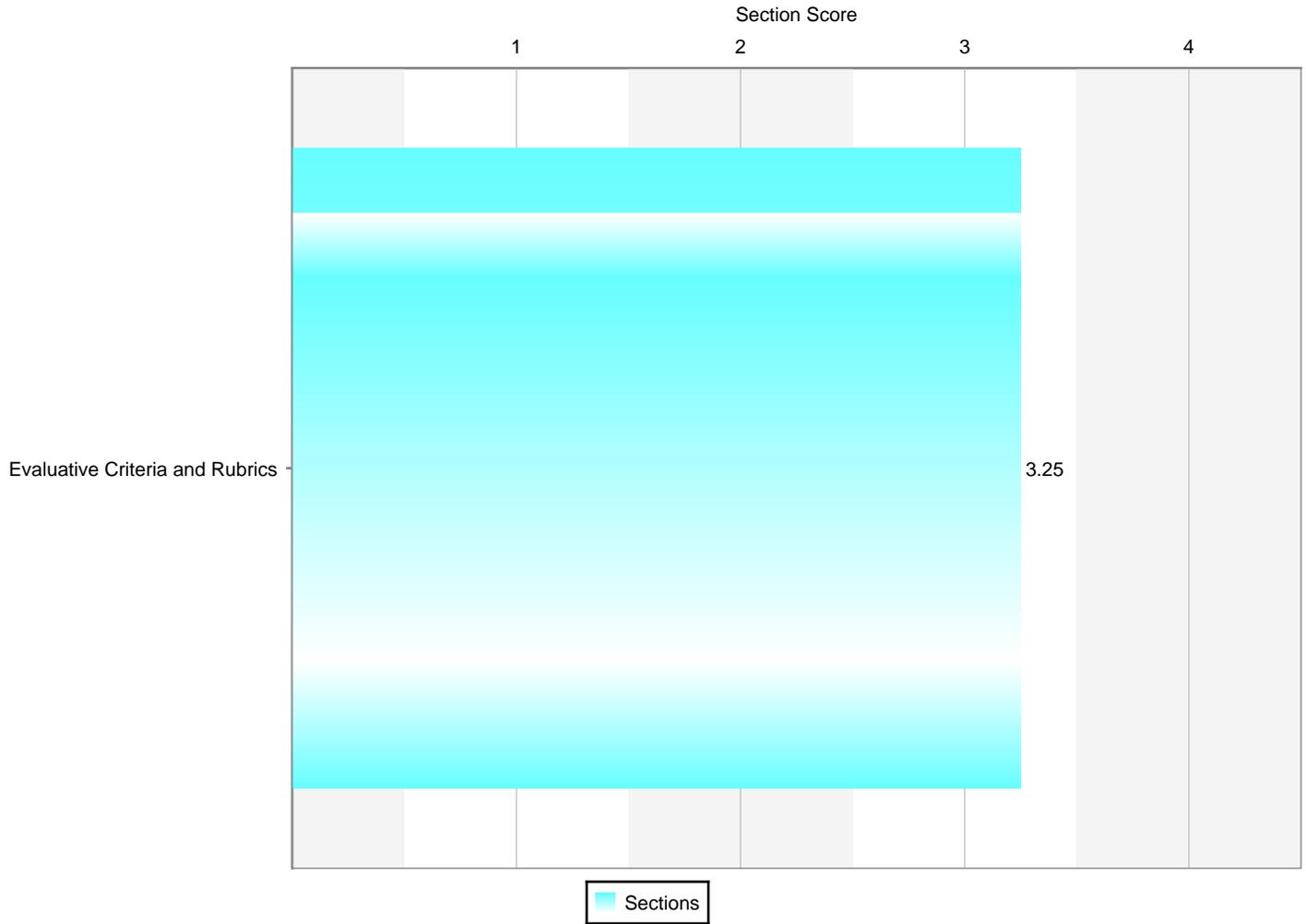
Between African Americans and whites

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

Our African American students continue to show a notable gap when being compared to our white students. However, we do see a slight move toward decreasing the gap of achievement among these students.

## Report Summary

### Scores By Section



# **2017-2018 ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Sandra Williams, Principal Taraethia Sullivan, AP Sharon Owes, Counselor April Culpepper, Math Coach Ellen Gates, Reading Coach Tracey Downey, Kindergarten Chelsea Doggett, First Grade Emily Drinkard, Second Grade Colleen Daniels, Third Grade Heather Glass, Fourth Grade Travis Kelly, Community Stakeholder Ashley Meadows, Parent	Signature Page

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	See attached signature page	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attachments for question 4	Parent Student Compact TES Compact

# **TES 2017-2018 aCIP**

## **Overview**

### **Plan Name**

TES 2017-2018 aCIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Close achievement gaps by delivering standards-based and data driven instruction to students using CCRS.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
2	Strengthen relationships with students, families, and the community in order to improve customer service and promote school pride	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	Support the retention of effective teachers, support staff, and leaders.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	Engage and empower learners through technology	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
5	Implement marketing, communication, and public relations strategies to showcase student learning and promote district pride	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Close achievement gaps by delivering standards- based and data driven instruction to students using CCRS.

### Measurable Objective 1:

A 5% increase of All Students will increase student growth in the area in English Language Arts by 05/31/2018 as measured by end of the year assessments iReady and Achievement Series .

### Strategy 1:

Differentiated Learning - Employ differentiated learning (instruction, assignments, centers, resources, and all other aspects of student learning as necessary) to address the individual needs of all learners. The strategy will be implemented throughout the class schedule.

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

Research Cited: N/A

Status	Progress Notes	Created On	Created By
N/A	Teachers met to align academic resources for differentiated instruction. Math agenda covered math differentiated instructional strategies. Teachers were also given the differentiated instructional piece for Investigations. October 23-27.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Teachers met to align academic resources for differentiated instruction. Math agenda covered math differentiated instructional strategies. Teachers were also given the differentiated instructional piece for Investigations. October 23-27.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Intervention planning meetings were held to implement a walk to intervention for 1st and 2nd grade levels. October 4, 2017	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Intervention planning meetings were held to implement a walk to intervention for 1st and 2nd grade levels. October 4, 2017	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Intervention planning meetings were held to implement a walk to intervention for 1st and 2nd grade levels. October 4, 2017	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Intervention planning meetings were held to implement a walk to intervention for 1st and 2nd grade levels. October 4, 2017	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Intervention planning meetings were held to implement a walk to intervention for 1st and 2nd grade levels. October 4, 2017	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Intervention planning meetings were held to implement a "walk to intervention" for 1st and 2nd grade levels. October 4, 2017	March 05, 2018	Mrs. Taraethia Rocker Sullivan

**ACIP**

Thomasville Elementary School

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional components throughout the day.	Direct Instruction	08/07/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy 2:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories above level (ready), on level (close), and approaching (in need of support). Multisystems of support will be provided during specified intervention times.

