



## **ACIP**

Thomasville Elementary School

Thomasville City School System

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# Executive Summary

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## 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.

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## 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 (TES) is comprised of Grades PreK-6 and has a student population of approximately 616 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 about five years ago, the enrollment slowly began to decline over time due to business/industry closures and the incorporation of Virtual Options for students in the state of Alabama. Consequently, numerous families had to find employment outside of the city while other struggling families had to relocate to be near relatives and other support systems. In addition, a host of families decided to make use of Virtual Options as leadership shifted in the local middle school and high school.

Demographically, TES has a student population that is about fifty percent African American, forty-nine percent White and one percent Asian. About seventy-four percent of students receive free/reduced priced meals and about twenty-six percent receive paid meals. There are approximately sixty-one staff members to include certified and non-certified personnel. All classroom teachers are certified, two teachers have national board certification, and three teachers have Education Specialist degrees.

Some of the most unique features associated with Thomasville Elementary School include its strong and well-rounded academic program, positive school climate and culture, innovative and experienced teaching staff, ELL program, Gifted Education Program, and Child Nutrition Program which provides the Healthy Fruit and Vegetable Program and Breakfast in the Classroom Initiative which provide healthy fruits and vegetables and breakfast free of charge to all students. Likewise, Thomasville Elementary School also has two major initiatives in place to support instruction/learning in the areas of ELA, Science, and Math - the Alabama Math, Science, and Technology Initiative (AMSTI) and the Alabama Reading Initiative (ARI). Both initiatives are established and supported by the ALSDE and function through the work of instructional partners in the areas of reading and math.

Other exceptional features of TES include a technology integration specialist whose supreme role is to drive the 1:1 Technology Initiative by providing staff development and coaching to teachers on effective ways to integrate technology into instruction in order to enhance student engagement and boost achievement. Moreover, Thomasville Elementary School also has two First Class Pre-K classrooms designed to prepare students for success in Kindergarten and beyond as well as enrichment for students in the areas of art, music appreciation, keyboarding, robotics, counseling, and library sessions.

## 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.

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## **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. 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.

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# Improvement Plan Stakeholder Involvement

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## 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.

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## 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, classroom teachers, reading and math coach, 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. The TES Team Roles included:

Kinder-B. Elam    1st-C. Doggett

2nd-M. Washington    3rd-B. Williams

4th-P. McCreary                      5th-D. Hankins

6th-C. Brooks

Sped-N. Knight

Reading Coach- E. Gates

Math Coach- A. McDaniel

Principal- S. Williams

Assistant Principal-T. Hosea

Media-Vick

Guidance-Owes

Parents:

Ashley Adams    Sheila Lucy

Sharon Qualls    Tekema Buford

Students:

Phoebe Pilkington    Cameron Hosea

**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 presented to the faculty during a faculty meeting. It is also communicated via the TCS web. Stakeholders receive feedback at Advisory Board meetings, parent meetings, and home correspondence (newsletters, flyers, social media, etc.) provided by each grade level team. A one paper detailing the schools goals and activities for the school year will be sent home after completion and approval of the plan.

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# Student Performance Diagnostic

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## 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.

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### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		TES Star Data TES Scantron Data

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## 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?

Scantron: 3rd Grade Reading 54%  
3rd Grade Math 55%

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

Our 3rd grade shows a positive trend in performance in both reading and math. We have exceeded the national average.

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

Scantron: 3rd Grade Reading 54%  
3rd Grade Math 55%

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

Females, Males, African-American students, Caucasian students and special needs

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

Females-Above Average 16%, Average High 30%, Average low 34%, Below Average 20%

Males-Above Average 9%, Average High 30%, Average Low 34%, Below Average 27%

African Americans- Above Average 8%, Average High 27%, Average Low 38%, Below Average 27%

Caucasians- Above Average 17%, Average High 34%, Average Low 30% Below Average 19%

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

Data indicated the achievement gap is closing between all subgroups-females, males, black 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?

Scantron: 4th Grade Reading 42% and 4th Grade Math 38%

5th Grade Reading 39% and 5th Grade Math 35%

6th Grade Reading 38% and 6th Grade Math 25%

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

Scantron data indicates a steady decline from grade 4 to grade 6 in both reading and math

4th Grade: 42% Reading 38% Math

5th Grade: 39% Reading 35% Math

6th Grade: 38% Reading 25% Math

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

6th Grade Reading 38% and 6th Grade Math 25%

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

Male students performed lower than females.

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

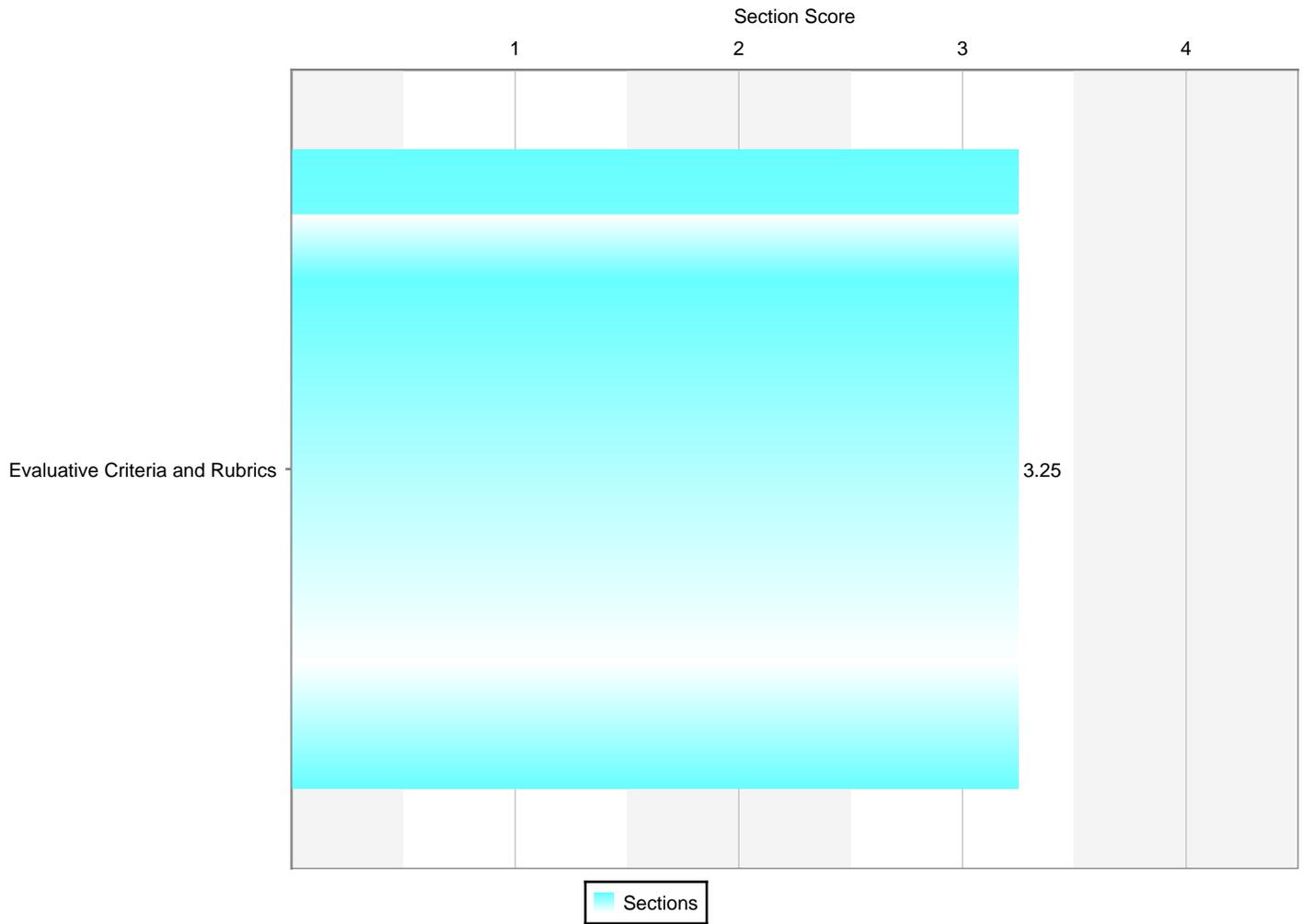
Overall African American students performed below state/school average.

