ACIP

Randolph Elementary School

Bibb County Board of Education

Mrs. Louise Johnson, Principal
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Randolph, AL 36792-5415

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Executive Summary

Introduction

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

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

Description of the School

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

Randolph Elementary School has an enrollment of 185 students. There are nine self-contained classrooms ranging from Pre-K through sixth grade. The school is located in Randolph, Alabama which has an approximate population of 1,332. The school location is in a very rural area of Bibb County. The socioeconomic background of those children who attend the school are largely lower to middle class, with an 80% white and 20% black population. 69% of RES students qualify for free and reduced lunches making the school eligible for Title I federal funding. Randolph employs nine self-contained teachers, one principal, one media specialist, one reading coach, one counselor, one special education teacher, three aides and receives services from a district-wide speech therapy teacher, gifted education teacher, home-bound teacher, and a district psychometrist. A majority of the teachers who are employed at the school are either from the local area or live in the district, and therefore have a vested interested in the success of the school. The logging industry employs many parents in this area as much of the surrounding areas are large tracts of land owned by paper companies. The community of Randolph has several churches and one post office. The school is very much at the "heart" of the community and is supported by a PTO (Parent-Teacher Organization), local churches, and an active school alumni group. One challenge associated with the community is that internet service is difficult to acquire in this rural area and poses a challenge to extending the learning day using technology. Another challenge within the community is the lack of potential for community partners due to very few businesses in the area.

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.

The mission of Randolph Elementary School is to provide a safe environment that supports learning, meets the needs of the whole child, and ensures success.

Our Beliefs:

At Randolph Elementary School we believe in PRIDE:

Providing a safe learning environment.

Reaching every student through physical, social, intellectual, and emotional experiences;

Individualizing instruction to meet student needs;

Development of life-long learners; and

Encouraging a shared responsibility between parents, teachers, students, and community.

The school embodies it's purpose through a dedicated staff which holds student success at the heart of decisions and actions made on a daily basis. "What is best for the student?" is an essential question often asked when guidance is needed and priority is placed. Each year, the school coordinates parent involvement events, such as literacy and math nights. The focus remains on supporting student achievement and equipping parents with tools and strategies for helping their children be successful in school and life. High standards and expectations are set forth for all students to learn and grow. The school's Problem Solving Team and Response to Intervention team meets regularly to monitor progress of student learning, devise intervention plans, and share teaching strategies and resources with each other. The staff at Randolph Elementary School has the expectations that all students will learn and grow to become productive members of society and prepare them to be college or career ready.

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.

Response to Intervention has been a focus within our school and district the last few years. It continues to be a work in progress and will help to implement an effective systematic approach to provide supports in a timely manner to students working below grade level. The school's Problem Solving Team (PST) works to provide support at all tier levels and provides specific research based intervention strategies in Tier III. It is a goal of the school to strengthen the students' abilities and performance in reading and mathematics and in order to ensure mastery of common core standards. Another goal is to increase technology resources and opportunities to develop 21st century learning skills in order to better prepare them for college and the workforce upon graduation from high school.

Randolph Elementary recognizes the importance of early intervention. For the 2016-17 school year, the first Pre-K unit began operating with 16 students participating from the surrounding community.

Additional Information

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

Randolph Elementary School is very much a "community" school. The local churches, the RES Parent-Teacher Organization, and an active Randolph School Alumni group work diligently to provide for needs and support school endeavors. Although funding presents a challenge for the school to maintain or replace dated or broken resources, teachers are resourceful and creative with ways to enhance the core curriculum. Randolph Elementary School provides students with opportunities to expand their educational day by offering extracurricular activities. Students have the opportunity to participate in the academic Beta club. Girls have to opportunity to participate in Girls Engaged in Math & Science University (GEMS-U). As funding allows, students are also given the opportunity to attend extended day activities for tutoring, homework help, and other enrichment activities.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The RES Leadership Team was formed to help construct the school's continuous improvement plan (ACIP). The team consists of certified staff and parent representatives. Stakeholders are selected by the principal and committee leaders. Principal and committee leaders choose parents based on willingness to participate and inform them of their roles through discussion. Meetings are scheduled during and after school to accommodate stakeholders. All faculty participate in a data analysis to complete a needs assessment. All faculty and parents are encouraged to provide feedback. A draft of the ACIP is presented to committee members during a fall stakeholder meeting. The ACIP is then presented to members of the Bibb County Board of Education for final approval. After final approval the ACIP is then posted on the district and school website and is available upon request at the school. The ACIP is a living document.

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

All faculty members participated in data analysis of needs assessments. All faculty members reviewed previous ACIP goals, strategies, and action steps and determined levels of implementation and effectiveness. School Improvement committee members compiled all the findings from the needs assessments analysis and review of previous ACIP to draft a current ACIP reflective of existing needs. Responsibilities of team members were to actively participate in reviewing, discussing, and devising of the ACIP.

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

Communication of ACIP:

-Title I Annual Meeting
-websites (district and school)
-letters sent home
-copies available upon request at school
-fliers given out at PTO meeting

Progress Monitoring of ACIP:

-committee leaders report to School Improvement Committee on a set basis on feedback from monitoring visits
-school leadership team meets monthly to check progress
-committee/team agendas and minutes are kept in school site portfolio and professional development notebook
-Principal reports to the Bibb County Board of Education board members during public meetings as to the status of RES goals, strategies, and activities of the ACIP. Board members give final approval.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Randolph Elementary School compiles student performance data throughout the school year. Each teacher has a data spreadsheet which analyzes each student's progress. This spreadsheet reveals longitudinal scores from assessments such as: DIBELS Next, Scantron, Fountas & Pinnell Reading Level Assessment, STAR Reading, Scantron Assessment and AMSTI Fluency Checks. The attached document reveals the ACT Aspire state mandated test that was administered in the Spring of 2017. Reading and math will continue to be a focus for the 2017-18 school year.	RESacademic Needs Asses.

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

ACT Aspire data from spring of 2017
-3rd-Aspire Math-exceeded the national percent proficient scoring-READY
-4th-Reading-exceeded the national percent proficient scoring-READY
-6th-Reading-exceeded the national percent proficient scoring-EXCEEDING

DIBELS
64% of 1st graders benchmarked (former benchmarks)

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

Over the last 4 years, we have seen a gradual increase in reading proficiency in 4th grade as measure by Fountas and Pinnell Benchmark system. We attribute this increase to the implementation of the Making Meaning Program, Fountas and Pinnell, and Saxon Phonics Program

Over the last 4 years, we have seen a gradual increase in math proficiency in grades 5 & 6 as measured by ACT ASPIRE..

Which area(s) indicate the overall highest performance?

ACT Aspire data from spring of 2017.
-3rd-Aspire Math-exceeded the national percent proficient scoring-READY
-4th-Reading-exceeded the national percent proficient scoring-READY
-6th-Reading-exceeded the national percent proficient scoring-EXCEEDING

DIBELS
83% of K benchmarked (former benchmarks)
64% of 1st graders benchmarked (former benchmarks)

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

Randolph Elementary does not have any subgroups that are large enough to produce statistically reliable data results.

Between which subgroups is the achievement gap closing?

Randolph Elementary does not have any subgroups that are large enough to produce statistically reliable data results.
Randolph Elementary school is a Title I school-wide program in which the majority of our school population The focus of a School-wide
Program is Comprehensive Schoolwide Reform to ensure all students - especially those considered most academically at-risk - are able to
attain academic proficiency based upon state academic standards.

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

All data sources are consistent in their findings that math is the greatest weakness at Randolph Elementary School and the school-wide plan
will make this area of greatest focus for the 2017-18 school year.The school-wide plan will continue to strive for increased performance levels
in the area of reading for the 2017-18 school year.

Areas in Need of Improvement

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

Math was an overall weakness that was revealed on the 2016-17 ACT ASPIRE test in grades 3rd through 6th.

DIBELS revealed a deficit on reading fluency in 2nd grade.

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

Over the last 3 years Math proficiency levels in grade 4 have gradually decreased.

Over the last 4 years Reading proficiency levels in grade 3 have gradually decreased.

Which area(s) indicate the overall lowest performance?

The overall lowest performance was in math.

As a school, we scored at both 39% proficient for both reading and math.

In math, we scored 39% average proficiency in all grades 3rd-6th combined. This is 12% average proficiency below the national average proficiency.

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

Randolph Elementary does not have any subgroups that are large enough to produce statistically reliable data results.

Between which subgroups is the achievement gap becoming greater?

Randolph Elementary does not have any subgroups that are large enough to produce statistically reliable data results.

Randolph Elementary school is a Title I school-wide program in which the majority of our school population The focus of a School-wide

Program is Comprehensive School-wide Reform to ensure all students - especially those considered most academically at-risk - are able to

attain academic proficiency based upon state academic standards.