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

Research Cited: N/A

Status	Progress Notes	Created On	Created By
N/A	Teachers met to review RTI forms for completing a referral for RTI. Teachers were able to ask clarifying questions.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Teachers met to review RTI forms for completing a referral for RTI. Teachers were able to ask clarifying questions.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Teachers met to review RTI forms for completing a referral for RTI. Teachers were able to ask clarifying questions.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
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N/A	Teachers met to review RTI forms for completing a referral for RTI. Teachers were able to ask clarifying questions.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Teachers met to review RTI forms for completing a referral for RTI. Teachers were able to ask clarifying questions.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Teachers met to review RTI forms for completing a referral for RTI. Teachers were able to ask clarifying questions.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
N/A	Teachers met to review RTI forms for completing a referral for RTI. Teachers were able to ask clarifying questions.	March 05, 2018	Mrs. Taraethia Rocker Sullivan

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning plans for closing learning gaps.	Direct Instruction	08/07/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction Administrators All Teachers (Homeroom/Resource) PST Team

Activity - RTI Advisory Team Review of Rtl Policy/Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school RTI advisory team will review state policy and procedures and refine/enhance the Rtl framework as needed.	Academic Support Program, Behavioral Support Program	08/07/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction District Student Systems of Support Team Administrators RTI Advisory Team

**Strategy 3:**

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Status	Progress Notes	Created On	Created By
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**ACIP**

Thomasville Elementary School

N/A	Data meeting/discussion: September 13, 2017 BOY During this meeting, teachers reviewed and discussed beginning year data. Teachers divided students into priority groups for intervention or enrichment. Ready, Close, In Need of Support. January 31, 2018 Mid-Year Data Meeting/Discussion Teachers met to discuss improvements and regressions from student data reports. Teachers moved students according to priority profiles.	March 05, 2018	Mrs. Taraethia Rocker Sullivan
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Activity - Data Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom data, and school quality data. Teachers will also host student conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program	10/09/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady and Scantron Performance Series). Students will be selected to participate in afterschool enrichment opportunities such as: Geek Squad Reading Club iMath Club Writer's Market Based on data, select students will be chosen for a Math and ELA achievement celebration.	Academic Support Program	08/07/2017	05/31/2018	\$0	Title I Part A	Administration Teachers Educational Stakeholders

**Strategy 4:**

Refine/Enhance Inclusive Services - Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities as needed.

Category: Develop/Implement Learning Supports

Research Cited: N/A

SY 2017-2018

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Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinate supplemental intervention programs and services to maximize student time in core instruction (Sp. Ed, ESL, speech, OT, PT, etc.).	Academic Support Program	08/07/2017	05/31/2018	\$0	Title I Part A	Special Education Coordinator Administrators Homeroom Teachers SPED Resource Teachers

## Goal 2: Strengthen relationships with students, families, and the community in order to improve customer service and promote school pride

### Measurable Objective 1:

A 10% increase of All Students will increase student growth increase involvement with students, families, and the community in Reading by 03/30/2018 as measured by School tracking of stakeholders involvement.

### Strategy 1:

Parental Involvement Plan - The school will implement a parental involvement plan that includes innovative ways to serve families who may or may not be able to attend traditional school functions.

Category: Implement Community Based Support and Intervention System

Activity - Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Thomasville Elementary School

Maintain current information on the district/school website, Facebook, and the INOW Parent Portal.	Community Engagement	08/08/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers
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**Strategy 2:**

Student Opportunities - The school will provide opportunities for students to participate in extra-curricular activities selected by the students.

Category: Develop/Implement Student and School Culture Program

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote extra curricular activities through posters, flyers, assemblies, and announcements.	Extra Curricular	08/08/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Goal 3: Support the retention of effective teachers, support staff, and leaders.****Measurable Objective 1:**

collaborate to increase employee engagement and support by 05/31/2018 as measured by staff retention rate. .

**Strategy 1:**

Collaborative Learning - Provide collaborative learning opportunities for staff within and outside the TCS district.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Professional Learning Community Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in collaborative learning opportunities such as AMSTI PLC Vertical and team planning Mentoring opportunities School Improvement Grant with Power Schools Onsite/Offsite Visits	Professional Learning	08/07/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction Federal Programs Coordinator Administrators Instructional Coaches All Teachers

**Strategy 2:**

Staff Effectiveness - Develop, implement, and monitor an effective supervision and evaluation process that will lead to improved professional development and increased student achievement and staff performance.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: N/A

Activity - Staff Effectiveness Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff (certified and support) will be evaluated based on effectiveness. Ongoing professional development will be provided based on this evaluation results.	Professional Learning	08/07/2017	05/31/2018	\$0	Title I Part A	Director of Curriculum and Instruction Administrators

## Goal 4: Engage and empower learners through technology

### Measurable Objective 1:

demonstrate a proficiency to Increase the use of technology to enhance and personalize learning by 05/31/2018 as measured by Administrative observations.

### Strategy 1:

Professional Development - Provide teachers with professional development to integrate technology into classroom instruction

Category: Develop/Implement College and Career Ready Standards

Activity - Google Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development to teachers on using applications in the Google Platform	Technology	08/08/2017	05/31/2018	\$0	Title I Part A	Technology Specialist Administration

### Strategy 2:

Learning Opportunities - Encourage students and staff to take advantage of non-traditional learning opportunities offered through technology

Category: Develop/Implement College and Career Ready Standards

Activity - Online Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate online learning resources into instruction	Technology	08/08/2017	05/31/2018	\$0	Title I Part A	Technology Specialist Administration

## Goal 5: Implement marketing, communication, and public relations strategies to showcase student learning and promote district pride

### Measurable Objective 1:

increase student growth to improve awareness of the TCS brand in order to cement relationships with current clients and attract new clients by 05/31/2018 as measured by social media and surveys.