### 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 Caucasian students. However, current data indicates there is a slight decrease in the achievement gap among these students

## Report Summary

### Scores By Section



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## ACIP Assurances

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## **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.

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## 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 Traci Hosea, Assistant Principal Sharon Owes, Counselor April McDaniel, Math Coach Ellen Gates, Reading Coach Bethany Elam-Kindergarten First Grade-Chelsea Doggett Second Grade-Melissa Washington Third Grade-Beth Williams Fourth Grade-Portland McCreary Fifth Grade-Denita Hankins Sixth Grade-Cynthia Brooks Parent-Sheila Lucy Community Stakeholder-Ashley Adams	ACIP Advisory Team

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	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 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		Parent/Family Engagement

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

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# TES 2018-2019 ACIP Plan

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## Overview

### Plan Name

TES 2018-2019 ACIP Plan

### Plan Description

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## 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: 6 Activities: 13	Academic	\$34725
2	Strengthen relationships with students, families, and the community in order to improve customer service and promote school pride	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
3	Engage and empower learners through technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3000

## 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 from 49% to 54% in Mathematics by 05/31/2019 as measured by end of the year assessments in Scantron Performance Series Math and Star Math.

### Strategy 1:

Differentiated Instruction - Employ differentiated and multi-sensory engagement strategies into daily instruction to address the unique learning needs of all students.

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

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Student Engagement Strategies and Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to learn effective engagement strategies and tools to address the needs of all learners. This will include training on technology integration, differentiated instruction, and other strategies and tools to enhance student engagement. Title I Set Aside Funds	Direct Instruction	08/07/2018	05/31/2019	\$2000	Other	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. Multi-systems of support will be provided during specified intervention times to address achievement and behavior.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with time to meet on a monthly basis to discuss the progression of student learning plans in order to decrease gaps in achievement. Teachers will also be provided with resources to establish and maintain data binders. Substitutes will be provided. Title I Set aside	Direct Instruction	08/07/2018	05/31/2019	\$3000	Other	Administrators Academic Coaches Teachers

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Activity - Tiered Intervention/Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive small group instruction and utilize the Classworks program in Scantron Performance Series to address individualized learning needs in Tiers 2 and 3 in the areas of reading, math, and science. (TEXTBOOK)	Academic Support Program, Behavioral Support Program	08/07/2018	05/31/2019	\$6900	State Funds	Director of Curriculum and Instruction Administrators Counselors Teachers Instructional Support Staff
Activity - Tiered Intervention Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholarship ABE(Alternative Behavior Educator) will be used to address the individualized behavioral needs of students.	Behavioral Support Program	08/07/2018	05/31/2019	\$1725	General Fund	Director of Curriculum and Instruction Administrators Counselors Instructional Support Staff
Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided after school tutoring at the local boys and girls club. Tutoring support will be provided by certified teachers.	Academic Support Program	09/03/2018	05/31/2019	\$2000	Title I Part A	Administrators Director of Federal Programs Teachers
Activity - Student Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-4 will have an opportunity to participate in a Music class and students in grades K-6 will participate in an Art class.	Academic Support Program	10/01/2018	05/31/2019	\$5600	Title I Part A	Administrators Director of Federal Programs Teachers

**Strategy 3:**

Data Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and make data-driven decisions about student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The

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Guilford Press.

Activity - Team Dialogue	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in monthly data meetings, grade level meetings, and leadership team meetings in order to perform the following tasks: (1) discuss diagnostic and classroom assessment results, (2) monitor student progress, (3) target students for intervention and related services, 4) prepare for student and parent conferences 5) collaborative planning, and 5) evaluating the ACIP and making progress notes. Title I Set Aside Funds	Academic Support Program	08/07/2018	05/31/2019	\$1500	Other	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 (Scantron Performance Series and Star Reading and Math). Students will be selected to participate in enrichment opportunities such as: Provide enrichment opportunities and incentives to enhance student learning and motivation. Title I Set Aside	Academic Support Program	08/07/2018	05/31/2019	\$1500	Other	Administration Teachers Academic Coaches

**Strategy 4:**

Professional Learning Communities - Teachers will continue to participate in Math and Science professional learning communities in order to improve standards-based instruction and assessment. This work will be enhanced and extended across disciplines by laying the groundwork for the establishment of PLCs in areas such as ELA, Social Studies, and Physical Education and for targeted groups such as collaborative teachers in order to improve standards-based instruction and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math and Science PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and science PLC leaders will participate in professional development on a quarterly basis to unwrap the CCRS, improve lesson plans for standards-based instruction and assessment, and make plans of action to share their new learning with grade level teachers for student success across grade levels.  ALFOR Funds	Academic Support Program, Professional Learning	08/07/2018	05/31/2019	\$1500	Other	Administrators Math Coach Teachers Director of Curriculum and Instruction

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and leaders will participate in professional development to study the research supporting PLCs, learn best practices for effective PLCs, and institute PLCs in content areas such as ELA, Social Studies, and Physical Education and for targeted groups such as collaborative teachers as well as new and aspiring leaders. Activities will include any CLAS Curriculum or Instructional Leadership training as well as district-led professional learning. State PD	Professional Learning	08/07/2018	05/24/2019	\$2700	State Funds	Administrators Director of Curriculum/Instruction Math Coach Reading Coach Teacher Leaders
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**Strategy 5:**