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

All data sources used at Randolph Elementary School are consistent in their results of student performance data in reading and mathematics through use of assessment spreadsheets.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
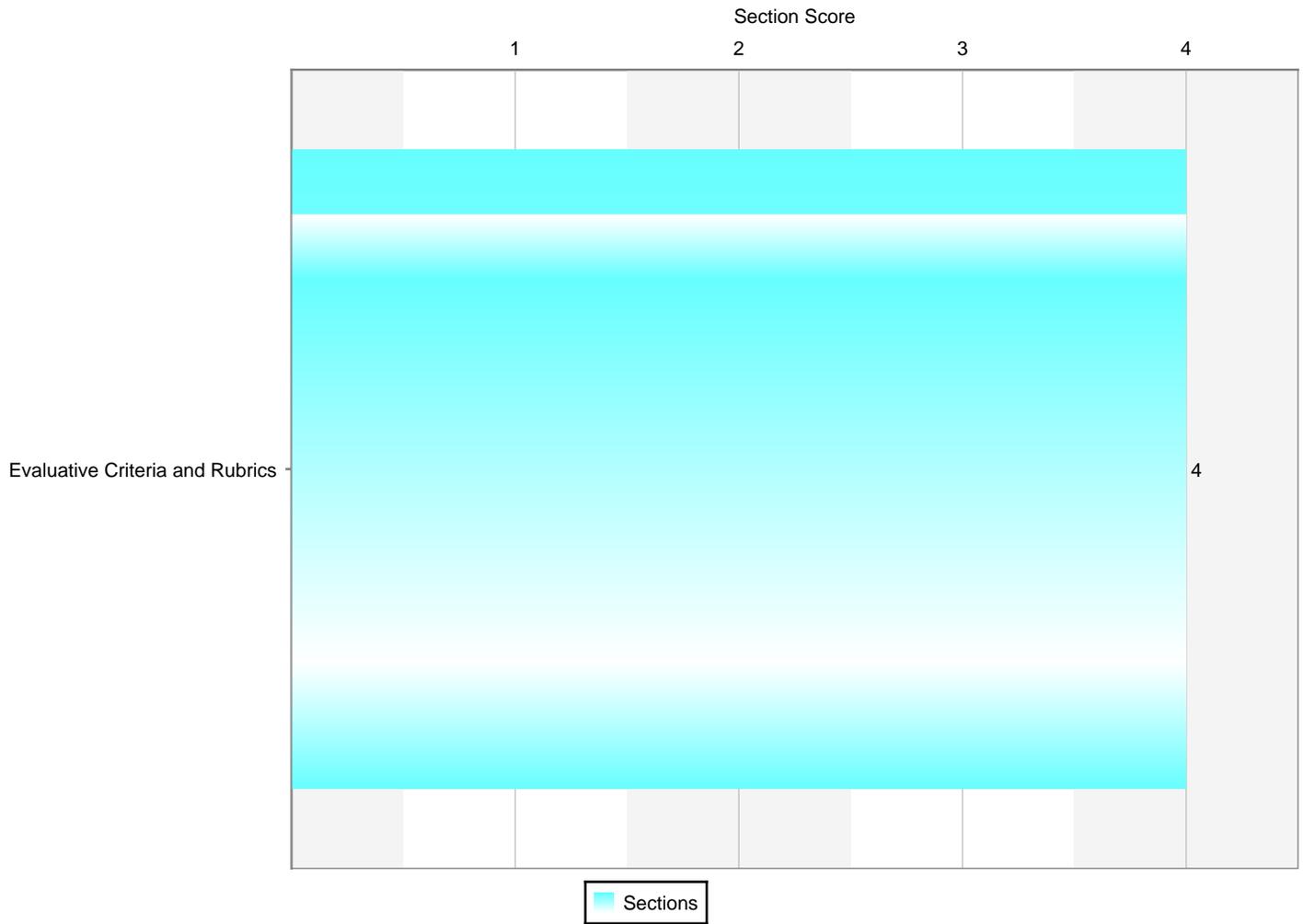
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Instructional Leadership Team members include the Randolph Elementary School principal, Louise Johnson, the instructional coach, Hollie Tillery,4th Grade Teacher, Melanie Worrell, and a 5th Grade Teacher, Jennifer Turner, and the media specialist, Gretchen Filgo. There are also two parent representatives and one student representative on the 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	The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-988	NonDesc2017-18

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	The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-9881 The employees' signatures should be uploaded below. Please save all items to one document. Only one document can be uploaded below.	NonDesc2017-18

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	The Randolph Elementary School Parent Involvement Plan is reviewed each year during parent involvement meetings and revisions are made accordingly. Attached is a copy of the 2017-18 RES Parent Involvement Plan	RESparentinvplan2017-18

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	Randolph Elementary School has a School-Parent Compact, and as 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.	REScompact10-17

2017-18 Professional Development Plan

Overview

Plan Name

2017-18 Professional Development Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Math Goal K-6th 2017-18 Increase Math Proficiency	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	Making Meaning Program 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	Saxon Phonics Training/Support K-1st Grade Teachers 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Teacher Mentoring 17-18	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: Math Goal K-6th 2017-18 Increase Math Proficiency

Measurable Objective 1:

A 10% increase of First, Second and Third grade students will demonstrate a proficiency in grade level standards in Mathematics by 05/31/2018 as measured by PNOA (Primary Number & Operations Assessment).

(shared) Strategy 1:

Small Group Differentiated Instruction - The teacher will provide small group differentiated instruction using research based AMSTI Investigations regarding grade level state standards. The students will work in standards based small group math stations during daily math workshop using AMSTI Investigations and materials. Teachers will utilize the Investigations Intervention teachers guide during the small groups as well.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is a research based Alabama state initiative.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student data in order to drive math small group instruction and develop intervention instruction.	Professional Learning, Academic Support Program	08/09/2017	05/31/2018	$0	No Funding Required	RES Insructional Coach, RES Principal, Local School Teachers

Goal 2: Making Meaning Program 2017-18

Measurable Objective 1:

collaborate to to follow up and support on implementation of the Making Meaning Program by 05/31/2018 as measured by 100% teacher attendance during training sessions.

Strategy 1:

Data / PD Meetings - Teachers will receive training and implementation support for the Making Meaning Program during regular monthly professional development/data meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Making Meaning is a research-based program.

Activity - Training of Making Meaning Program by Instructional Coach and/or Program Specialists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will participate regular support and training by Instructional Coach or Program Specialist throughout the year during implementation of Making Meaning Program with a focus on comprehension and academic/content vocabulary.	Professional Learning	08/09/2017	05/31/2018	$0	Other	RES Instructional Coach, Making Meaning Program Specialists

Goal 3: Saxon Phonics Training/Support K-1st Grade Teachers 2017-18

Measurable Objective 1:

collaborate to receive training and support for the implementation of the Saxon Phonics Program by 05/31/2018 as measured by 100% kindgarten and first grade teacher attendance.

Strategy 1:

Saxon Phonics Training - Teachers will attend Saxon Phonics k/1st training for kits in order to implement the program during the 2016-17 school year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Saxon Phonics is research based and has been adopted by the Bibb County School District.

Activity - Saxon Phonics Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade teachers will continue to implement all new components of the Saxon Phonics program during the 2017-18 school year in order to meet reading, language arts, and spelling common core standards.	Direct Instruction	08/09/2017	05/31/2018	$0	District Funding	Classroom Teacher, Saxon Phonics Representative

Goal 4: Teacher Mentoring 17-18

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-18 School Year by 05/31/2018 as measured by 100% new teacher attendance.

Strategy 1:

Newly Hired Teacher Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - ARI--AMSTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Recruitment and Retention, Professional Learning	08/09/2017	08/31/2018	$0	District Funding	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists

Activity - New Teacher/Mentor Initial Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly hired teachers will be assigned a mentor for a 2-year period, who will attend an initial training in order to collaborate and provide support throughout the next two school years.	Recruitment and Retention	08/09/2017	05/31/2018	$0	Other	District Administrators, Local School Administrators, Mentor Teachers, Newly Hired Teachers

Activity - Ongoing New Hire Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly hired teachers will attend additional workshops throughout the school year to provide additional support. Training examples include: Educate Alabama, Number Talks, and topics and trends in 21st Century Technology learning.	Recruitment and Retention	08/09/2017	05/31/2018	$0	Other	District Administrators, Local School Administrators, New Hired Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Room / Analysis	Teachers will analyze student data in order to drive math small group instruction and develop intervention instruction.	Professional Learning, Academic Support Program	08/09/2017	05/31/2018	$0	RES Insructional Coach, RES Principal, Local School Teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ongoing New Hire Training	Newly hired teachers will attend additional workshops throughout the school year to provide additional support. Training examples include: Educate Alabama, Number Talks, and topics and trends in 21st Century Technology learning.	Recruitment and Retention	08/09/2017	05/31/2018	$0	District Administrators, Local School Administrators, New Hired Teachers
Training of Making Meaning Program by Instructional Coach and/or Program Specialists	Teachers will participate regular support and training by Instructional Coach or Program Specialist throughout the year during implementation of Making Meaning Program with a focus on comprehension and academic/content vocabulary.	Professional Learning	08/09/2017	05/31/2018	$0	RES Instrictonal Coach, Making Meaning Program Specialists
New Teacher/Mentor Initial Training	Newly hired teachers will be assigned a mentor for a 2-year period, who will attend an initial training in order to collaborate and provide support throughout the next two school years.	Recruitment and Retention	08/09/2017	05/31/2018	$0	District Administrators, Local School Administrators, Mentor Teachers, Newly Hired Teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Saxon Phonics Implementation	Kindergarten and first grade teachers will continue to implement all new components of the Saxon Phonics program during the 2017-18 school year in order to meet reading, language arts, and spelling common core standards.	Direct Instruction	08/09/2017	05/31/2018	$0	Classroom Teacher, Saxon Phonics Representative
ARI--AMSTI Training	Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Recruitment and Retention, Professional Learning	08/09/2017	08/31/2018	$0	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists
				Total	$0	

2017-18 ACIP GOALS

Overview

Plan Name

2017-18 ACIP GOALS

Plan Description

Attached are all RES goals for continuous improvement of the school-wide program for the 2017-18 school year.