### Strategy 1:

TCS Slogan - Determine a slogan to promote the TCS brand

Category: Develop/Implement Student and School Culture Program

Activity - Student Input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage student input on the slogan through surveys, contests, etc	Recruitment and Retention	09/29/2017	05/31/2018	\$0	Title I Part A	Administration Technology Specialist Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Advisory Team Review of Rtl Policy/Procedures	The school RTI advisory team will review state policy and procedures and refine/enhance the Rtl framework as needed.	Academic Support Program, Behavioral Support Program	08/07/2017	05/31/2018	\$0	Director of Curriculum and Instruction District Student Systems of Support Team Administrators RTI Advisory Team
Supplemental Intervention Programs	Coordinate supplemental intervention programs and services to maximize student time in core instruction (Sp. Ed, ESL, speech, OT, PT, etc.).	Academic Support Program	08/07/2017	05/31/2018	\$0	Special Education Coordinator Administrators Homeroom Teachers SPED Resource Teachers
RTI/PST Monthly Meetings	Teachers will meet monthly to discuss the progression of student learning plans for closing learning gaps.	Direct Instruction	08/07/2017	05/31/2018	\$0	Director of Curriculum and Instruction Administrators All Teachers (Homeroom/Resource) PST Team

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Thomasville Elementary School

Extra Curricular Activities	Promote extra curricular activities through posters, flyers, assemblies, and announcements.	Extra Curricular	08/08/2017	05/31/2018	\$0	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers
Data Discussion	ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom data, and school quality data. Teachers will also host student conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program	10/09/2017	05/31/2018	\$0	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers
Tiered Instruction	Incorporate differentiated and engagement strategies into daily instructional components throughout the day.	Direct Instruction	08/07/2017	05/31/2018	\$0	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers
Online Resources	Incorporate online learning resources into instruction	Technology	08/08/2017	05/31/2018	\$0	Technology Specialist Administration
Google Platform	Provide professional development to teachers on using applications in the Google Platform	Technology	08/08/2017	05/31/2018	\$0	Technology Specialist Administration
Partnerships	Maintain current information on the district/school website, Facebook, and the INOW Parent Portal.	Community Engagement	08/08/2017	05/31/2018	\$0	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**ACIP**

Thomasville Elementary School

Student Enrichment Opportunities	Academic goals will be set and measured by diagnostic assessments (iReady and Scantron Performance Series). Students will be selected to participate in afterschool enrichment opportunities such as: Geek Squad Reading Club iMath Club Writer's Market Based on data, select students will be chosen for a Math and ELA achievement celebration.	Academic Support Program	08/07/2017	05/31/2018	\$0	Administration Teachers Educational Stakeholders
Professional Learning Community Meetings	Teachers will engage in collaborative learning opportunities such as AMSTI PLC Vertical and team planning Mentoring opportunities School Improvement Grant with Power Schools Onsite/Offsite Visits	Professional Learning	08/07/2017	05/31/2018	\$0	Director of Curriculum and Instruction Federal Programs Coordinator Administrators Instructional Coaches All Teachers
Staff Effectiveness Plan	Staff (certified and support) will be evaluated based on effectiveness. Ongoing professional development will be provided based on this evaluation results.	Professional Learning	08/07/2017	05/31/2018	\$0	Director of Curriculum and Instruction Administrators
Student Input	Encourage student input on the slogan through surveys, contests, etc	Recruitment and Retention	09/29/2017	05/31/2018	\$0	Administration Technology Specialist Teachers
<b>Total</b>					\$0	

# **Stakeholder Feedback Diagnostic**

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	N/A	

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## Areas of Notable Achievement

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

Notable areas of achievement indicating the highest level of satisfaction are :

Student Surveys INDICATOR 1.1- The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (Used from last school term)

Staff Surveys INDICATOR 2.1- The governing body establishes policies and supports practices that ensure effective administration of the school.

Parent Surveys INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

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

Standard 5, Using Results for Continuous Improvement is showing increasing satisfaction, because this school year, data analysis has been emphasized as a necessary component in increasing student achievement. Data chats, professional development and grade level meetings are held to ensure faculty understand how to analyze data and use it to improve student success.

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

Standard 1 is consistent with findings from the end of the year 3-2-1 form of the 2015-2016 Teacher Input Survey, in that 20% of staff members requested more collaborative time.

## Areas in Need of Improvement

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

Staff: INDICATOR 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Parents: INDICATOR 2.2: The governing body operates responsibly and functions effectively.

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

Indicator 4.4- Students and school personnel use a range of media and information resources to support the school's educational programs. Teachers feel a lack of support when problems arise with technology. Other areas of concern are no professional training or available resources for teachers on how to meet the needs of students technology needs.

### What are the implications for these stakeholder perceptions?

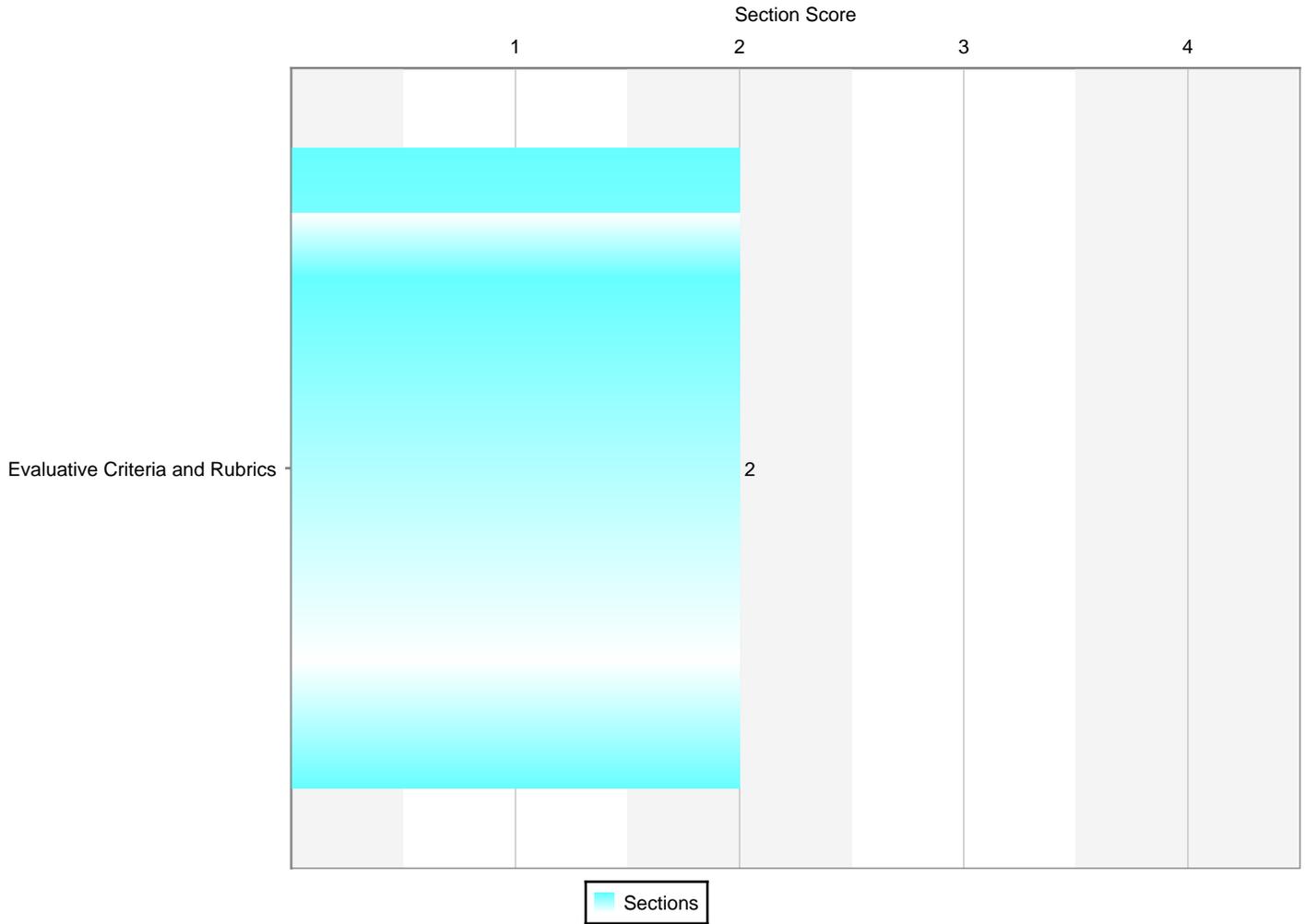
It gives the school leadership ideas on areas of focus for school improvement. A technology schedule was created and implemented in order to shift a focus towards developing 21st Century Technology skills in both students and teachers.