Teacher Mentoring and Induction Program - Provide first year teachers with an experienced mentor in order to support and retain effective teachers. Mentors will be provided to teachers who are in their first year in the profession, building, and/or grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Alabama Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the Alabama Teacher Mentoring Program to provide support to first-year teachers.	Recruitment and Retention	08/07/2018	10/01/2018	\$1000	State Funds	Director of Curriculum and Instruction Administrators Teachers

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide mentoring to new teachers in order to support, recruit, and retain effective staff. Mentoring activities will involve coaching/modeling, peer observations, collaborative planning, and staff development.	Recruitment and Retention	08/07/2018	05/24/2019	\$300	State Funds	Academic Coaches Teacher Leaders Administrators

**Strategy 6:**

Building Leadership Capacity - Provide professional learning opportunities to existing and aspiring leaders in order to build leadership capacity and to retain/attract effective instructional leaders.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide professional learning and leadership opportunities to existing and aspiring leaders to include: CLAS Summer Conference CLAS Leadership Institutes Annual Counseling Conference Assistant Principals Conference Summer Professional Learning Conference Samuel Training Students Records/Transcript Best Practices Effective Literacy Leaders Learning Community (E3LC) Alabama Kindergarten Conference Title I Set Aside	Professional Learning	08/07/2018	05/24/2019	\$5000	Other	Administrators Counselors Teachers
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## Goal 2: Strengthen relationships with students, families, and the community in order to improve customer service and promote school pride

### Measurable Objective 1:

A 5% increase of All Students will increase student growth from 43% to 48% in Reading by 05/24/2019 as measured by end of the year assessments in Scantron Performance Series Reading and Star Reading..

### 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

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Stakeholder Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage parents/families by maintaining current information on the district/school website, Facebook, and in the INOW Portal and offering nontraditional opportunities to participate in school initiatives using innovative strategies (i.e. flyers, literature, etc.). Title I Set Aside	Community Engagement	08/07/2018	05/24/2019	\$1000	Other	Administrators Teachers/Staff

## Goal 3: Engage and empower learners through technology

### Measurable Objective 1:

complete a portfolio or performance with 100% of grade level participation using students to showcase their use of technology to enhance and personalize learning by 05/24/2019 as measured by participation in the 2018-2019 TCS Technology Expo..

**Strategy 1:**

Technology Integration - Support teachers in effective technology integration in order to enhance achievement and engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development to teachers for effective integration of emerging technologies to include PBL, View Sonic Panel, Kiss Flow, Lock Down, Digital Creation Tools, Impero, eSchool View, etc.	Professional Learning, Technology	08/08/2018	05/31/2019	\$3000	Other	Technology Director Technology Integration Specialist Administration Teachers

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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Intervention Tool	Scholarship ABE(Alternative Behavior Educator) will be used to address the individualized behavioral needs of students.	Behavioral Support Program	08/07/2018	05/31/2019	\$1725	Director of Curriculum and Instruction Administrators Counselors Instructional Support Staff
<b>Total</b>					\$1725	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	Students will be provided after school tutoring at the local boys and girls club. Tutoring support will be provided by certified teachers.	Academic Support Program	09/03/2018	05/31/2019	\$2000	Administrators Director of Federal Programs Teachers
Student Enrichment	Students in grades K-4 will have an opportunity to participate in a Music class and students in grades K-6 will participate in an Art class.	Academic Support Program	10/01/2018	05/31/2019	\$5600	Administrators Director of Federal Programs Teachers
<b>Total</b>					\$7600	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

Thomasville Elementary School

Tiered Intervention/Small Group Instruction	Students will receive small group instruction and utilize the Classworks program in Scantron Performance Series to address individualized learning needs in Tiers 2 and 3 in the areas of reading, math, and science. (TEXTBOOK)	Academic Support Program, Behavioral Support Program	08/07/2018	05/31/2019	\$6900	Director of Curriculum and Instruction Administrators Counselors Teachers Instructional Support Staff
Teacher Mentoring	Provide mentoring to new teachers in order to support, recruit, and retain effective staff. Mentoring activities will involve coaching/modeling, peer observations, collaborative planning, and staff development.	Recruitment and Retention	08/07/2018	05/24/2019	\$300	Academic Coaches Teacher Leaders Administrators
Alabama Teacher Mentoring Program	Implement the Alabama Teacher Mentoring Program to provide support to first-year teachers.	Recruitment and Retention	08/07/2018	10/01/2018	\$1000	Director of Curriculum and Instruction Administrators Teachers
Professional Development	Teachers and leaders will participate in professional development to study the research supporting PLCs, learn best practices for effective PLCs, and institute PLCs in content areas such as ELA, Social Studies, and Physical Education and for targeted groups such as collaborative teachers as well as new and aspiring leaders. Activities will include any CLAS Curriculum or Instructional Leadership training as well as district-led professional learning. State PD	Professional Learning	08/07/2018	05/24/2019	\$2700	Administrators Director of Curriculum/Instruction Math Coach Reading Coach Teacher Leaders
<b>Total</b>					<b>\$10900</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Provide professional development to teachers for effective integration of emerging technologies to include PBL, View Sonic Panel, Kiss Flow, Lock Down, Digital Creation Tools, Impero, eSchool View, etc.	Professional Learning, Technology	08/08/2018	05/31/2019	\$3000	Technology Director Technology Integration Specialist Administration Teachers

**ACIP**

Thomasville Elementary School

Math and Science PLCs	Math and science PLC leaders will participate in professional development on a quarterly basis to unwrap the CCRS, improve lesson plans for standards-based instruction and assessment, and make plans of action to share their new learning with grade level teachers for student success across grade levels.  ALFOR Funds	Academic Support Program, Professional Learning	08/07/2018	05/31/2019	\$1500	Administrators Math Coach Teachers Director of Curriculum and Instruction
Stakeholder Partnerships	Engage parents/families by maintaining current information on the district/school website, Facebook, and in the INOW Portal and offering nontraditional opportunities to participate in school initiatives using innovative strategies (i.e. flyers, literature, etc.). Title I Set Aside	Community Engagement	08/07/2018	05/24/2019	\$1000	Administrators Teachers/Staff
Professional Development	Provide professional learning and leadership opportunities to existing and aspiring leaders to include: CLAS Summer Conference CLAS Leadership Institutes Annual Counseling Conference Assistant Principals Conference Summer Professional Learning Conference Samuel Training Students Records/Transcript Best Practices Effective Literacy Leaders Learning Community (E3LC) Alabama Kindergarten Conference Title I Set Aside	Professional Learning	08/07/2018	05/24/2019	\$5000	Administrators Counselors Teachers
Team Dialogue	Teachers will participate in monthly data meetings, grade level meetings, and leadership team meetings in order to perform the following tasks: (1) discuss diagnostic and classroom assessment results, (2) monitor student progress, (3) target students for intervention and related services, 4) prepare for student and parent conferences 5) collaborative planning, and 5) evaluating the ACIP and making progress notes. Title I Set Aside Funds	Academic Support Program	08/07/2018	05/31/2019	\$1500	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers
Student Enrichment Opportunities	Academic goals will be set and measured by diagnostic assessments (Scantron Performance Series and Star Reading and Math). Students will be selected to participate in enrichment opportunities such as: Provide enrichment opportunities and incentives to enhance student learning and motivation. Title I Set Aside	Academic Support Program	08/07/2018	05/31/2019	\$1500	Administration Teachers Academic Coaches