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	Math Goal K-6th 2017-18 Increase Math Proficiency	Objectives: 4 Strategies: 3 Activities: 6	Academic	$0
2	Reading / Language Arts Goal 2017-2018	Objectives: 2 Strategies: 2 Activities: 5	Academic	$0
3	ELL Goal 2017-2018	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	Randolph Elem will increase parental engagement and outreach for the 2017-2018 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Math Goal K-6th 2017-18 Increase Math Proficiency

Measurable Objective 1:

A 10% increase of First, Second and Third grade students will demonstrate a proficiency in grade level standards in Mathematics by 05/31/2018 as measured by PNOA (Primary Number & Operations Assessment).

(shared) Strategy 1:

Small Group Differentiated Instruction - The teacher will provide small group differentiated instruction using research based AMSTI Investigations regarding grade level state standards. The students will work in standards based small group math stations during daily math workshop using AMSTI Investigations and materials. Teachers will utilize the Investigations Intervention teachers guide during the small groups as well.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is a research based Alabama state initiative.

Activity - Small Group Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct small group differentiated instruction using standards based reports from formative and summative assessments such as AMSTI fluency checks, PNOA, and ACT Aspire Interim.	Direct Instruction	08/09/2017	05/31/2018	$0	No Funding Required	Classroom teachers.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student data in order to drive math small group instruction and develop intervention instruction.	Professional Learning, Academic Support Program	08/09/2017	05/31/2018	$0	No Funding Required	RES Insructional Coach, RES Principal, Local School Teachers

Activity - Addition Fluency Activities-Kindergarten-2nd grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, First and Second grade students will participate in activities designed to increase fluency in addition. These activities will be AMSTI fluency activities.	Direct Instruction	08/09/2017	05/31/2018	$0	Other	Classroom Teacher

Measurable Objective 2:

A 10% increase of Kindergarten grade students will demonstrate a proficiency in all Kindergarten math standards in Mathematics by 05/31/2018 as measured by results from the PNOA (Primary Numbers and Operations Assessment).

(shared) Strategy 1:

Small Group Differentiated Instruction - The teacher will provide small group differentiated instruction using research based AMSTI Investigations regarding grade level state standards. The students will work in standards based small group math stations during daily math workshop using AMSTI Investigations and materials. Teachers

will utilize the Investigations Intervention teachers guide during the small groups as well.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is a research based Alabama state initiative.

Activity - Small Group Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct small group differentiated instruction using standards based reports from formative and summative assessments such as AMSTI fluency checks, PNOA, and ACT Aspire Interim.	Direct Instruction	08/09/2017	05/31/2018	$0	No Funding Required	Classroom teachers.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student data in order to drive math small group instruction and develop intervention instruction.	Professional Learning, Academic Support Program	08/09/2017	05/31/2018	$0	No Funding Required	RES Insructional Coach, RES Principal, Local School Teachers

Activity - Addition Fluency Activities-Kindergarten-2nd grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, First and Second grade students will participate in activities designed to increase fluency in addition. These activities will be AMSTI fluency activities.	Direct Instruction	08/09/2017	05/31/2018	$0	Other	Classroom Teacher

Measurable Objective 3:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in all areas of grade level mathematics standards in Mathematics by 05/31/2018 as measured by ACT Aspire Spring Assessment.

Strategy 1:

Small Group Differentiated Math Instruction - Teachers will provide small group differentiated instruction to all students using the results of the ACT Aspire. This small group instruction will be centered around grade level mathematics standards.

Category: Develop/Implement Learning Supports

Research Cited: ACT Aspire research based summative state assessments.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student data in order to drive math instruction	Academic Support Program	08/09/2017	05/31/2018	$0	Other	RES Instructional Coach, RES Principal, Local School Teachers

Activity - Research Based Mathematics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3rd through 6th grade teachers will implement research based, standards driven; mathematics programs in their daily lessons.The programs that will be used are AMSTI Investigations.	Direct Instruction, Academic Support Program	08/09/2017	05/31/2018	$0	Other	Classroom Teacher

Measurable Objective 4:

80% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency to meet or exceed multiplication fluency in mathematics in Mathematics by 05/31/2018 as measured by AMSTI mulitplication fluency checks and progress monitoring.

Strategy 1:

Researched Based AMSTI Activities for Fluency - Small group activities, teacher instruction, and fluency practice and checks

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is research based

Activity - Multiplication Fluency Activities-4th-6thGrade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th-6th Grade students will participate in small group instruction which include multiplication fluency activities within the classroom;fluency folders, fluency games, etc.	Academic Support Program	08/09/2017	05/31/2018	$0	Other	Classroom Teachers, Intervention Teachers

Goal 2: Reading / Language Arts Goal 2017-2018

Measurable Objective 1:

80% of Kindergarten, First and Second grade students will increase student growth in fluency to support comprehension in Reading by 05/31/2018 as measured by DIBELS NEXT Benchmark Assessment.

(shared) Strategy 1:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0	District Funding	Classroom teachers.

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0	No Funding Required	Leadership Team, Principal

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0	Other	Instructional Coach, Leadership Team, Principal

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0	District Funding	K-2nd grade Classroom Teachers

Strategy 2:

Saxon Phonics instruction - K-2nd grade teachers will implement the Saxon Phonics research based phonics program. They will follow the research based progression and it is explicit in nature. The program will be implemented to fidelity.

Category: Develop/Implement Learning Supports

Research Cited: Saxon Phonics is a research-based phonics progression program.

Activity - Saxon Phonics instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2nd grade teachers will implement the Saxon Phonics program and lessons.	Direct Instruction	08/09/2017	05/31/2018	$0	No Funding Required	Classroom teachers.

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in achievement in Reading by 05/31/2018 as measured by ACT Aspire Spring Assessment.

(shared) Strategy 1:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0	District Funding	Classroom teachers.

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0	No Funding Required	Leadership Team, Principal

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0	Other	Instructional Coach, Leadership Team, Principal

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0	District Funding	K-2nd grade Classroom Teachers

Goal 3: ELL Goal 2017-2018

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English Language through academic support to the degree necessary to allow individual functioning in the school program in order to reach his or her full potential. in English Language Arts by 05/31/2018 as measured by documentation of WIDA standards.

Strategy 1:

Identify Weaknesses - Weaknesses will be identified after the administration of ACCESS.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS is a research-based tool to accurately measure ELL performance.

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

Weaknesses identified will drive intervention instruction during one-to-one and small group language and reading instruction. Accommodations will be made as needed to scaffold learning and promote language acquisition.	Academic Support Program	08/01/2016	05/31/2017	$0	No Funding Required	Classroom teacher Instructional Aide Intervention Teachers

Goal 4: Randolph Elem will increase parental engagement and outreach for the 2017-2018 school year.

Measurable Objective 1:

demonstrate a behavior by promoting parental involvement through outreach programs at the school, web communications, and written newsletter communications. by 05/25/2018 as measured by 10% of parental invovlement in activities held at the school to promote parent engagement..

Strategy 1:

Literacy Night - RES will conduct a literacy night where strategies of students and student work will be shown and demonstrated to the parents regarding math and/or reading content areas. We expect to have at least 10% of parents to come and get involved in this night. We will advertise it through newsletters and our web page.