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

It can be assumed that technology is very important to both stakeholders and more development is needed.

## Report Summary

### Scores By Section



# 2017-2018 Title I Schoolwide Diagnostic

## Introduction

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

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

### **How was the comprehensive needs assessment conducted?**

The TES Leadership Team met in August 2017 to make a list of items needed for the CIP and assign roles for securing documents for data collection. The list of items included the following: ACT Aspire test results, surveys, Alabama Alternate Assessment results, SIR Report, Wida results, etc. Team members analyzed the data, discussed the results, and made conclusions based on the data. The team presented the results to the faculty/staff and aCIP Parent Advisory Board for input. The team synthesized all of the information gathered from stakeholders, and made a final needs assessment to incorporate in the plan.

### **What were the results of the comprehensive needs assessment?**

The results of the comprehensive needs assessment revealed needs in the areas of

\*Writing 3rd and 4th

\*Vocabulary (Grades 2 and 4 according to iReady)

\*Math (overall weakness according to iReady)

\*Culture

The needs assessment uncovered that support was needed for at-risk students, special education students, as well as parents/families.

Areas of strength:

\*English

\*Less than 10% need support in all grade levels (iReady Data)

\*DIBELS ORF 2nd grade accuracy 73% of students Core profile

### **What conclusions were drawn from the results?**

Conclusions were drawn from the results that indicate a need for support in providing a more engaging, innovative, and rigorous curriculum to address the diverse learning needs in the student population. The results also revealed a need for strategies designed to decrease gaps in learning and to establish effective partnerships with families, the community, and businesses.

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

The information that was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data was that students in at-risk subgroups must be provided with appropriate services to meet their diverse learning needs and that inclusive services for students with disabilities should be refined to decrease the gaps in learning. It was also concluded that there is a need to increase and strengthen family, parent, community, and shareholder involvement and partnerships.

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

The school goals are connected to the priority needs and the needs assessment because the goals derived from the assessment were needs uncovered in the needs assessment.

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

The goals portray a clear and detailed analysis of multiple types of data because the goals identify myriad areas of focus to include instruction/learning, student support, and community/family involvement.

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

The goals address the needs of the whole school population and special recognition to children who are disadvantaged by detailing tasks that are specifically designed to support the needs of students in all subgroups. For example, there are goals that address support for struggling students, at-risk students, disadvantaged students, as well as students with disabilities. There are also goals that address challenging students at ALL levels.

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

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

### Goal 1:

Increase Parental Involvement Engagement/Involvement

### Measurable Objective 1:

increase student growth by increasing parental involvement and engagement at the elementary school level. by 05/18/2018 as measured by increased positive responses on quarterly perception data surveys. .

### Strategy1:

Parental Involvement - This strategy will work by first acknowledging parents as equal partners in promoting student achievement and recognizing parents' talents and skills as resources to promote children's educational development. TES will provide meaningful parent engagement opportunities which include but are not limited to volunteering, development of fiscal resources, shared decision making, and learning opportunities to support student learning.

Category: Other - Increased Student Achievement

Research Cited: <https://www.ptotoday.com/parent-involvement>

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a follow up of 2016-2017 parental feedback data, parent workshops will be hosted in January. Parents will be receive strategies and resources to support student learning at home. During the summer months, TES will utilize school and district media webpages to post resources for parents to utilize.	Parent Involvement	05/29/2017	05/18/2018	\$1500 - Title I Part A	Administration Instructional Coaches PTO Board Advisory Board Classroom Teachers Parents

### Goal 2:

Implement a parent engagement/involvement plan in Grades Pre-K-4 to improve the school to home/home to school partnership.

### Measurable Objective 1:

100% of All Students will demonstrate a behavior and will have parents who become more involved in education in Reading by 06/01/2018 as measured by an increase in parent engagement .

### Strategy1:

Parent Engagement/Involvement Plan - This program review plan is for schools without Grade 12. The area of focus is parent engagement.

Furthermore, there is a comprehensive process used to engage stakeholders in the development of the parent engagement plan. Specifically, all stakeholders are invited to participate through a variety of platforms to include parent letters, newsletters, local newspaper, district phone message, social media, and the school/district websites. Stakeholders are selected based on their willingness to serve, and their roles are determined by election. The process used to engage stakeholders is through surveys, face-to-face meetings, social media, email, and conference calls. In order to accommodate stakeholders, meetings are held in a variety of locations to include the local schools and Thomasville Civic Center, which provides a more centralized location to make attending more feasible. Feedback from stakeholders is accepted through face-to-face meetings, surveys, phone, email, and social media and school drop boxes. The times for scheduled meetings are derived based on stakeholder preferences. Namely, meetings are offered in the morning, afternoon, and evening to accommodate all schedules.

Likewise, the parent engagement plan is purposefully designed to strengthen the school-to-home/home-to-school partnership in order to meet the unique needs of the whole child. The framework for the parent engagement plan consists of a variety of platforms for two-way communication to include weekly take-home folders, parent surveys, phone conferences, email, social media, feedback forms, parent workshops, parent meetings, and school events. All of the avenues for communication are provided to assist families in navigating the school system, involve them in school events/initiatives, connect them to valuable resources in the community, invite input on school improvement efforts, and cultivate teamwork. The implementation timeline is from July 2017 until May 2018.

Category: Other - Parent Involvement

Research Cited: Henderson, A.T., and Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Activity - Parent Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate activities to enhance parent involvement/engagement.	Parent Involvement	08/03/2017	06/29/2018	\$400 - Title I Part A	Administrators, teachers, counselors

**Goal 3:**

Engage and empower learners through technology

**Measurable Objective 1:**

demonstrate a proficiency to increase the use of technology to enhance and personalize learning by 05/31/2018 as measured by Administrative observations.