**ACIP**

Thomasville Elementary School

Student Engagement Strategies and Tools	Teachers will participate in professional development to learn effective engagement strategies and tools to address the needs of all learners. This will include training on technology integration, differentiated instruction, and other strategies and tools to enhance student engagement. Title I Set Aside Funds	Direct Instruction	08/07/2018	05/31/2019	\$2000	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers
RTI/PST Monthly Meetings	Teachers will be provided with time to meet on a monthly basis to discuss the progression of student learning plans in order to decrease gaps in achievement. Teachers will also be provided with resources to establish and maintain data binders. Substitutes will be provided. Title I Set aside	Direct Instruction	08/07/2018	05/31/2019	\$3000	Administrators Academic Coaches Teachers
<b>Total</b>					<b>\$18500</b>	

# 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.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	n/a	Student Survey Staff Survey Parent Survey

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## 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

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## Areas of Notable Achievement

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

Student Survey (Resources and Support System) #16- Our school has computers to help students learn.

Staff Survey (Purpose and Direction) #1- Our school's purpose statement is clearly focused on student success.

Parent Survey (Resources and Support System)#26 -Our school provides a safe learning environment.

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

Student survey results indicate that there is an increasing satisfaction with the up to date technology used in our school. 97.62% of students in grades 3rd-6th expressed that our school has computers to help them learn.

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

When analyzing the AdvancED surveys stakeholders consistently affirmed their high-levels of confidence in the school system and expressed their unwavering support for the leadership and focus of the system. The high level of satisfaction is consistent with the high levels of community involvement and pride in the school system. Thomasville Elementary School makes it a priority to reach out to community leaders to show appreciation for their support. Community leaders continue to show strong support to our school.

## Areas in Need of Improvement

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

Student Survey (Teaching and Assessing for Learning) #10- Our teachers ask our families to come to school activities.

Staff Survey (Teaching and Assessing for Learning) #17- All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

Parent Survey (Teaching and Assessing for Learning)#16 -All teachers keep parents informed regularly of how there child is being graded.

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

Parent and Student Survey results show that parents have some communication concerns. 16.19% of students do not feel that their families are invited to the school enough. 19.56% of parents indicated that their child's teachers do not keep them informed regularly on how their child is being graded. AdvancEd indicates that there is a need for encouragement of parental involvement.

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

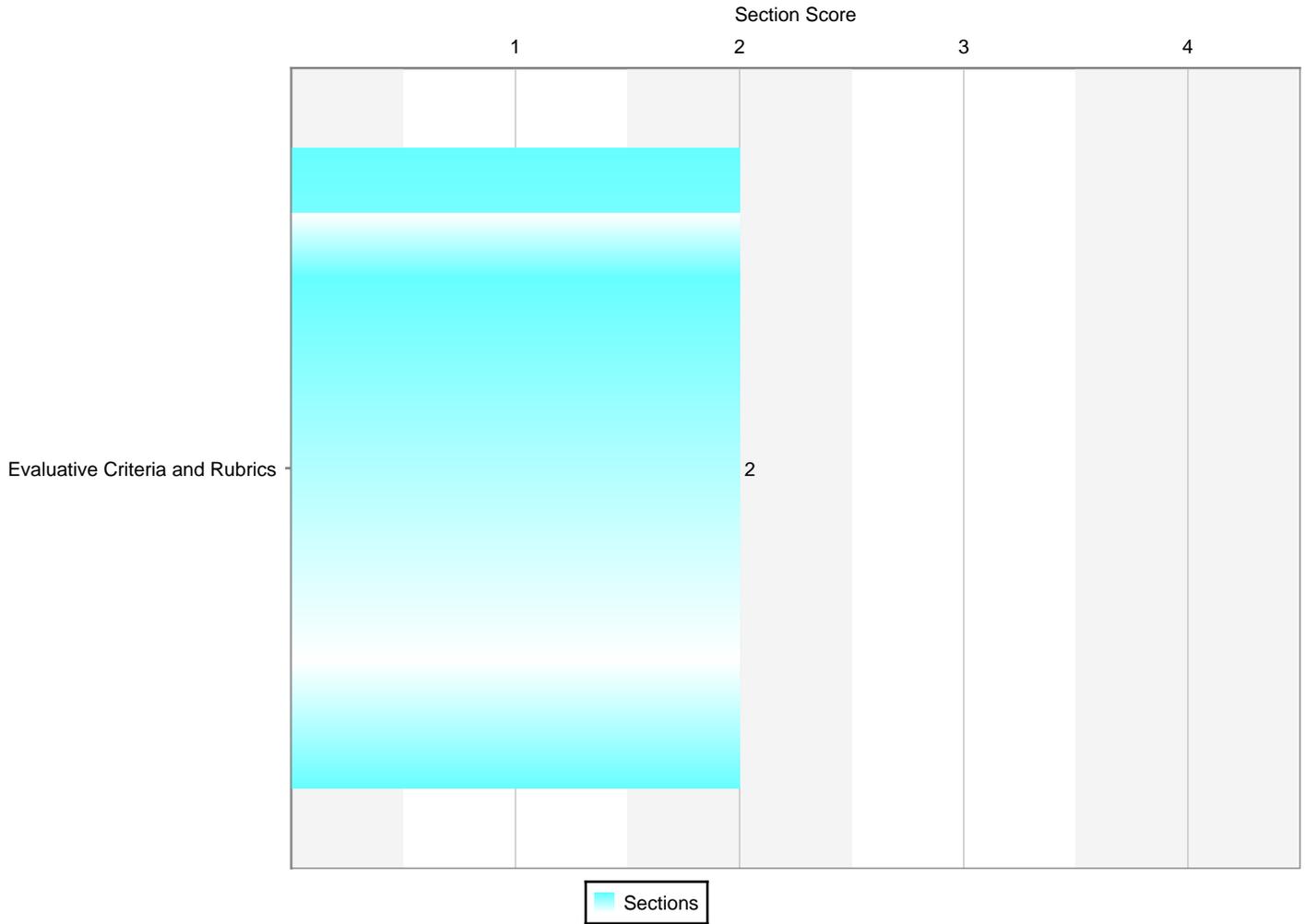
A parenting day will be held to invite parents to conference with their teachers. We will provide more opportunities for parents and students to be involved in our school. Thomasville Elementary will work collaboratively with parents to address this perception.