Category: Develop/Implement Learning Supports

Research Cited: Research Spotlight on Parental Involvement in Education

NEA Reviews of the Research on Best Practices in Education

Found In: teaching strategies

"When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

Activity - K-6th Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will invite parents to come to literacy night where they will demonstrate strategies, techniques, and completed work that they have learned in the classroom.	Parent Involvement	08/01/2017	05/25/2018	$0	No Funding Required	All teachers of K-6th grades

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Weaknesses identified will drive intervention instruction during one-to-one and small group language and reading instruction. Accommodations will be made as needed to scaffold learning and promote language acquisition.	Academic Support Program	08/01/2016	05/31/2017	$0	Classroom teacher Instructional Aide Intervention Teachers
Data Room / Analysis	Teachers will analyze student data in order to drive math small group instruction and develop intervention instruction.	Professional Learning, Academic Support Program	08/09/2017	05/31/2018	$0	RES Insructional Coach, RES Principal, Local School Teachers
K-6th Literacy Night	Each class will invite parents to come to literacy night where they will demonstrate strategies, techniques, and completed work that they have learned in the classroom.	Parent Involvement	08/01/2017	05/25/2018	$0	All teachers of K-6th grades
Teacher Observation / Walkthroughs	Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0	Leadership Team, Principal
Saxon Phonics instruction	K-2nd grade teachers will implement the Saxon Phonics program and lessons.	Direct Instruction	08/09/2017	05/31/2018	$0	Classroom teachers.
Small Group Differentiated Instruction	Teachers will conduct small group differentiated instruction using standards based reports from formative and summative assessments such as AMSTI fluency checks, PNOA, and ACT Aspire Interim.	Direct Instruction	08/09/2017	05/31/2018	$0	Classroom teachers.
				Total	$0	

Other

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

Data Room / Analysis	Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0	Instructional Coach, Leadership Team, Principal
Multiplication Fluency Activities-4th-6thGrade	4th-6th Grade students will participate in small group instruction which include multiplication fluency activities within the classroom;fluency folders, fluency games, etc.	Academic Support Program	08/09/2017	05/31/2018	$0	Classroom Teachers, Intervention Teachers
Addition Fluency Activities-Kindergarten-2nd grade	Kindergarten, First and Second grade students will participate in activities designed to increase fluency in addition. These activities will be AMSTI fluency activities.	Direct Instruction	08/09/2017	05/31/2018	$0	Classroom Teacher
Data Room / Analysis	Teachers will analyze student data in order to drive math instruction	Academic Support Program	08/09/2017	05/31/2018	$0	RES Instructional Coach, RES Principal, Local School Teachers
Research Based Mathematics Instruction	3rd through 6th grade teachers will implement research based, standards driven; mathematics programs in their daily lessons.The programs that will be used are AMSTI Investigations.	Direct Instruction, Academic Support Program	08/09/2017	05/31/2018	$0	Classroom Teacher
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Making Meaning Planning	Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0	K-2nd grade Classroom Teachers
Lesson Planning	Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0	Classroom teachers.
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Randolph Elementary School received data from AdvancED surveys that were created at the district level and administered to parents, staff, and students during the spring, 2016 and again in fall, 2016 in order to meet the minimum response rates.	

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Our overall highest level of student satisfaction was Standard 1 with a scores of 2.95 out of a possible 3.0.

Our overall highest staff satisfaction was Standard 3 with a score of 4.57 out of a possible 5.0.

Our overall highest parent survey score was Standard 3 with a score of 4.75 out of a possible 5.0.

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

According to our student survey results, Standard 1 still remains at the level of highest approval.

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

These reported findings align with feedback from stakeholder meetings, Title I parent involvement surveys, parent conferences and local school collected data.

Areas in Need of Improvement

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

In parent and student surveys Standard 2 revealed the lowest satisfaction and approval with a score of 2.77 on student surveys and 4.52 on parent surveys.

In staff surveys, Standard 4 showed the lowest satisfaction with a score of 4.34.

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

Student surveys show a decrease in satisfaction of Standard 2 by 2.77 points.

What are the implications for these stakeholder perceptions?

With Standard 2 being an area of weakness, we would like to increase the stakeholder engagement and involvement in decision making procedures. We would like improve the process of disseminate to our stakeholders and from the district to the local school level.

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

These reported findings align with feedback from stakeholder meetings, Title I parent involvement surveys, parent conferences and local school collected data.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

4
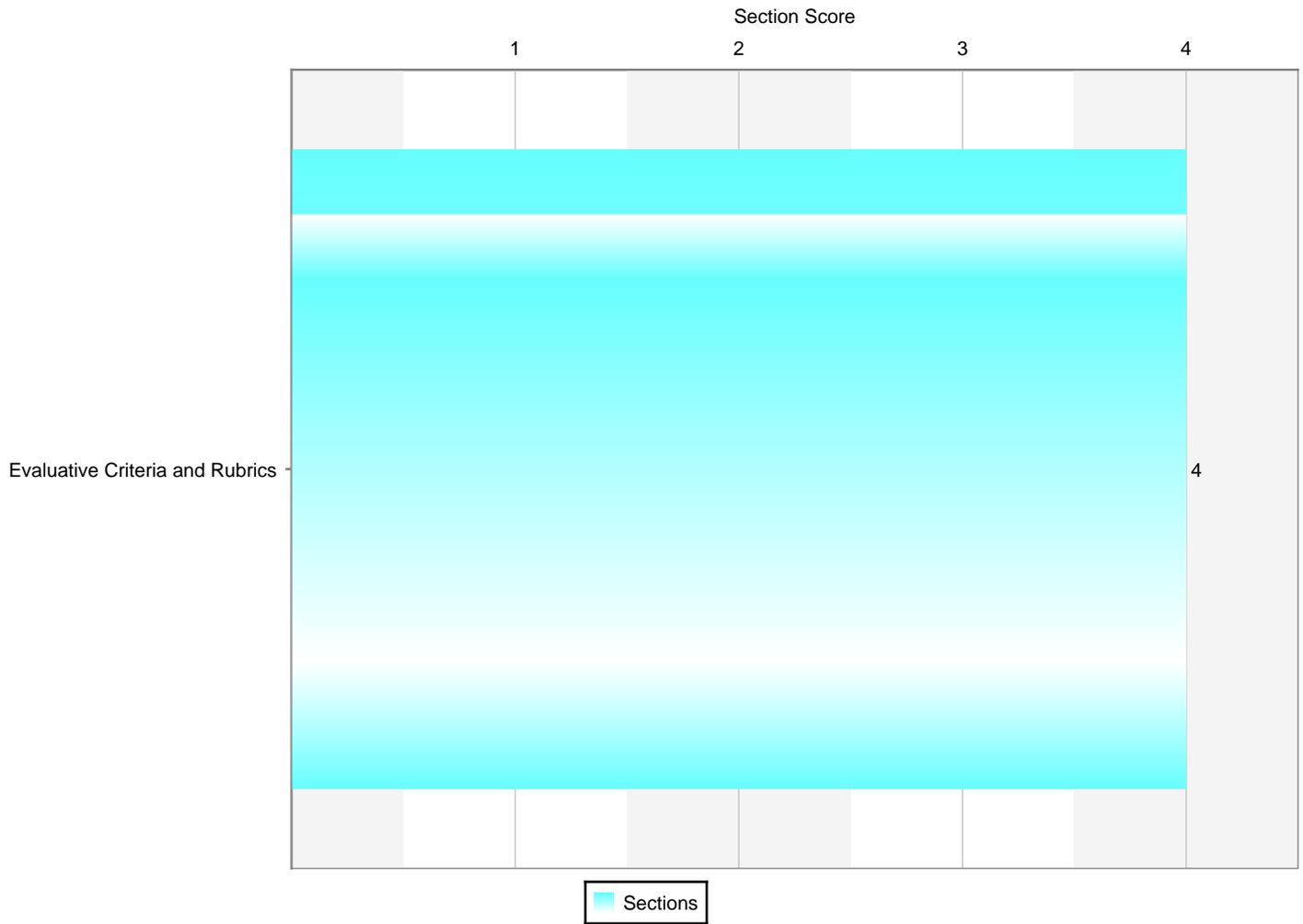
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The planning process began in April and May, 2017 with a ACIP revision meetings of school faculty and the school leadership team to begin analyzing results from the current year's plan and analyzing available data in order to begin the process of identifying needs for 2017-2018. The Leadership Team met during the month to finish the needs assessment,establish goals, strategies,and action steps, and to plan for professional development based on newly identified needs. Needs and goals for the ACIP were presented to faculty for approval in May, 2017. The ACIP committee then reconvened in August of 2017 after ASPIRE test results were returned in order to dis-aggregate the data.Goals, strategies, and action steps for school improvement are then adjusted, as needed, according to this newly acquired data. The plan was then finalized with the Leadership Team and presented to parents during the Title I Annual meeting.

What were the results of the comprehensive needs assessment?

Current data results have shown the greatest overall weakness to be in the area of Math. Reading also continues to be a concern.

What conclusions were drawn from the results?

Math is a new concern and goals, strategies, and action steps have been revised for effectiveness in order to improve math achievement. We will also continue to strengthen our focus in the area of reading from kindergarten through sixth grade. Goals, strategies, and action steps have been reviewed for effectiveness in order to continue to improve math achievement.