**Strategy1:**

Learning Opportunities - Encourage students and staff to take advantage of non-traditional learning opportunities offered through technology

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - 21st Century Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly Technology Spotlights	Academic Support Program	08/08/2017	05/31/2018	\$0 - Title I Part A	Administration Teachers

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate online learning resources into instruction	Technology	08/08/2017	05/31/2018	\$0 - Title I Part A	Technology Specialist Administration

**Strategy2:**

Professional Development - Provide teachers with professional development to integrate technology into classroom instruction

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PBL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide project based learning professional development for the end of the year Technology Expo	Technology	08/08/2017	05/31/2018	\$0 - Title I Part A	Technology Specialist Administration

Activity - Google Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to teachers on using applications in the Google Platform	Technology	08/08/2017	05/31/2018	\$0 - Title I Part A	Technology Specialist Administration

**Goal 4:**

Implement marketing, communication, and public relations strategies to showcase student learning and promote district pride

**Measurable Objective 1:**

increase student growth to improve awareness of the TCS brand in order to cement relationships with current clients and attract new clients by 05/31/2018 as measured by social media and surveys.

**Strategy1:**

TCS Slogan - Determine a slogan to promote the TCS brand

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Student Input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage student input on the slogan through surveys, contests, etc	Recruitment and Retention	09/29/2017	05/31/2018	\$0 - Title I Part A	Administration Technology Specialist Teachers

**Strategy2:**

TCS Brand - Market the TCS brand using innovative communication tools

Category: Develop/Implement Student and School Culture Program

## Research Cited:

Activity - District Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advertise the TCS brand on the district website and social media	Recruitment and Retention	08/08/2017	05/31/2018	\$0 - Title I Part A	Administrators Technology Specialist Teachers

Activity - Kids Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness checks for elementary students offered by Coastal Community College	Academic Support Program Community Engagement Technology	08/08/2017	05/31/2018	\$0 - Title I Part A	Administration Tech Specialist Teachers

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

**Goal 1:**

Increase Parental Involvement Engagement/Involvement

**Measurable Objective 1:**

increase student growth by increasing parental involvement and engagement at the elementary school level. by 05/18/2018 as measured by increased positive responses on quarterly perception data surveys. .

**Strategy1:**

Parental Involvement - This strategy will work by first acknowledging parents as equal partners in promoting student achievement and recognizing parents' talents and skills as resources to promote children's educational development. TES will provide meaningful parent engagement opportunities which include but are not limited to volunteering, development of fiscal resources, shared decision making, and learning opportunities to support student learning.

Category: Other - Increased Student Achievement

Research Cited: <https://www.ptotoday.com/parent-involvement>

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Thomasville Elementary School

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a follow up of 2016-2017 parental feedback data, parent workshops will be hosted in January. Parents will be receive strategies and resources to support student learning at home. During the summer months, TES will utilize school and district media webpages to post resources for parents to utilize.	Parent Involvement	05/29/2017	05/18/2018	\$1500 - Title I Part A	Administration Instructional Coaches PTO Board Advisory Board Classroom Teachers Parents

**Goal 2:**

Implement a parent engagement/involvement plan in Grades Pre-K-4 to improve the school to home/home to school partnership.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior and will have parents who become more involved in education in Reading by 06/01/2018 as measured by an increase in parent engagement .

**Strategy1:**

Parent Engagement/Involvement Plan - This program review plan is for schools without Grade 12. The area of focus is parent engagement.

Furthermore, there is a comprehensive process used to engage stakeholders in the development of the parent engagement plan.

Specifically, all stakeholders are invited to participate through a variety of platforms to include parent letters, newsletters, local newspaper, district phone message, social media, and the school/district websites. Stakeholders are selected based on their willingness to serve, and their roles are determined by election. The process used to engage stakeholders is through surveys, face-to-face meetings, social media, email, and conference calls. In order to accommodate stakeholders, meetings are held in a variety of locations to include the local schools and Thomasville Civic Center, which provides a more centralized location to make attending more feasible. Feedback from stakeholders is accepted through face-to-face meetings, surveys, phone, email,

and social media and school drop boxes. The times for scheduled meetings are derived based on stakeholder preferences. Namely, meetings are offered in the morning, afternoon, and evening to accommodate all schedules.

Likewise, the parent engagement plan is purposefully designed to strengthen the school-to-home/home-to-school partnership in order to meet the unique needs of the whole child. The framework for the parent engagement plan consists of a variety of platforms for two-way communication to include weekly take-home folders, parent surveys, phone conferences, email, social media, feedback forms, parent workshops, parent meetings, and school events. All of the avenues for communication are provided to assist families in navigating the school system, involve them in school events/initiatives, connect them to valuable resources in the community, invite input on school improvement efforts, and cultivate teamwork. The implementation timeline is from July 2017 until May 2018.

Category: Other - Parent Involvement

Research Cited: Henderson, A.T., and Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Activity - Parent Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate activities to enhance parent involvement/engagement.	Parent Involvement	08/03/2017	06/29/2018	\$400 - Title I Part A	Administrators, teachers, counselors

**Goal 3:**

Close achievement gaps by delivering standards- based and data driven instruction to students using CCRS.

**Measurable Objective 1:**

A 5% increase of All Students will increase student growth in the areas of Math and in English Language Arts by 05/31/2018 as measured by end of the year assessments iReady and Achievement Series .

**Strategy1:**

Refine/Enhance Inclusive Services - Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities as needed.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate supplemental intervention programs and services to maximize student time in core instruction (Sp. Ed, ESL, speech, OT, PT, etc.).	Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Special Education Coordinator Administrators Homeroom Teachers SPED Resource Teachers

**Strategy2:**

Differentiated Learning - Employ differentiated learning (instruction, assignments, centers, resources, and all other aspects of student learning as necessary) to address the individual needs of all learners. The strategy will be implemented throughout the class schedule.

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

Research Cited: N/A

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional components throughout the day.	Direct Instruction	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy3:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories above level (ready), on level (close), and approaching (in need of support). Multisystems of support will be provided during specified intervention times.

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

Research Cited: N/A

**ACIP**

Thomasville Elementary School

Activity - RTI Advisory Team Review of Rtl Policy/Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school RTI advisory team will review state policy and procedures and refine/enhance the Rtl framework as needed.	Behavioral Support Program Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction District Student Systems of Support Team Administrators RTI Advisory Team

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning plans for closing learning gaps.	Direct Instruction	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators All Teachers (Homeroom/Resource) PST Team

**Strategy4:**

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Data Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom data, and school quality data. Teachers will also host student conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program	10/09/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady and Scantron Performance Series). Students will be selected to participate in afterschool enrichment opportunities such as: Geek Squad Reading Club iMath Club Writer's Market Based on data, select students will be chosen for a Math and ELA achievement celebration.	Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Administration Teachers Educational Stakeholders

**Goal 4:**

Decrease Tier II Referrals

**Measurable Objective 1:**

A 5% decrease of All Students will increase student growth by showing gains in Reading by 05/31/2018 as measured by analyzing the results of student growth performance on iReady, Scantron and classroom assessments.