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

It can be assumed that parental involvement and parent contact is an area of weakness . Stakeholders consistently affirm their high-levels of confidence in the school system and express their unwavering support for the leadership and focus of the system. Stakeholders approve of the current plans in place and are eager for the school system to increase parental involvement.

## Report Summary

### Scores By Section



# Title I Schoolwide Diagnostic

DRAFT

## 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).

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

### How was the comprehensive needs assessment conducted?

Administrators and CIP leadership team members met and reviewed formative and summative data from the 2017-2018 school year in order to determine strengths and weaknesses of all students. Results from parents, students and teachers were also reviewed.

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

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 conclusions were drawn from the results?

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.

### 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  
SY 2018-2019

instruction/learning, student support, and community/family involvement. The data used consisted of surveys, Scantron and DIBELS.

**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.

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## 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:

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 from 49% to 54% in Mathematics by 05/31/2019 as measured by end of the year assessments in Scantron Performance Series Math and Star Math.

### Strategy1:

Professional Learning Communities - Teachers will continue to participate in Math and Science professional learning communities in order to improve standards-based instruction and assessment. This work will be enhanced and extended across disciplines by laying the groundwork for the establishment of PLCs in areas such as ELA, Social Studies, and Physical Education and for targeted groups such as collaborative teachers in order to improve standards-based instruction and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math and Science PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and science PLC leaders will participate in professional development on a quarterly basis to unwrap the CCRS, improve lesson plans for standards-based instruction and assessment, and make plans of action to share their new learning with grade level teachers for student success across grade levels. ALFOR Funds	Academic Support Program Professional Learning	08/07/2018	05/31/2019	\$1500 - Other	Administrators Math Coach Teachers Director of Curriculum and Instruction

### Strategy2:

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories. Multi-systems of support will be provided during specified intervention times to address achievement and behavior.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

**ACIP**

Thomasville Elementary School

Activity - Tiered Intervention/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction and utilize the Classworks program in Scantron Performance Series to address individualized learning needs in Tiers 2 and 3 in the areas of reading, math, and science. (TEXTBOOK)	Behavioral Support Program Academic Support Program	08/07/2018	05/31/2019	\$6900 - State Funds	Director of Curriculum and Instruction Administrators Counselors Teachers Instructional Support Staff

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with time to meet on a monthly basis to discuss the progression of student learning plans in order to decrease gaps in achievement. Teachers will also be provided with resources to establish and maintain data binders. Substitutes will be provided. Title I Set aside	Direct Instruction	08/07/2018	05/31/2019	\$3000 - Other	Administrators Academic Coaches Teachers

**Strategy3:**

Teacher Mentoring and Induction Program - Provide first year teachers with an experienced mentor in order to support and retain effective teachers. Mentors will be provided to teachers who are in their first year in the profession, building, and/or grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Alabama Teacher Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Alabama Teacher Mentoring Program to provide support to first-year teachers.	Recruitment and Retention	08/07/2018	10/01/2018	\$1000 - State Funds	Director of Curriculum and Instruction Administrators Teachers

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide mentoring to new teachers in order to support, recruit, and retain effective staff. Mentoring activities will involve coaching/modeling, peer observations, collaborative planning, and staff development.	Recruitment and Retention	08/07/2018	05/24/2019	\$300 - State Funds	Academic Coaches Teacher Leaders Administrators

**Strategy4:**

Building Leadership Capacity - Provide professional learning opportunities to existing and aspiring leaders in order to build leadership capacity and to retain/attract effective instructional leaders.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

**ACIP**

Thomasville Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning and leadership opportunities to existing and aspiring leaders to include: CLAS Summer Conference CLAS Leadership Institutes Annual Counseling Conference Assistant Principals Conference Summer Professional Learning Conference Samuel Training Students Records/Transcript Best Practices Effective Literacy Leaders Learning Community (E3LC) Title I Set Aside	Professional Learning	08/07/2018	05/24/2019	\$5000 - Other	Administrators Counselors Teachers

**Strategy5:**

Differentiated Instruction - Employ differentiated and multi-sensory engagement strategies into daily instruction to address the unique learning needs of all students.

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

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Student Engagement Strategies and Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn effective engagement strategies and tools to address the needs of all learners. This will include training on technology integration, differentiated instruction, and other strategies and tools to enhance student engagement. Title I Set Aside Funds	Direct Instruction	08/07/2018	05/31/2019	\$2000 - Other	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy6:**

Data Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and make data-driven decisions about student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Team Dialogue	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in monthly data meetings, grade level meetings, and leadership team meetings in order to perform the following tasks: (1) discuss diagnostic and classroom assessment results, (2) monitor student progress, (3) target students for intervention and related services, 4) prepare for student and parent conferences 5) collaborative planning, and 5) evaluating the ACIP and making progress notes. Title I Set Aside Funds	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

**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 (Scantron Performance Series and Star Reading and Math). Students will be selected to participate in enrichment opportunities such as: Provide enrichment opportunities and incentives to enhance student learning and motivation. Title I Set Aside	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Administration Teachers Academic Coaches

**Goal 2:**

Engage and empower learners through technology

**Measurable Objective 1:**

complete a portfolio or performance with 100% of grade level participation using students to showcase their use of technology to enhance and personalize learning by 05/24/2019 as measured by participation in the 2018-2019 TCS Technology Expo..

**Strategy1:**

Technology Integration - Support teachers in effective technology integration in order to enhance achievement and engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to teachers for effective integration of emerging technologies to include PBL, View Sonic Panel, Kiss Flow, Lock Down, Digital Creation Tools, Impero, eSchool View, etc.	Technology Professional Learning	08/08/2018	05/31/2019	\$3000 - Other	Technology Director Technology Integration Specialist Administration 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:**

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 from 49% to 54% in Mathematics by 05/31/2019 as measured by end of the year assessments in Scantron Performance Series Math and Star Math.

**ACIP**

Thomasville Elementary School

**Strategy1:**

Data Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and make data-driven decisions about student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Team Dialogue	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in monthly data meetings, grade level meetings, and leadership team meetings in order to perform the following tasks: (1) discuss diagnostic and classroom assessment results, (2) monitor student progress, (3) target students for intervention and related services, 4) prepare for student and parent conferences 5) collaborative planning, and 5) evaluating the ACIP and making progress notes. Title I Set Aside Funds	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	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 (Scantron Performance Series and Star Reading and Math). Students will be selected to participate in enrichment opportunities such as: Provide enrichment opportunities and incentives to enhance student learning and motivation. Title I Set Aside	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Administration Teachers Academic Coaches

**Strategy2:**

Differentiated Instruction - Employ differentiated and multi-sensory engagement strategies into daily instruction to address the unique learning needs of all students.