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

Additional steps need to be taken in order to increase community and parent involvement and support of school activities and the academic program. Further steps need to be taken to make sure parents are receiving information in multiple forms from the school concerning school activities and the academic program.

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

School goals are developed as a result of a needs assessment that is conducted at the end of each school year. Data, culture, and various aspects of the school are analyzed in order to familiarize stakeholders with current and pressing needs of the school. Those needs are then prioritized and addressed in the continuous improvement plan for the current school year as a means to improve the school and the educational process offered at Randolph Elementary School.

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

The needs assessment utilizes multiple forms of data including results from ACT ASPIRE, Scantron, DIBELS, Pearson, and parent, teacher, and student surveys.

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

Every student at Randolph Elementary is included in either all or most goals. Some goals are grade specific and one goal is specific to ELL students. Therefore, every student in the RES population is touched by the goals, strategies, and action steps for continued improvement.

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:

Math Goal K-6th 2017-18 Increase Math Proficiency

Measurable Objective 1:

85% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in grade level fluency standards in Mathematics by 05/31/2018 as measured by Mathematics Fluency Checks.

Strategy1:

AMSTI Specialist Coaching - AMSTI Math Specialist will conduct coaching cycles and data meetings for kindergarten - 3rd grade students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning / Coaching / Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI coaches will support teachers through planning of mathematics lessons. Coaching cycles for teacher support. Providing feedback on lessons and progress.	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	Local School Principal, AMSTI Specialists

Measurable Objective 2:

80% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency to meet or exceed multiplication fluency in mathematics in Mathematics by 05/31/2018 as measured by AMSTI mulitplication fluency checks and progress monitoring.

Strategy1:

Researched Based AMSTI Activities for Fluency - Small group activities, teacher instruction, and fluency practice and checks

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is research based

Activity - Multiplication Fluency Activities-4th-6thGrade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th-6th Grade students will participate in small group instruction which include multiplication fluency activities within the classroom;fluency folders, fluency games, etc.	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	Classroom Teachers, Intervention Teachers

Measurable Objective 3:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in all areas of grade level mathematics

standards in Mathematics by 05/31/2018 as measured by Scantron Assessment.

Strategy1:

Small Group Differentiated Math Instruction - Teachers will provide small group differentiated instruction to all students using the results of

the ACT Aspire. This small group instruction will be centered around grade level mathematics standards.

Category: Develop/Implement Learning Supports

Research Cited: ACT Aspire research based summative state assessments.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student data in order to drive math instruction	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	RES Instructional Coach, RES Principal, Local School Teachers

Activity - Research Based Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd through 6th grade teachers will implement research based, standards driven; mathematics programs in their daily lessons.The programs that will be used are AMSTI Investigations.	Direct Instruction Academic Support Program	08/09/2017	05/31/2018	$0 - Other	Classroom Teacher

Goal 2:

Reading / Language Arts Goal 2017-2018

Measurable Objective 1:

80% of Kindergarten, First and Second grade students will increase student growth in fluency to support comprehension in Reading by

05/31/2018 as measured by DIBELS NEXT Benchmark Assessment.

Strategy1:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas

of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research

based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0 - Other	Instructional Coach, Leadership Team, Principal

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0 - No Funding Required	Leadership Team, Principal

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0 - District Funding	K-2nd grade Classroom Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0 - District Funding	Classroom teachers.

Strategy2:

Saxon Phonics instruction - K-2nd grade teachers will implement the Saxon Phonics research based phonics program. They will follow the research based progression and it is explicit in nature. The program will be implemented to fidelity.

Category: Develop/Implement Learning Supports

Research Cited: Saxon Phonics is a research-based phonics progression program.

Activity - Saxon Phonics instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2nd grade teachers will implement the Saxon Phonics program and lessons.	Direct Instruction	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teachers.

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in achievement in Reading by 05/31/2018 as measured by Scantron Assessment.

Strategy1:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research

based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0 - District Funding	K-2nd grade Classroom Teachers

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0 - No Funding Required	Leadership Team, Principal

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0 - Other	Instructional Coach, Leadership Team, Principal

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0 - District Funding	Classroom teachers.

Goal 3:

ELL Goal 2017-2018

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English Language through academic support to the degree

necessary to allow individual functioning in the school program in order to reach his or her full potential. in English Language Arts by

05/31/2018 as measured by documentation of WIDA standards.

Strategy1:

Identify Weaknesses - Weaknesses will be identified after the administration of ACCESS.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS is a research-based tool to accurately measure ELL performance.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weaknesses identified will drive intervention instruction during one-to-one and small group language and reading instruction. Accommodations will be made as needed to scaffold learning and promote language acquisition.	Academic Support Program	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teacher Instructional Aide Intervention 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:

Math Goal K-6th 2017-18 Increase Math Proficiency

Measurable Objective 1:

85% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in grade level fluency standards in Mathematics by 05/31/2018 as measured by Mathematics Fluency Checks.

Strategy1:

AMSTI Specialist Coaching - AMSTI Math Specialist will conduct coaching cycles and data meetings for kindergarten - 3rd grade students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning / Coaching / Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI coaches will support teachers through planning of mathematics lessons. Coaching cycles for teacher support. Providing feedback on lessons and progress.	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	Local School Principal, AMSTI Specialists

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in all areas of grade level mathematics standards in Mathematics by 05/31/2018 as measured by Scantron Assessment.

Strategy1:

Small Group Differentiated Math Instruction - Teachers will provide small group differentiated instruction to all students using the results of the ACT Aspire. This small group instruction will be centered around grade level mathematics standards.

Category: Develop/Implement Learning Supports

Research Cited: ACT Aspire research based summative state assessments.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student data in order to drive math instruction	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	RES Instructional Coach, RES Principal, Local School Teachers

Activity - Research Based Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd through 6th grade teachers will implement research based, standards driven; mathematics programs in their daily lessons.The programs that will be used are AMSTI Investigations.	Academic Support Program Direct Instruction	08/09/2017	05/31/2018	$0 - Other	Classroom Teacher

Measurable Objective 3:

80% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency to meet or exceed multiplication fluency in mathematics in Mathematics by 05/31/2018 as measured by AMSTI mulitplication fluency checks and progress monitoring.

Strategy1:

Researched Based AMSTI Activities for Fluency - Small group activities, teacher instruction, and fluency practice and checks

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is research based

Activity - Multiplication Fluency Activities-4th-6thGrade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th-6th Grade students will participate in small group instruction which include multiplication fluency activities within the classroom;fluency folders, fluency games, etc.	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	Classroom Teachers, Intervention Teachers

Goal 2:

Reading / Language Arts Goal 2017-2018

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in achievement in Reading by 05/31/2018 as measured by Scantron Assessment.

Strategy1:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0 - District Funding	K-2nd grade Classroom Teachers

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0 - Other	Instructional Coach, Leadership Team, Principal

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0 - No Funding Required	Leadership Team, Principal

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0 - District Funding	Classroom teachers.

Measurable Objective 2:

80% of Kindergarten, First and Second grade students will increase student growth in fluency to support comprehension in Reading by 05/31/2018 as measured by DIBELS NEXT Benchmark Assessment.

Strategy1:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0 - No Funding Required	Leadership Team, Principal

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0 - Other	Instructional Coach, Leadership Team, Principal

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0 - District Funding	Classroom teachers.

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0 - District Funding	K-2nd grade Classroom Teachers

Strategy2:

Saxon Phonics instruction - K-2nd grade teachers will implement the Saxon Phonics research based phonics program. They will follow the research based progression and it is explicit in nature. The program will be implemented to fidelity.

Category: Develop/Implement Learning Supports

Research Cited: Saxon Phonics is a research-based phonics progression program.

Activity - Saxon Phonics instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2nd grade teachers will implement the Saxon Phonics program and lessons.	Direct Instruction	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teachers.

Goal 3:

ELL Goal 2017-2018

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English Language through academic support to the degree necessary to allow individual functioning in the school program in order to reach his or her full potential. in English Language Arts by 05/31/2018 as measured by documentation of WIDA standards.

Strategy1:

Identify Weaknesses - Weaknesses will be identified after the administration of ACCESS.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS is a research-based tool to accurately measure ELL performance.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weaknesses identified will drive intervention instruction during one-to-one and small group language and reading instruction. Accommodations will be made as needed to scaffold learning and promote language acquisition.	Academic Support Program	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teacher Instructional Aide Intervention Teachers

Goal 4:

Making Meaning Program 2017-18

Measurable Objective 1:

collaborate to to follow up and support on implementation of the Making Meaning Program by 05/31/2018 as measured by 100% teacher attendance during training sessions.

Strategy1:

Data / PD Meetings - Teachers will receive training and implementation support for the Making Meaning Program during regular monthly professional development/data meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Making Meaning is a research-based program.