**Strategy1:**

Increase Differentiated Instruction (DI) - Teachers will be expected to implement with fidelity differentiated instruction, instructional/intervention groups, assignments, and materials. Additionally, teachers will complete a questionnaire reflecting their current practice with DI. From the results, PD and planning sessions, peer observations and a book study will be implemented.

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

Research Cited: Leading for Differentiation: Growing Teachers Who Grow Kids (Tomlinson & Murphy)

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will sign up to do a peer classroom review.	Professional Learning	09/18/2017	06/29/2018	\$0 - Title I Part A	Administrators Teachers Instructional Coaches

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A book by leading author of DI Carol Tomlinson will be selected for teachers to gain deeper knowledge of Differentiated Instruction.	Professional Learning	10/02/2017	06/29/2018	\$1500 - Title I Part A	Administrators Instructional Coaches Teachers

Activity - Professional Development for DI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and planning sessions in order to mesh theory of learning into practice. This activity should interact with knowledge from Tomlinson book study.	Professional Learning	10/01/2017	06/29/2018	\$1500 - Title I Part A	Teachers Admin Instructional Coaches

**Goal 5:**

Engage and empower learners through technology

**Measurable Objective 1:**

demonstrate a proficiency to increase the use of technology to enhance and personalize learning by 05/31/2018 as measured by administrative observations.

**Strategy1:**

Professional Development - Provide teachers with professional development to integrate technology into classroom instruction

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Thomasville Elementary School

Activity - Google Platforms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to teachers on using applications in the Google Platform	Technology	08/08/2017	05/31/2018	\$0 - Title I Part A	Technology Specialist Administration

**Goal 6:**

Support the retention of effective teachers, support staff, and leaders.

**Measurable Objective 1:**

collaborate to increase employee engagement and support by 05/31/2018 as measured by staff retention rate. .

**Strategy1:**

Collaborative Learning - Provide collaborative learning opportunities for staff within and outside the TCS district.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Professional Learning Community Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in collaborative learning opportunities such as AMSTI PLC Vertical and team planning Mentoring opportunities School Improvement Grant with Power Schools Onsite/Offsite Visits	Professional Learning	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Federal Programs Coordinator Administrators Instructional Coaches All Teachers

**Strategy2:**

Staff Effectiveness - Develop, implement, and monitor an effective supervision and evaluation process that will lead to improved professional development and increased student achievement and staff performance.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: N/A

Activity - Staff Effectiveness Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (certified and support) will be evaluated based on effectiveness. Ongoing professional development will be provided based on this evaluation results.	Professional Learning	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators

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

**•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other**

## strategies to improve students' skills outside the academic subject areas

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

**Goal 1:**

Decrease Tier II Referrals

**Measurable Objective 1:**

A 5% decrease of All Students will increase student growth by showing gains in Reading by 05/31/2018 as measured by analyzing the results of student growth performance on iReady, Scantron and classroom assessments.

**Strategy1:**

Increase Differentiated Instruction (DI) - Teachers will be expected to implement with fidelity differentiated instruction, instructional/intervention groups, assignments, and materials. Additionally, teachers will complete a questionnaire reflecting their current practice with DI. From the results, PD and planning sessions, peer observations and a book study will be implemented.

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

Research Cited: Leading for Differentiation: Growing Teachers Who Grow Kids (Tomlinson & Murphy)

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will sign up to do a peer classroom review.	Professional Learning	09/18/2017	06/29/2018	\$0 - Title I Part A	Administrators Teachers Instructional Coaches

Activity - Professional Development for DI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and planning sessions in order to mesh theory of learning into practice. This activity should interact with knowledge from Tomlinson book study.	Professional Learning	10/01/2017	06/29/2018	\$1500 - Title I Part A	Teachers Admin Instructional Coaches

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A book by leading author of DI Carol Tomlinson will be selected for teachers to gain deeper knowledge of Differentiated Instruction.	Professional Learning	10/02/2017	06/29/2018	\$1500 - Title I Part A	Administrators Instructional Coaches Teachers

**Goal 2:**

Close achievement gaps by delivering standards- based and data driven instruction to students using CCRS.

**Measurable Objective 1:**

A 5% increase of All Students will increase student growth in the areas of Math and in English Language Arts by 05/31/2018 as measured by end of the year assessments iReady and Achievement Series .

**Strategy1:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories above level (ready), on level (close), and approaching (in need of support). Multisystems of support will be provided during specified intervention times.

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

Research Cited: N/A

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning plans for closing learning gaps.	Direct Instruction	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators All Teachers (Homeroom/Resource) PST Team

Activity - RTI Advisory Team Review of Rtl Policy/Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school RTI advisory team will review state policy and procedures and refine/enhance the Rtl framework as needed.	Academic Support Program Behavioral Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction District Student Systems of Support Team Administrators RTI Advisory Team

**Strategy2:**

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

**ACIP**

Thomasville Elementary School

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady and Scantron Performance Series). Students will be selected to participate in afterschool enrichment opportunities such as: Geek Squad Reading Club iMath Club Writer's Market Based on data, select students will be chosen for a Math and ELA achievement celebration.	Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Administration Teachers Educational Stakeholders

Activity - Data Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom data, and school quality data. Teachers will also host student conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program	10/09/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

**Strategy3:**

Refine/Enhance Inclusive Services - Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities as needed.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate supplemental intervention programs and services to maximize student time in core instruction (Sp. Ed, ESL, speech, OT, PT, etc.).	Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Special Education Coordinator Administrators Homeroom Teachers SPED Resource Teachers

**Strategy4:**

Differentiated Learning - Employ differentiated learning (instruction, assignments, centers, resources, and all other aspects of student learning as necessary) to address the individual needs of all learners. The strategy will be implemented throughout the class schedule.

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

Research Cited: N/A

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional components throughout the day.	Direct Instruction	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

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

**Goal 1:**

Increase Parental Involvement Engagement/Involvement

**Measurable Objective 1:**

increase student growth by increasing parental involvement and engagement at the elementary school level. by 05/18/2018 as measured by increased positive responses on quarterly perception data surveys. .

**Strategy1:**

Parental Involvement - This strategy will work by first acknowledging parents as equal partners in promoting student achievement and recognizing parents' talents and skills as resources to promote children's educational development. TES will provide meaningful parent engagement opportunities which include but are not limited to volunteering, development of fiscal resources, shared decision making, and learning opportunities to support student learning.