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

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Student Engagement Strategies and Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn effective engagement strategies and tools to address the needs of all learners. This will include training on technology integration, differentiated instruction, and other strategies and tools to enhance student engagement. Title I Set Aside Funds	Direct Instruction	08/07/2018	05/31/2019	\$2000 - Other	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. Multi-systems of support will be provided during specified intervention times to address achievement and behavior.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with time to meet on a monthly basis to discuss the progression of student learning plans in order to decrease gaps in achievement. Teachers will also be provided with resources to establish and maintain data binders. Substitutes will be provided. Title I Set aside	Direct Instruction	08/07/2018	05/31/2019	\$3000 - Other	Administrators Academic Coaches Teachers

Activity - Tiered Intervention/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction and utilize the Classworks program in Scantron Performance Series to address individualized learning needs in Tiers 2 and 3 in the areas of reading, math, and science. (TEXTBOOK)	Behavioral Support Program Academic Support Program	08/07/2018	05/31/2019	\$6900 - State Funds	Director of Curriculum and Instruction Administrators Counselors Teachers Instructional Support Staff

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:

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 from 49% to 54% in Mathematics by 05/31/2019 as measured by end of the year assessments in Scantron Performance Series Math and Star Math.

**Strategy1:**

Differentiated Instruction - Employ differentiated and multi-sensory engagement strategies into daily instruction to address the unique learning needs of all students.

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

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Student Engagement Strategies and Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn effective engagement strategies and tools to address the needs of all learners. This will include training on technology integration, differentiated instruction, and other strategies and tools to enhance student engagement. Title I Set Aside Funds	Direct Instruction	08/07/2018	05/31/2019	\$2000 - Other	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy2:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories. Multi-systems of support will be provided during specified intervention times to address achievement and behavior.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with time to meet on a monthly basis to discuss the progression of student learning plans in order to decrease gaps in achievement. Teachers will also be provided with resources to establish and maintain data binders. Substitutes will be provided. Title I Set aside	Direct Instruction	08/07/2018	05/31/2019	\$3000 - Other	Administrators Academic Coaches Teachers

Activity - Tiered Intervention/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction and utilize the Classworks program in Scantron Performance Series to address individualized learning needs in Tiers 2 and 3 in the areas of reading, math, and science. (TEXTBOOK)	Behavioral Support Program Academic Support Program	08/07/2018	05/31/2019	\$6900 - State Funds	Director of Curriculum and Instruction Administrators Counselors Teachers Instructional Support Staff

**Strategy3:**

Professional Learning Communities - Teachers will continue to participate in Math and Science professional learning communities in order to improve standards-based instruction and assessment. This work will be enhanced and extended across disciplines by laying the groundwork

for the establishment of PLCs in areas such as ELA, Social Studies, and Physical Education and for targeted groups such as collaborative teachers in order to improve standards-based instruction and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math and Science PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and science PLC leaders will participate in professional development on a quarterly basis to unwrap the CCRS, improve lesson plans for standards-based instruction and assessment, and make plans of action to share their new learning with grade level teachers for student success across grade levels.  ALFOR Funds	Professional Learning Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Administrators Math Coach Teachers Director of Curriculum and Instruction

**Strategy4:**

Building Leadership Capacity - Provide professional learning opportunities to existing and aspiring leaders in order to build leadership capacity and to retain/attract effective instructional leaders.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning and leadership opportunities to existing and aspiring leaders to include: CLAS Summer Conference CLAS Leadership Institutes Annual Counseling Conference Assistant Principals Conference Summer Professional Learning Conference Samuel Training Students Records/Transcript Best Practices Effective Literacy Leaders Learning Community (E3LC) Title I Set Aside	Professional Learning	08/07/2018	05/24/2019	\$5000 - Other	Administrators Counselors Teachers

**Strategy5:**

Teacher Mentoring and Induction Program - Provide first year teachers with an experienced mentor in order to support and retain effective teachers. Mentors will be provided to teachers who are in their first year in the profession, building, and/or grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide mentoring to new teachers in order to support, recruit, and retain effective staff. Mentoring activities will involve coaching/modeling, peer observations, collaborative planning, and staff development.	Recruitment and Retention	08/07/2018	05/24/2019	\$300 - State Funds	Academic Coaches Teacher Leaders Administrators

**ACIP**

Thomasville Elementary School

Activity - Alabama Teacher Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Alabama Teacher Mentoring Program to provide support to first-year teachers.	Recruitment and Retention	08/07/2018	10/01/2018	\$1000 - State Funds	Director of Curriculum and Instruction Administrators Teachers

**Strategy6:**

Data Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and make data-driven decisions about student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

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 (Scantron Performance Series and Star Reading and Math). Students will be selected to participate in enrichment opportunities such as: Provide enrichment opportunities and incentives to enhance student learning and motivation. Title I Set Aside	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Administration Teachers Academic Coaches

Activity - Team Dialogue	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in monthly data meetings, grade level meetings, and leadership team meetings in order to perform the following tasks: (1) discuss diagnostic and classroom assessment results, (2) monitor student progress, (3) target students for intervention and related services, 4) prepare for student and parent conferences 5) collaborative planning, and 5) evaluating the ACIP and making progress notes. Title I Set Aside Funds	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

**English Language Proficiency Goal (Should address identified weaknesses and gaps):****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 from 49% to 54% in Mathematics by 05/31/2019 as measured by end of the year assessments in Scantron Performance Series Math and Star Math.

**Strategy1:**

Teacher Mentoring and Induction Program - Provide first year teachers with an experienced mentor in order to support and retain effective teachers. Mentors will be provided to teachers who are in their first year in the profession, building, and/or grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Alabama Teacher Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Alabama Teacher Mentoring Program to provide support to first-year teachers.	Recruitment and Retention	08/07/2018	10/01/2018	\$1000 - State Funds	Director of Curriculum and Instruction Administrators Teachers

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide mentoring to new teachers in order to support, recruit, and retain effective staff. Mentoring activities will involve coaching/modeling, peer observations, collaborative planning, and staff development.	Recruitment and Retention	08/07/2018	05/24/2019	\$300 - State Funds	Academic Coaches Teacher Leaders Administrators

**Strategy2:**

Building Leadership Capacity - Provide professional learning opportunities to existing and aspiring leaders in order to build leadership capacity and to retain/attract effective instructional leaders.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning and leadership opportunities to existing and aspiring leaders to include: CLAS Summer Conference CLAS Leadership Institutes Annual Counseling Conference Assistant Principals Conference Summer Professional Learning Conference Samuel Training Students Records/Transcript Best Practices Effective Literacy Leaders Learning Community (E3LC) Title I Set Aside	Professional Learning	08/07/2018	05/24/2019	\$5000 - Other	Administrators Counselors Teachers

**Strategy3:**

Professional Learning Communities - Teachers will continue to participate in Math and Science professional learning communities in order to improve standards-based instruction and assessment. This work will be enhanced and extended across disciplines by laying the groundwork for the establishment of PLCs in areas such as ELA, Social Studies, and Physical Education and for targeted groups such as collaborative teachers in order to improve standards-based instruction and assessment.