Activity - Training of Making Meaning Program by Instructional Coach and/or Program Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate regular support and training by Instructional Coach or Program Specialist throughout the year during implementation of Making Meaning Program with a focus on comprehension and academic/content vocabulary.	Professional Learning	08/09/2017	05/31/2018	$0 - Other	RES Instructional Coach, Making Meaning Program Specialists

Goal 5:

Saxon Phonics Training/Support K-1st Grade Teachers 2017-18

Measurable Objective 1:

collaborate to receive training and support for the implementation of the Saxon Phonics Program by 05/31/2018 as measured by 100% kindgarten and first grade teacher attendance.

Strategy1:

Saxon Phonics Training - Teachers will attend Saxon Phonics k/1st training for kits in order to implement the program during the 2016-17

school year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Saxon Phonics is research based and has been adopted by the Bibb County School District.

Activity - Saxon Phonics Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten and first grade teachers will continue to implement all new components of the Saxon Phonics program during the 2017-18 school year in order to meet reading, language arts, and spelling common core standards.	Direct Instruction	08/09/2017	05/31/2018	$0 - District Funding	Classroom Teacher, Saxon Phonics Representative

Goal 6:

Teacher Mentoring 17-18

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-18 School Year by 05/31/2018 as measured by 100% new teacher attendance.

Strategy1:

Newly Hired Teacher Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - Ongoing New Hire Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired teachers will attend additional workshops throughout the school year to provide additional support. Training examples include: Educate Alabama, Number Talks, and topics and trends in 21st Century Technology learning.	Recruitment and Retention	08/09/2017	05/31/2018	$0 - Other	District Administrators, Local School Administrators, New Hired Teachers

Activity - New Teacher/Mentor Initial Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired teachers will be assigned a mentor for a 2-year period, who will attend an initial training in order to collaborate and provide support throughout the next two school years.	Recruitment and Retention	08/09/2017	05/31/2018	$0 - Other	District Administrators, Local School Administrators, Mentor Teachers, Newly Hired Teachers

Activity - ARI--AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Recruitment and Retention Professional Learning	08/09/2017	08/31/2018	$0 - District Funding	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists

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:

Math Goal K-6th 2017-18 Increase Math Proficiency

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in all areas of grade level mathematics standards in Mathematics by 05/31/2018 as measured by Scantron Assessment.

Strategy1:

Small Group Differentiated Math Instruction - Teachers will provide small group differentiated instruction to all students using the results of the ACT Aspire. This small group instruction will be centered around grade level mathematics standards.

Category: Develop/Implement Learning Supports

Research Cited: ACT Aspire research based summative state assessments.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student data in order to drive math instruction	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	RES Instructional Coach, RES Principal, Local School Teachers

Activity - Research Based Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd through 6th grade teachers will implement research based, standards driven; mathematics programs in their daily lessons.The programs that will be used are AMSTI Investigations.	Academic Support Program Direct Instruction	08/09/2017	05/31/2018	$0 - Other	Classroom Teacher

Measurable Objective 2:

A 10% increase of Kindergarten grade students will demonstrate a proficiency in all Kindergarten math standards in Mathematics by

05/31/2018 as measured by results from the PNOA (Primary Numbers and Operations Assessment).

Strategy1:

Small Group Differentiated Instruction - The teacher will provide small group differentiated instruction using research based AMSTI

Investigations regarding grade level state standards. The students will work in standards based small group math stations during daily math

workshop using AMSTI Investigations and materials. Teachers will utilize the Investigations Intervention teachers guide during the small

groups as well.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is a research based Alabama state initiative.

Activity - Addition Fluency Activities-Kindergarten-2nd grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, First and Second grade students will participate in activities designed to increase fluency in addition. These activities will be AMSTI fluency activities.	Direct Instruction	08/09/2017	05/31/2018		Classroom Teacher

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student data in order to drive math small group instruction and develop intervention instruction.	Professional Learning Academic Support Program	08/09/2017	05/31/2018		RES Insructional Coach, RES Principal, Local School Teachers

Activity - Small Group Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct small group differentiated instruction using standards based reports from formative and summative assessments such as AMSTI fluency checks, PNOA, and ACT Aspire Interim.	Direct Instruction	08/09/2017	05/31/2018		Classroom teachers.

Measurable Objective 3:

85% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in grade level fluency standards in Mathematics

by 05/31/2018 as measured by Mathematics Fluency Checks.

Strategy1:

Small Group Differentiated Instruction - The teacher will provide small group differentiated instruction using research based AMSTI
Investigations regarding grade level state standards. The students will work in standards based small group math stations during daily math
workshop using AMSTI Investigations and materials. Teachers will utilize the Investigations Intervention teachers guide during the small
groups as well.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is a research based Alabama state initiative.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student data in order to drive math small group instruction and develop intervention instruction.	Academic Support Program Professional Learning	08/09/2017	05/31/2018		RES Insructional Coach, RES Principal, Local School Teachers

Activity - Small Group Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct small group differentiated instruction using standards based reports from formative and summative assessments such as AMSTI fluency checks, PNOA, and ACT Aspire Interim.	Direct Instruction	08/09/2017	05/31/2018		Classroom teachers.

Activity - Addition Fluency Activities-Kindergarten-2nd grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, First and Second grade students will participate in activities designed to increase fluency in addition. These activities will be AMSTI fluency activities.	Direct Instruction	08/09/2017	05/31/2018		Classroom Teacher

Measurable Objective 4:

80% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency to meet or exceed multiplication fluency in mathematics in
Mathematics by 05/31/2018 as measured by AMSTI mulitplication fluency checks and progress monitoring.

Strategy1:

Researched Based AMSTI Activities for Fluency - Small group activities, teacher instruction, and fluency practice and checks

Category: Develop/Implement Learning Supports

Research Cited: AMSTI is research based

Activity - Multiplication Fluency Activities-4th-6thGrade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th-6th Grade students will participate in small group instruction which include multiplication fluency activities within the classroom;fluency folders, fluency games, etc.	Academic Support Program	08/09/2017	05/31/2018	$0 - Other	Classroom Teachers, Intervention Teachers

Goal 2:

Reading / Language Arts Goal 2017-2018

Measurable Objective 1:

80% of Kindergarten, First and Second grade students will increase student growth in fluency to support comprehension in Reading by 05/31/2018 as measured by DIBELS NEXT Benchmark Assessment.

Strategy1:

Saxon Phonics instruction - K-2nd grade teachers will implement the Saxon Phonics research based phonics program. They will follow the research based progression and it is explicit in nature. The program will be implemented to fidelity.

Category: Develop/Implement Learning Supports

Research Cited: Saxon Phonics is a research-based phonics progression program.

Activity - Saxon Phonics instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2nd grade teachers will implement the Saxon Phonics program and lessons.	Direct Instruction	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teachers.

Strategy2:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0 - District Funding	K-2nd grade Classroom Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0 - District Funding	Classroom teachers.

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0 - No Funding Required	Leadership Team, Principal

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0 - Other	Instructional Coach, Leadership Team, Principal

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in achievement in Reading by 05/31/2018 as measured by Scantron Assessment.

Strategy1:

Making Meaning Program - Teachers will use research based materials from Making Meaning to provide whole group instruction in the areas of comprehension on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Making Meaning is a research-based reading program for Kindergarten through sixth grade. It is a full year of research based instruction that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary.

Activity - Teacher Observation / Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through observation of classroom instruction it will be evident that Making Meaning Program is being implemented and utilized to improve student comprehension	Other - Evaluation	08/09/2017	05/31/2018	$0 - No Funding Required	Leadership Team, Principal

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of Making Meaning will be in each teacher's weekly lesson plans.	Other	08/09/2017	05/31/2018	$0 - District Funding	Classroom teachers.

Activity - Data Room / Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of implementation of the Making Meaning Program will be seen on grade level spreadsheets throughout the year. Standards based Making Meaning Assessment grades will be reflected on assessment spreadsheets. This data will be discussed at monthly data meetings. Conversations at these meetings will be used to drive instructions.	Other - data analysis	08/09/2017	05/31/2018	$0 - Other	Instructional Coach, Leadership Team, Principal

Activity - Standards Based Making Meaning Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated across the district to design rigorous standard based assessments that coordinate with the Making Meaning Program. These assessments will be used throughout the school year to assess learning.	Other - Standards Based Assessment Planning	08/09/2017	05/31/2018	$0 - District Funding	K-2nd grade Classroom Teachers

Goal 3:

ELL Goal 2017-2018

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English Language through academic support to the degree necessary to allow individual functioning in the school program in order to reach his or her full potential. in English Language Arts by 05/31/2018 as measured by documentation of WIDA standards.

Strategy1:

Identify Weaknesses - Weaknesses will be identified after the administration of ACCESS.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS is a research-based tool to accurately measure ELL performance.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weaknesses identified will drive intervention instruction during one-to-one and small group language and reading instruction. Accommodations will be made as needed to scaffold learning and promote language acquisition.	Academic Support Program	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teacher Instructional Aide Intervention Teachers

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

Goal 1:

ELL Goal 2017-2018

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English Language through academic support to the degree necessary to allow individual functioning in the school program in order to reach his or her full potential. in English Language Arts by 05/31/2018 as measured by documentation of WIDA standards.