Category: Other - Increased Student Achievement

Research Cited: <https://www.ptotoday.com/parent-involvement>

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a follow up of 2016-2017 parental feedback data, parent workshops will be hosted in January. Parents will be receive strategies and resources to support student learning at home. During the summer months, TES will utilize school and district media webpages to post resources for parents to utilize.	Parent Involvement	05/29/2017	05/18/2018	\$1500 - Title I Part A	Administration Instructional Coaches PTO Board Advisory Board Classroom Teachers Parents

**Goal 2:**

Close achievement gaps by delivering standards- based and data driven instruction to students using CCRS.

**Measurable Objective 1:**

A 5% increase of All Students will increase student growth in the areas of Math and in English Language Arts by 05/31/2018 as measured by end of the year assessments iReady and Achievement Series .

**Strategy1:**

Differentiated Learning - Employ differentiated learning (instruction, assignments, centers, resources, and all other aspects of student learning as necessary) to address the individual needs of all learners. The strategy will be implemented throughout the class schedule.

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

Research Cited: N/A

**ACIP**

Thomasville Elementary School

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional components throughout the day.	Direct Instruction	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy2:**

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Data Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom data, and school quality data. Teachers will also host student conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program	10/09/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady and Scantron Performance Series). Students will be selected to participate in afterschool enrichment opportunities such as: Geek Squad Reading Club iMath Club Writer's Market Based on data, select students will be chosen for a Math and ELA achievement celebration.	Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Administration Teachers Educational Stakeholders

**Strategy3:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories above level (ready), on level (close), and approaching (in need of support). Multisystems of support will be provided during specified intervention times.

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

Research Cited: N/A

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning plans for closing learning gaps.	Direct Instruction	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators All Teachers (Homeroom/Resource) PST Team

**ACIP**

Thomasville Elementary School

Activity - RTI Advisory Team Review of Rtl Policy/Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school RTI advisory team will review state policy and procedures and refine/enhance the Rtl framework as needed.	Behavioral Support Program Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction District Student Systems of Support Team Administrators RTI Advisory Team

**Strategy4:**

Refine/Enhance Inclusive Services - Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities as needed.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate supplemental intervention programs and services to maximize student time in core instruction (Sp. Ed, ESL, speech, OT, PT, etc.).	Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Special Education Coordinator Administrators Homeroom Teachers SPED Resource Teachers

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

Documents are uploaded to TransAct, Communications and translated to the parents native language.

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

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

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

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

Staffing decisions are made by the administrative team to ensure that highly qualified, well trained teachers provide instruction. This process involves screening applicants on the ALSDE Employer web, identifying numerous candidates who meet HQ and certification requirements, and then scheduling interviews with the team. The administrative team uses The Teacher Quality Index as the protocol for teacher selection to ensure that new hires possess both the personal qualities of effective teachers and the proficiencies in classroom management, instructional planning and delivery, and the monitoring of student progress and potential.

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

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

The school's teacher turnover rate was approximately 1% for this school year.

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

The experience level of key teaching and learning personnel range from 5-28 years.

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

The specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate include enhancing the school's website and Face Book page, hosting school site visits so that teachers/teams from surrounding counties can observe instruction and learning, providing instructional support for new and novice teachers, providing faculty gatherings on a quarterly basis to strengthen staff relationships, incorporating activities to support faculty well-being and health, spotlighting staff who exceed expectations on the job, and partnering with the colleges of education in the area by providing student teaching experience under master teachers and observation experiences for aspiring teachers.

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

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

The specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate include updating the district's website to attract highly qualified teachers, providing a reading and math specialist for instructional support, providing bonuses to teachers and staff on a yearly basis, and by praising and acknowledging exceptional teachers in the district.

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

The professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan include technology training, training/support for effective implementation of the CCRS, and training on refinement of the RTI framework, differentiated instruction, text complexity, and student engagement.

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

Teacher mentoring activities included in the school-wide plan include instructional support for new and novice teachers from the reading coach, math coach, and assigned masters teachers.

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

This professional development is "sustained and ongoing" by providing time during the school day once a week for dialogue with master teachers. It is also sustained by providing collaborative planning opportunities and modeling from the instructional partners in reading and math.

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

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

**Goal 1:**

Close achievement gaps by delivering standards- based and data driven instruction to students using CCRS.

**Measurable Objective 1:**

A 5% increase of All Students will increase student growth in the areas of Math and in English Language Arts by 05/31/2018 as measured by end of the year assessments iReady and Achievement Series .

**Strategy1:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories above level (ready), on level (close), and approaching (in need of support). Multisystems of support will be provided during specified intervention times.

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

Research Cited: N/A

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Activity - RTI Advisory Team Review of Rtl Policy/Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school RTI advisory team will review state policy and procedures and refine/enhance the Rtl framework as needed.	Academic Support Program Behavioral Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction District Student Systems of Support Team Administrators RTI Advisory Team

**Strategy2:**

Differentiated Learning - Employ differentiated learning (instruction, assignments, centers, resources, and all other aspects of student learning as necessary) to address the individual needs of all learners. The strategy will be implemented throughout the class schedule.

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

Research Cited: N/A

**ACIP**

Thomasville Elementary School

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate differentiated and multisensory engagement strategies into daily instructional components throughout the day. Teachers will use engagement tools such as technology equipment, sensory manipulatives, and instructional items needed to differentiate.	Direct Instruction	08/07/2017	05/31/2018	\$2000 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy3:**

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Data Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom data, and school quality data. Teachers will also host student conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program	10/09/2017	05/31/2018	\$0 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady and Scantron Performance Series). Students will be selected to participate in afterschool enrichment opportunities such as: Geek Squad Reading Club iMath Club Writer's Market Based on data, select students will be chosen for a Math and ELA achievement celebration.	Academic Support Program	08/07/2017	05/31/2018	\$0 - Title I Part A	Administration Teachers Educational Stakeholders

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

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

The measures that are in place to include teachers in decisions regarding the use of results of statewide academic assessments include having monthly data meetings to analyze and discuss assessment results, facilitating weekly grade level meetings for team dialogue and collaborative planning on the effective implementation of skills/standards, and providing leadership opportunities for teachers to help facilitate parent workshops on how to understand assessment results.

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

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

The process to identify students who experience difficulty mastering the state's academic achievement assessment standards include administering the I-Ready Diagnostic Assessment at the beginning, middle, and end of the year to uncover student skill/standard deficiencies for timely intervention.

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

Timely, effective, and additional assistance is provided to students on a daily basis in reading and math through the RTI Framework in in grades K-4.

**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.**

The individual needs of students are addressed through differentiated instruction by teachers providing explicit direct instruction followed by tiered instruction in the areas of reading and math. Student needs are also being addressed by using strategic reading strategies, hands on instructional strategies, engagement strategies, by providing manipulative, mixed grouping, peer tutors, incorporating movement, and providing visual aides, etc

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

The school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY through facilitating parent workshops to teach parents strategies to support learning at home, and by teaming with the local Boys and Girls Club to provide instructional supports and materials to support students in the club's extended day program. Students are also provided iReady login info to practice skill gaps at home.