Category: Develop/Implement College and Career Ready Standards

**ACIP**

Thomasville Elementary School

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math and Science PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and science PLC leaders will participate in professional development on a quarterly basis to unwrap the CCRS, improve lesson plans for standards-based instruction and assessment, and make plans of action to share their new learning with grade level teachers for student success across grade levels.  ALFOR Funds	Professional Learning Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Administrators Math Coach Teachers Director of Curriculum and Instruction

**Strategy4:**

Data Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and make data-driven decisions about student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

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 (Scantron Performance Series and Star Reading and Math). Students will be selected to participate in enrichment opportunities such as: Provide enrichment opportunities and incentives to enhance student learning and motivation. Title I Set Aside	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Administration Teachers Academic Coaches

Activity - Team Dialogue	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in monthly data meetings, grade level meetings, and leadership team meetings in order to perform the following tasks: (1) discuss diagnostic and classroom assessment results, (2) monitor student progress, (3) target students for intervention and related services, 4) prepare for student and parent conferences 5) collaborative planning, and 5) evaluating the ACIP and making progress notes. Title I Set Aside Funds	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Other	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

**Strategy5:**

Differentiated Instruction - Employ differentiated and multi-sensory engagement strategies into daily instruction to address the unique learning needs of all students.

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

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

**ACIP**

Thomasville Elementary School

<b>Activity - Student Engagement Strategies and Tools</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will participate in professional development to learn effective engagement strategies and tools to address the needs of all learners. This will include training on technology integration, differentiated instruction, and other strategies and tools to enhance student engagement. Title I Set Aside Funds	Direct Instruction	08/07/2018	05/31/2019	\$2000 - Other	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy6:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories. Multi-systems of support will be provided during specified intervention times to address achievement and behavior.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

<b>Activity - RTI/PST Monthly Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will be provided with time to meet on a monthly basis to discuss the progression of student learning plans in order to decrease gaps in achievement. Teachers will also be provided with resources to establish and maintain data binders. Substitutes will be provided. Title I Set aside	Direct Instruction	08/07/2018	05/31/2019	\$3000 - Other	Administrators Academic Coaches Teachers

<b>Activity - Tiered Intervention/Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will receive small group instruction and utilize the Classworks program in Scantron Performance Series to address individualized learning needs in Tiers 2 and 3 in the areas of reading, math, and science. (TEXTBOOK)	Behavioral Support Program Academic Support Program	08/07/2018	05/31/2019	\$6900 - State Funds	Director of Curriculum and Instruction Administrators Counselors Teachers Instructional Support Staff

**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?	No	One long term substitute is in the fifth grade for one semester. The fifth grade teacher is expected to return in January. If she does not return, all efforts will be made to hire a certified teacher to replace her.	

**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 teacher and observation experiences for aspiring teachers. Also partnering with UWA in College Connection by providing teachers an opportunity to earn an advanced degree with a scholarship.

## **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.**

State assessment data is analyzed for each grade to determine the strengths and weakness to determine what professional development is needed.

### **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, second grade child find, Classwork and Scantron training, PBL, 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 05/31/2019 as measured by end of the year assessments Scantron Performance Series and Star Reading and Math. .

**Strategy1:**

Building Leadership Capacity - Provide professional learning opportunities to existing and aspiring leaders in order to build leadership capacity and to retain/attract effective instructional leaders.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning and leadership opportunities to existing and aspiring leaders to include: CLAS Summer Conference CLAS Leadership Institutes Annual Counseling Conference Assistant Principals Conference Summer Professional Learning Conference Samuel Training Students Records/Transcript Best Practices Effective Literacy Leaders Learning Community (E3LC)	Professional Learning	08/07/2018	05/24/2019	\$5000 - Other	Administrators Counselors Teachers

**Strategy2:**

Data Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and make data-driven decisions about student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

**ACIP**

Thomasville Elementary School

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Academic goals will be set and measured by diagnostic assessments (Scantron Performance Series and Star Reading and Math). Students will be selected to participate in enrichment opportunities such as: Provide enrichment opportunities and incentives to enhance student learning and motivation.	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Title I Part A	Administration Teachers Academic Coaches

Activity - Team Dialogue	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in monthly data meetings, grade level meetings, and leadership team meetings in order to perform the following tasks: (1) discuss diagnostic and classroom assessment results, (2) monitor student progress, (3) target students for intervention and related services, 4) prepare for student and parent conferences 5) collaborative planning, and 5) evaluating the ACIP and making progress notes.	Academic Support Program	08/07/2018	05/31/2019	\$1500 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches ALL Certified Teachers

**Strategy3:**

Professional Learning Communities - Teachers will continue to participate in Math and Science professional learning communities in order to improve standards-based instruction and assessment. This work will be enhanced and extended across disciplines by laying the groundwork for the establishment of PLCs in areas such as ELA, Social Studies, and Physical Education and for targeted groups such as collaborative teachers in order to improve standards-based instruction and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

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Math and science PLC leaders will participate in professional development on a quarterly basis to unwrap the CCRS, improve lesson plans for standards-based instruction and assessment, and make plans of action to share their new learning with grade level teachers for student success across grade levels.	Academic Support Program Professional Learning	08/07/2018	05/31/2019	\$1500 - Other	Administrators Math Coach Teachers Director of Curriculum and Instruction

**Strategy4:**

Teacher Mentoring and Induction Program - Provide first year teachers with an experienced mentor in order to support and retain effective teachers. Mentors will be provided to teachers who are in their first year in the profession, building, and/or grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide mentoring to new teachers in order to support, recruit, and retain effective staff. Mentoring activities will involve coaching/modeling, peer observations, collaborative planning, and staff development.	Recruitment and Retention	08/07/2018	05/24/2019	\$300 - State Funds	Academic Coaches Teacher Leaders Administrators

Activity - Alabama Teacher Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Alabama Teacher Mentoring Program to provide support to first-year teachers.	Recruitment and Retention	08/07/2018	10/01/2018	\$1000 - State Funds	Director of Curriculum and Instruction Administrators Teachers

**Strategy5:**

Differentiated Instruction - Employ differentiated and multi-sensory engagement strategies into daily instruction to address the unique learning needs of all students.