Strategy1:

Identify Weaknesses - Weaknesses will be identified after the administration of ACCESS.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS is a research-based tool to accurately measure ELL performance.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weaknesses identified will drive intervention instruction during one-to-one and small group language and reading instruction. Accommodations will be made as needed to scaffold learning and promote language acquisition.	Academic Support Program	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teacher Instructional Aide Intervention Teachers

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

Individual student academic achievement results and interpretation of the results are provided to parents of English Learners in a language they can understand during face-to-face conferences with interpretation services provided by the Bibb County School District.

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	All instructional paraprofessionals employed at Randolph Elementary School meet the state requirements.	

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

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

Media Specialist--26   2-Elem. Ed/Admin.   EC/Library Media

14   Bachelor Ed.   AMSTI / ARI

8   Bachelor Ed.   AMSTI / ARI

13   Bachelor Ed.   AMSTI / ARI

2   Bacherlor SPED   AMSTI / ARI

                     Counseling

22   M. Ed. Admin.   AMSTI / ARI

11   M.Ed.   AMSTI / ARI

21   M.Ed / M. Ed. Admin   AMSTI / A

1   Early Childhood   Pre-K

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?

Newly hired teachers are assigned a mentor teacher for their first two years to help them with decision-making, goal setting, and strategies for effective teaching throughout the year. New teachers are required to attend new teacher workshops at the beginning, during, and at end of the school year to help support and guide them. Randolph Elementary participates with University of Montevallo Literacy Block Internship. This opportunity allows teachers in training to become familiar with Randolph Elementary School and the faculty, staff, and students to become familiar with them and their teaching. The end result encourages high quality teachers to entertain the idea of possibly applying for employment at RES in the future.

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

Media Specialist--26   2-Elem. Ed/Admin.   EC/Library Media

14   Bachelor Ed.   AMSTI / ARI
8   Bachelor Ed.   AMSTI / ARI
13   Bachelor Ed.   AMSTI / ARI
2   Bacherlor SPED   AMSTI / ARI
                                    Counseling

22   M. Ed. Admin.   AMSTI / ARI
11   M.Ed.   AMSTI / ARI
21   M.Ed / M. Ed. Admin   AMSTI / A
 1   Early Childhood   Pre-K

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).

Turnover rate is not a concern at Randolph Elementary School
Newly hired teachers are assigned a mentor teacher for their first year to help them with decision-making, goal setting, and strategies for effective teaching throughout the year. New teachers are required to attend new teacher workshops at the beginning, during, and at end of the school year to help support and guide them. Randolph Elementary participates with University of Montevallo Literacy Block Internship. This opportunity allows teachers in training to become familiar with Randolph Elementary School and the faculty, staff, and students to become familiar with them and their teaching. The end result encourages high quality teachers to entertain the idea of possibly applying for employment at RES in the future.

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.

A needs assessment considering all academic and school culture data is analyzed for strengths and weaknesses. Continuous improvement goals are determined and strategies and activities for meeting those goals are determined. Professional development activities are then aligned to continuous improvement goals and implemented throughout the school year..

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

, Saxon Phonics Implementation Kit Training, AMSTI Training and Support, Making Meaning Training & Planning, Visible Learning Training, Book Study-for Parent Involvement

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

Newly hired teachers are assigned a mentor teacher for their first year to help them with decision-making, goal setting, and strategies for effective teaching throughout the year. New teachers are required to attend new teacher workshops at the beginning, during, and at end of the school year to help support and guide them. Randolph Elementary participates with University of Montevallo Literacy Block Internship.This opportunity allows teachers in training to become familiar with Randolph Elementary School and the faculty, staff, and students become familiar with them and their teaching. The end result encourages high quality teachers to entertain the idea of possibly applying for employment at RES in the future.

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

Professional development is research-based, meaningful, and occurs weekly at the school level all throughout the school year and over the summer months. Sustained and ongoing professional development ensures that teachers are actively participating in and striving to attain local school goals for continuous improvement.

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:

ELL Goal 2017-2018

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English Language through academic support to the degree necessary to allow individual functioning in the school program in order to reach his or her full potential. in English Language Arts by 05/31/2018 as measured by documentation of WIDA standards.

Strategy1:

Identify Weaknesses - Weaknesses will be identified after the administration of ACCESS.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS is a research-based tool to accurately measure ELL performance.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weaknesses identified will drive intervention instruction during one-to-one and small group language and reading instruction. Accommodations will be made as needed to scaffold learning and promote language acquisition.	Academic Support Program	08/09/2017	05/31/2018	$0 - No Funding Required	Classroom teacher Instructional Aide Intervention Teachers

Narrative:

The Pre-K program helps to inititiate students into the regular school program before starting kindergarten. Sixth grade students are oriented to their next school prior to the end of the school year in order to tour the facility and meet faculty and staff. The problem solving team meets regularly to help students experiencing difficulty transition between grade levels with the least amount of difficulty.

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?

RES teachers are included in assessments from implementation to interpretation. The members of the RES faculty developed an Intervention Plan that is currently in effect in the school. This plan relies on academic assessments for identifying struggling students. All decisions relating to intervention, curriculum sequencing, and grouping of students are based on the results of assessments. Teachers work collaboratively to decide which assessment instrument will be utilized during the school year in order to provide continuity between grade levels. All teachers participate in monthly grade level meetings to discuss results and future strategies and courses of instruction.

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?

Students who have documented results of difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level are monitored by the Randolph Elementary Problem Solving Team (PST). The PST monitors progress toward meeting assessment standards and make recommendations to ensure student success.

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?

Randolph Elementary uses RtI in Tier 1 and also in Tier 2 and Tier 3. Intervention and small-groups reteach content for mastery and is a goal activity in all grade levels.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students are assigned homework on a daily basis and are required to read a minimum of 15 minutes a night and record this in their reading logs. Students with internet access at home can access Destiny and electronic books from the district and are encouraged to use resources for learning and research on the Alabama Virtual Library portal. Teachers also make assignments to enhance learning from digital sources such as Edmodo. An Extended Day Program is also offered throughout the year providing homework help, tutoring, and enrichment activities.

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.

Students who fall into the "special populations" category are assessed on an individual basis and assigned an individualized learning program and monitored frequently for progress by the RES Problem Solving Team (PST). RES at-risk students have access to all programs and activities offered to the regular population and to services offered by instructional aides, intervention teachers, a speech therapist, and a guidance counselor. If needed services are not offered on-site, the principal and guidance counselor seeks services from outside or contracted resources to help meet need.

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

homemakers, and individuals with limited English proficiency.

N/A for Elementary School level

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.

AMSTI, ARI, RtI, Common Core State Standards Implementation, Global Scholars (Scantron). All programs used at Randolph Elementary School are integrated into the educational program as resources for data collection and student learning management in order to achieve continuous improvement toward school-wide goal.

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)?

Various resource programs / initiatives compliment and enhance the school curriculum throughout the year. The Bibb County Extension Service provides nutritionally-based curriculum enhancement activities throughout the year. Adult Education sites are available within the district and are advertised and offered throughout the year. Vocational and technical training programs are available to students at the high school level at the Bibb County Career Academy.

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

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

The district Federal Programs Coordinator along with the school leadership team, conducts walk-throughs at various times throughout theyear to ensure goals, strategies and action steps are effective and progressing toward school improvement. A needs assessment is performed each Spring to assess the school-wide program in order to make changes for continued school improvement.

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?

Annual Assessment data is evaluated during an initial data evaluation session in order to determine strengths and weaknesses and determine school academic goals.

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?

Data from assessments determines the level of achievement of students who are furthest from achieving required academic standards. If data reveals negative results toward the achievement of goals, steps are taken to revise the school-wide program goals, strategies, and action steps.

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?

A needs assessment is conducted at the close of each school year to determine the level of success and progression toward meeting continuous improvement goals. Data is gathered and analyzed in order to determine what revisions should be made in the school-wide program in order to ensure continuous improvement of students within the program.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	11.14

Provide the number of classroom teachers.

11.14

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	585791.0

Total   585,791.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	77995.0

Total   77,995.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total   0.00

Counselor

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

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	27300.0

Total 27,300.00

Librarian

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

Provide the number of Librarians.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	27688.0

Total 27,688.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	2779.0

Total   2,779.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1019.0

Total   1,019.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	5539.0

Total   5,539.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	400.0

Total   400.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	45970.8

Provide a brief explanation and breakdown of expenses.