**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.**

Procedures are used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students to include leadership team meetings to identify challenges and brainstorming solutions. Various leadership teams are in place to ensure that needs are specifically addressed to include the ELL Team, Parent Advisory Board, and Problem Solving Team.

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

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

N/A

**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)?**

The school coordinates and integrates nutrition programs through the child nutrition program and physical educational and fitness program. It coordinates and integrates violence prevention programs through the school's comprehensive guidance program which is applicable to the grade level to support achievement of the school wide goals.

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

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

The school evaluates the implementation of the school wide program by using results from state and local assessments as well as by analyzing perception data provided by students, teachers, parents and community members.

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

The school evaluates the results achieved by the school wide program by using data from the state's annual assessment and local assessments in monthly data meetings and instructional leadership team meetings.

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

The school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by analyzing results from diagnostic assessments and the state's annual assessment (ACT Aspire). After analyzing the data, each grade level moves forward with grouping students according to instructional profile needs. This information is constantly monitored and adjusted through monthly data talks and student support meetings.

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

The process that is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the school wide program entails analyzing results from diagnostic and formative assessments to identify gaps in learning and determine ways to address the discrepancies throughout the year. The plan is revised on a quarterly basis to ensure continuous improvement of students in the schoolwide program.

# **2017-2018 Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	28.67

Provide the number of classroom teachers.

31.17

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1558524.0

Total

1,558,524.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.5

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	79844.0

Total

79,844.00

**Assistant Principal**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Assistant Principal assigned units.	1.5

**Provide the number of Assistant Principals.**

0.50

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Assistant Principal.	28910.0

Total

28,910.00

### Counselor

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

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	64590.0

Total

64,590.00

**Librarian**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Librarian assigned units.	1.0

**Provide the number of Librarians.**

1.00

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Librarian.	51302.0

Total

51,302.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6593.0

Total

6,593.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2417.0

Total

2,417.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13139.0

Total

13,139.00

### Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	949.0

Total

949.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	83563.58

**Provide a brief explanation and breakdown of expenses.**

Salary and benefits for instructional teacher and other student support salary and benefits, instructional substitute, benefits and substitute purchase service, classroom instructional supplies, software and non-cap audio visual(View Sonics, 13 HP Revolve 810 Laptops). Other student support(enrichment for art & music) benefits and other student support instructional supplies.

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	21991.8

**Provide a brief explanation and a breakdown of expenses.**

Instructional staff development stipends and benefits, Instructional staff development -Staff Ed Services, Instructional substitutes and In-State travel and registration, purchase services.

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

\$1000 Parental Involvement

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	579506.0

**Provide a brief explanation and breakdown of expenses.**

Salaries, benefits, materials and supplies, building services and office administration.

# 2017-2018 Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

During the beginning months of school, Thomasville Elementary School holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home by students, (2) school phone call out, (3) school newsletter, (4) school and district websites, (5) public posting. TES staff and parents convene in the THS media center with TMS and THS to inform parents of the school's participation in Title I and explain Title I requirements to include the 1% set aside and the rights for parents to be involved in the education of their children

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

The leadership and staff of TES have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. This began with "Meet the Teacher" on August 3rd. Family Night was conducted throughout the day on October 19th giving parents an opportunity to come in and meet with teachers. Our parents will have opportunities to be involved with family activity nights, parent workshops, and open house nights (Fall/Spring). Additionally, an advisory board was established to provide parents an ongoing opportunity (quarterly) to be involved in the decision making at TES. The parent advisory board consists of stakeholders and TES Leadership Team. This advisory team is involved in all aspects of Title I program developments and serve as a collaborative structure that ensures parental involvement including the school's aCIP Strategies to Increase Parental Involvement.

**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))**

Thomasville Elementary School provides parental information through regular scheduled parent meetings, parent conferences and contact, written and digital correspondences, family orientations, school phone messaging, Remind 101 texts, Class Dojo, school webpage, and Facebook. The main tools used to communicate school improvement information include the TCS Parent-Student Handbook, Parent Student Compact, and Fall Open House/Family Night. Parents are informed of curriculum and assessment expectations through grades sent home at least bi-weekly, at midterm, and the end of each quarter. Grades can be checked at anytime through the INow Parent Portal. ASPIRE scores are sent home in the fall. Additionally, parents are given access to the reading and math curriculum through student accounts online for home practice.

**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))**

TES created its School-Parent Compact each spring. The new compact is developed and thoroughly reviewed through a coordinated effort by each grade level and the advisory team. All parents are given a copy of the new compact at Meet the Teacher. The compact is discussed with parents at the orientation meetings. Stakeholders sign the compact signifying their commitment to a working partnership with the school to ensure their child's success. The compact is discussed at teacher faculty meetings, and each teacher is given the responsibility of explaining the compact to their students and obtaining students' signatures. Teachers sign the compact and house them in their classrooms for use during parent/teacher conferences. Progress reports and report cards are sent home on a regular basis and parent/teacher conferences are planned when necessary. The compact is evaluated and revised annually.

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

Parents are encouraged to give input regarding any necessary revisions of the plan. After the plan is finalized and approved, notices are sent home in the parent communication folders and classroom newsletters informing parents that a copy of the ACIP plan is available for review on the website, in the office, and in the parent resource center. A parent who finds the plan unsatisfactory has the right to address concerns with building level administrators. Additionally TES School Title I Parent Survey is distributed annually allowing input and comments from parents. Compilation of data and comments allows the advisory teams, as well as the administration and teachers to study the results and draw conclusions about needed improvements.

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

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

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

The school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children through various activities such as grade level orientation sessions before the opening of the school year, parent workshops, school events, volunteer opportunities, etc. Parent workshops will be planned by the feedback received from parent surveys.

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

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Thomasville Elementary School shall provide materials and training to help parents to work with their children to improve achievement in technology, math and literacy

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

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement, Thomasville Elementary School shall educate teachers, office personnel, and other school staff, with the assistance of parents, to strengthen the partnership between parents and school staff. This will be accomplished through ongoing communication, workshops school events, and informative newsletters.

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

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

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Thomasville Elementary School shall to the extent feasible and appropriate, coordinate programs and activities that encourage and support parents in more fully participating in the education of their children. One of the resources that will be provided to parents is a parent resource center that will be available during school hours as well as during planned activities that extend beyond the

school day.

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

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

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

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 will ensure that information related to school and parent programs, meetings, and other activities is communicated to the parents in a variety of formats/platforms such as Phone Messenger, Remind (app), email, newsletters, school website, social media, and face to face contact.

**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))**

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 will invite feedback through parent surveys and exit slips at parent workshops/events in order to better serve parents and make the learning experiences more effective and conducive for parents.