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

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Student Engagement Strategies and Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn effective engagement strategies and tools to address the needs of all learners. This will include training on technology integration, differentiated instruction, and other strategies and tools to enhance student engagement.	Direct Instruction	08/07/2018	05/31/2019	\$2000 - Title I Part A	Director of Curriculum and Instruction Administrators Instructional Coaches All Classroom Teachers

**Strategy6:**

Student Systems of Support (RTI) - Teachers will employ individualized tiered support for students in all learning categories. Multi-systems of support will be provided during specified intervention times to address achievement and behavior.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with time to meet on a monthly basis to discuss the progression of student learning plans in order to decrease gaps in achievement. Teachers will also be provided with resources to establish and maintain data binders. Substitutes will be provided.	Direct Instruction	08/07/2018	05/31/2019	\$3000 - Title I Part A	Administrators Academic Coaches Teachers

**ACIP**

Thomasville Elementary School

Activity - Tiered Intervention/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction and utilize the Classworks program in Scantron Performance Series to address individualized learning needs in Tiers 2 and 3 in the areas of reading, math, and science.	Behavioral Support Program Academic Support Program	08/07/2018	05/31/2019	\$6900 - State Funds	Director of Curriculum and Instruction Administrators Counselors Teachers Instructional Support Staff

**Goal 2:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a behavior increase in student achievement as a result of involvement with students, families, and the community in Reading by 05/24/2019 as measured by student assessment results and sign-in sheets from parental/community involvement initiatives..

**Strategy1:**

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

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Stakeholder Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents/families by maintaining current information on the district/school website, Facebook, and in the INOW Portal and offering nontraditional opportunities to participate in school initiatives using innovative strategies (i.e. flyers, literature, etc.).	Community Engagement	08/07/2018	05/24/2019	\$1000 - Title I Part A	Administrators Teachers/Staff

## 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.

Data from standardized test and our own universal screener is used to see the learning gaps of each student. Using the data assign teachers (interventionists) maintain an RTI folder for students who have been identified as "At-risk" students. we analyze diagnostic data, benchmark data, and progress monitoring data. During data meetings, special attention is given to each student to determine if progress is being made toward mastering grade level standards.

DRAFT

## **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 Scanton Assessment (3rd-6th) Star Reading/Math Assessment (K-2nd) at the beginning, middle, and end of the year to uncover student skill/standard deficiencies for timely intervention.

In classroom, teachers use formative and summative assessments to identify who has not mastered standards and provide tier II instruction within the content as needed. Struggles are also progressed monitored

### **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-6.

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. Students in grades 3rd-6th also use a computer program (Classworks) that individualizes learning paths for each student.

### **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 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 Classworks login info to practice skill gaps at home.

### **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.**

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.

**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.**

If any challenges arise during the school year, goals and strategies are put into place so that students will not be at an a disadvantage to not excel in their studies(The CIP will be revised to include these goals and strategies). The school will serve these special population by seeking assistance from outside agencies such as Clarke County Mental Health Department, Department of Human Resources,and Juvenile.These subgroups ( EL, Homeless, Migrant, Immigrant, and Foster children will be allowed to enroll immediately and the guidance counselor will assist them.

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## **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.**

There are several monetary sources that are integrated and coordinated in financial and instructional planning at Thomasville Elementary School. The State of Alabama funds the basic programming in terms of teacher units based on student enrollment. The State of Alabama allocates monies for textbook purchases, which are supplemented by the district. The State of Alabama also allocates instructional supply money for each teacher unit. By using all funds strategically, Thomasville Elementary School achieves its school-wide goals.

Highly Qualified teachers' salaries are allocated, professional development for teachers to train and instruct them on how to teach students, after-school tutoring provides students with additional instructions on skills not mastered in the classroom and for our students at risk of failing.

Summer school: When summer school is provided, it is for students who have not mastered skills and need that additional support to be prepared for the next grade. Also included is enrichment for students that includes ART and Music.

Money is also set aside for the homeless students to assist in providing them with the necessary materials to be successful. Tutoring is provided for the ELL students (part time). Parental involvement funds to purchase supplies to assist parents on how to help their children be successful and money for software is also made available..

**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. TES is in compliance with Head Start Program guidelines through Special Needs services and Child Find.

## **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 school wide 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 (Scantron Performance Series). 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 school wide program. The CIP committee also meets to make adjustments and evaluate the CIP.

# Coordination of Resources - Comprehensive Budget

DRAFT

## Introduction

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

DRAFT

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	38.88

Provide the number of classroom teachers.

38.88

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2031528.82

Total

2,031,528.82

DRAFT

### Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82844.0

Total

82,844.00

DRAFT

### Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	59264.0

Total

59,264.00

DRAFT

### Counselor

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

Provide the number of Counselors.

1.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	100576.5

Total

100,576.50

DRAFT

### Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56177.0

Total

56,177.00

DRAFT

### 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

DRAFT

### 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

DRAFT

## 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.	11275.0

Total

11,275.00

DRAFT

### 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.	3383.0

Total

3,383.00

DRAFT

### 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

DRAFT

### 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.	21589.0

Total

21,589.00

DRAFT

### 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.	3613.0

Total

3,613.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	106446.62

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

Parts of 3 teachers salary and benefits that totals \$59,776.00  
Substitutes-792.11  
Non-cap furniture & Fixtures (view sonic carts) \$1,480.00  
non-cap computer hardware for 1:1 \$26,000.00  
Audio/video-\$6,584.51  
Extended day for summer and before & after school (tutoring) \$4,000  
Other student support enrichment -\$5,600  
Art & Music  
Other compensation/benefits  
Classroom Instructional Supplies \$478  
AASCD Conference

DRAFT

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	39400.3

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

Portion of 1 teacher salary and benefits for class size reduction (Kindergarten)-27,116

Instructional staff support substitutes-100.00

In-state travel-331.00

Registration Fee-100.00

DRAFT

**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

DRAFT

**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

DRAFT

**Title V**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	22150.9

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

Portion of Kindergarten teacher salary and benefits-\$14,914.00  
Substitutes- \$294.00  
Classroom Supplies-\$177.00  
Health Services-\$276.00  
Registration Fee-\$125.00  
Other Instructional Supplies-\$194.90

DRAFT

### 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

DRAFT

### 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

DRAFT

**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

DRAFT

### Local Funds

Label	Question	Value
1.	Provide the total	815185.0

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

Instructional Services-171913.00

Instructional Support Services-104676.00

Operation & Maintenance Services-271647.00

Auxiliary Services-542.00

General Admin Services-1100.00

Other Expenditures-65486.00

Other Fund Uses-199821.00

DRAFT

# Parent and Family Engagement

DRAFT

## **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.

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## 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 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 begins with "Meet the Teacher" the first week of August. The Special Education Department offers a Parent Night in September to specifically address the concerns of parents of students with special educational needs. Family Night is conducted throughout the day on October 9th, 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, Google Classroom, 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.

Scantron Performance Series and STAR Reading/Math scores are sent home three times a year. Additionally, parents are given access to Classworks which is an individualized learning path for that students have utilize at home or school.

**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 media center and school's front office. 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.