RES 0050

INSTRUCTION-TEACHER 28,613.00

INSTRUCTION-SUBSTITUTES 700.00

INSTRUCTION-STATE INSURANCE 6,240.00

INSTRUCTION-STATE RETIREMENT 3,502.00

INSTRUCTION-SOCIAL SECURITY 1,481.00

INSTRUCTION-FEDERAL MEDICARE 346.00

INSTRUCTION-STUDENT CLASSRM SUPP 1,500.00

OTHER STUDENT SUPP, OTHER INST SUPPLIES 580.80

INSTRUCTION-STAFF/DEV SERVI-SUBS 100.00

INSTRUCTION-STAFF/DEV SERVI-OTHER TRAVEL TRAINING 408.00

INSTRUCTION-STAFF/DEV SERVI-REGISTRATION FEES 500.00

INSTRUCTION-COMPUTER-HARDWARE 2,000.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	18995.0

Provide a brief explanation and a breakdown of expenses.

RES 0050

INSTRUCTION-TEACHER 13,206.00

INSTRUCTION-SUBSTITUTES 450.00

INSTRUCTION-STATE INSURANCE 2,880.00

INSTRUCTION-STATE RETIREMENT 1,616.00

INSTRUCTION-SOCIAL SECURITY 683.00

INSTRUCTION-FEDERAL MEDICARE 160.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

RES receives no ELL funding.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

RES receives no 21st century school funding.

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.5

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	74715.0

Provide a brief explanation and breakdown of expenses.

Building Service-Custodial Supplies

Media Services Subscription

ED Media General Supplies

ADM-REGISTRATION FEE

SECURITY SERVICES-OTHER PURCHASED SERV

SECURITY SERVICES, OTHER GEN SUPPLIES

SECURITY SERVICES, AUDIO/VIDEO

SECURITY SERVICES, OTHER-EQUIPMENT

BUILDING SERVICES, RENTAL-EQUIPMENT

BUILDING SERVICES-TELEPHONE

ADM-OFFICE SUPPLIES & Postage

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The Title I Annual Meeting is held during the first Open House of the school year to acquaint parents with the Title I program and their right to have input into the decision-making process. Title I requirements, including the 1% set-aside, and the right of parents involved are explained. Parents are informed of this meeting through various publicity measures including flyers in the student take-home folders (upon request, flyers may be sent home in different languages), the school newsletter, local newspaper, school marquee, call-outs, emails, and text messages (through "One Call Now") and the school website. During this meeting parents are encouraged to participate in the planning, review, and improvement of the school-wide program.

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))

Parent meetings and workshops are scheduled throughout the school year and are provided during the day on topics relating to student achievement, family literacy, and other areas of interest that reflect surveyed parental needs. 2. During its Annual Meeting and Open House, Randolph Elementary School will acquaint students and parents with school teachers, administration, curriculum, and rules of student conduct and related policies. In addition, the school hosts Parent Visitation Days during the fall and the spring. Various workshops are offered during the school day in addition to musicians and other entertainment. Parents are invited to visit their child's classrooms and eat lunch with their child. Parents will be made aware of their rights to participate in decisions related to the education of their child and are urged to schedule regular conferences with their child's teachers to receive additional information on subjects they teach and how their child will be assessed on an individual basis. When needed, information on all school meetings, parent notices, etc., will be sent to parents in their known language. In addition, our school system has an EL aid that assists in communicating with the student and parents as needed, and also works with EL students weekly. Parents with limited English or disabilities will be provided a full opportunity for participation and (if needed) information will be disbursed to them in their native language. During Open House, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Our school will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to speak with their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed. 3. At Randolph Elementary School, Parental Involvement Funds will be expended based on the needs presented by the Parental Involvement group and school administration. Title I funds provide a portion of a teacher's salary, supplement professional development, and supplement instructional supplies.

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))

RES provides parents of participating children timely information in a uniform format and in an understandable language. Parents are given a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used. If a parent so requests, opportunities for regular meetings are created to formulate suggestions and participate as appropriate in decisions related to the education of their children. During its Annual Meeting and Open House, Randolph Elementary School will acquaint students and parents with school teachers, administration, curriculum, and rules of student conduct and related policies. In addition, the school hosts Parent Visitation Days during the fall and the spring. Various workshops are offered during the school day in addition to musicians and other entertainment. Parents are invited to visit their child's classrooms and eat lunch with their child. Parents will be made aware of their rights to participate in decisions related to the education of their child and be urged to schedule regular conferences with their child's teachers to receive additional information on subjects they teach and how their child will be assessed on an individual basis. Any EL student at Randolph Elementary School will be monitored and assessed for their English proficiency. A plan will be developed based on each EL students' individual needs. When needed, information on all school meetings, parent notices, etc., will be sent to parents in their known language. In addition, our school system has an EL tutor that assists in communicating with the students and parents as needed, and also works with EL students weekly. Information is disseminated to parents in an easily understood format and if necessary in a language the parents can understand. Parents with limited English or disabilities will be provided a full opportunity for participation. During Open House, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Our school will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to speak with their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

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))

Parents, RES staff, and students are a team and share responsibility for improved student academic achievement. The School-Parent Compact is jointly developed, revised, and updated with parent's input. - Parents are given the opportunity to jointly develop and annually review a school-parent compact. The compact outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The School-Parent Compact describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards, and the ways in which parents will be responsible for supporting their child's learning. Parents and school personnel reviewed the proposed School-Parent compact during the Spring semester of 2016-17 school year and approved it as written for the 2017-18 school year.

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

Parents can submit comments of dissatisfaction with the RES Continuous Improvement Plan. Input is solicited from parents regarding their satisfaction or dissatisfaction with the school-wide plan. Parents may communicate their opinions and/or ideas through the comment form on the school website, email, and suggestion box located in the office, written communications in the take-home folders, telephone, or informal conversations with school administrators, faculty, and staff at any time during the school year. Parents are encouraged to express their concerns in writing to the school, and the school will submit their concerns to the central office.

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)

RES will provide training for parents to help them understand the State's academic content standards, State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. - Parents receive an overview of the State academic content standards, State student academic achievement standards, and State and local academic assessments during our Title I Annual Meeting & open house. Parents are also given an explanation of Title I and its requirements. Throughout the school year, parents are given the opportunity to be trained on how to monitor their child's progress and work with teachers to improve the achievement of their children. Such training opportunities take place via parent request, at parent/teacher conferences, during parent day workshops, PST meetings, informational materials sent home, and on our school web site, just to name a few. Student assessment and achievement expectations are conveyed to parents from the first moment they walk into the school. The beliefs and purpose statements are posted throughout the school. The content standards for each grade level along with testing data results are given to parents. Classroom curriculum is also communicated through weekly folders between teachers and parents. This on-going communication between teachers and parents is also used as a tool for communicating student expectations and assessments. Progress reports are also used to update student achievement. A State Department School Report Card is sent to each parent to communicate school successes.

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)

RES will provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. - There are numerous opportunities throughout the school year to provide materials and training to help parents to work with their children to improve their child's achievement. Parents are invited to participate as a team member in the Problem-Solving Team (PST) process. Other school events, such as Kindergarten registration, Open House, Orientation Day, parent-teacher conferences, and other flexible meetings, provide training, materials, and child care (if needed). Our school has a counselor and a Parent Involvement Representative which will work to guide parents to the resources that are in need. Parents

have the opportunity to attend workshops on various topics including, but not limited to, using technology, literacy training, understanding State and local academic assessments and standards, reading with your child, creating a home learning environment, working as a partner with your child's teacher, and health and safety tips.

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)

RES will 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. - Randolph Elementary School strives daily to reinforce the critical relationship between the school, parents, and community. This is facilitated through active parent volunteer programs, weekly student progress folders, ACT Aspire test scores home reports, messages left on our automated "all call" communication system, messages on the school marquee, social media, and informational 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)

RES will (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. Our school, when feasible and appropriate, will coordinate activities with other federal programs and has a parent resource center that encourages and supports parents in more fully participating in the education of their children. Our school coordinates its parent involvement program for all parents. For EL parents (if needed), we have an EL building representative that works in meeting the needs of these parents.

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

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

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

RES will 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. RES will send information home to parents in the language they best understand. In addition, our school system has an EL building representative that assists in communicating with students and parents as needed. Parents with limited English are provided a full opportunity for participation

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))

Parents are encouraged to become involved in their child's education, and the school makes every attempt to follow a parent's reasonable requests. Every parent receives a copy of the school district's code of conduct. Parents are informed of student progress through weekly folders. Notification is made regarding students who are not reaching proficiency standards on their grade level. Teachers request a parent conference for all students having difficulty mastering standards. A plan to strengthen the student's area(s) of difficulty is developed. The plan includes suggestions and/or strategies for parents to follow to assist the teacher in improving student performance. Students considered "at risk" are monitored daily and the plan will be adjusted as needed to ensure timely and effective intervention. If intervention strategies are not successful, then the teacher arranges another conference with the parent and the student is referred to the Problem-Solving Team (PST), which will work to develop a plan to help improve the student's academic performance.