



## **ACIP**

Johnson Elementary School

Limestone County School District

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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?**

Johnson Elementary is a small, rural PreK - 5th school in northeast Limestone County, Alabama. Johnson Elementary also houses the elementary autism units for Limestone County Schools, two inclusive PreK classes, and a PreK supervised by the Alabama Office of School Readiness (OSR). Total student enrollment is just over 300 children with 51% of students receiving free and/or reduced meals. The majority of students are white; however, the number of Hispanic students steadily increases each school year. Johnson serves as a feeder school for Ardmore High School (6th - 12th). The faculty and staff is largely white and female. Most of Johnson's employees live in the community or in Limestone County. The greatest challenge facing Johnson Elementary is rural poverty. With the expanding information and technological economy, many families are struggling financially and are more dependent on school services.

## 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.**

Johnson Elementary will work together with our families and community to help each child achieve success in becoming a respectful and productive citizen. The mission of Johnson Elementary is to provide a safe, nurturing environment where children and adults think, dream, believe, and achieve. The faculty and staff of Johnson Elementary are dedicated to helping improve the lives of all students and their families. JES has an active PTO program that assists with numerous school activities including Harvest Festival, Field Day, and the literacy program. We partner with area churches to support students in need. Churches collect food donations that are used in our Friday Backpack program. The Johnson community also has a booster club that provides athletic opportunities for all ages. Together, the community, JES, the PTO, and booster club provide engaging activities to help build leaders physically, emotionally, and academically.

## 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.**

Johnson Elementary has a history of academic excellence and strives to continue that tradition. When the academic trophy was retired, it was presented to Johnson Elementary for showcasing because Johnson had won the trophy more years than any other elementary school. For the past seven years, Johnson has participated in the Leader In Me program which has improved students' communication and leadership skills. These individual improvements carry over into the classroom with better test scores. We want to provide new and diverse leadership development opportunities for students and faculty. Johnson also has an outstanding literacy program that incorporates reading into all aspects of the instructional program. Technology is also a top priority at Johnson. All teachers utilize Smart/Promethean boards and iPads, MacBooks, or Chromebooks with daily instruction. Students also use this technology on a regular basis. Currently, 5th graders at Johnson use individual Apple MacBook Air laptops in conjunction with Limestone County Schools digital 1:1 initiative. Socially, Johnson students participate in a full range of extra-curricular activities including clubs, athletics, and leadership programs. In July 2015, JES was recognized as a Monsanto Grow Rural Education Grant Winner. In September 2015, JES received a \$10,000 grant to create a Project Based Learning area within the media center. The new maker space was completed in July 2016. This new area provides greater opportunities for teachers and students to plan and implement STEM activities to improve learning in science and math. Also, during the summer of 2016, JES became an AMSTI (Alabama Math Science Technology Initiative) school. All math and science teachers received two weeks of training in June 2016 to join the AMSTI family of schools. During the summer of 2017, Johnson was selected to be the Lowe's Hero Project. Lowe's provided funds and man power to renovate the outdoor classroom. In the fall of 2018 Johnson was selected by Brown's Ferry as a Partner in Education. The Partner in Education committee chose Johnson to receive the benefits from its annual golf tournament fundraiser. The proceeds of over \$22,000 will improve STEM initiatives at the school. For more hands-on and project-based learning, 21st century learners need more technology and STEM related activities. Therefore, we plan to purchase Dash and Dot robots, Sphero coding balls, a 3-D printer, and Chromebooks for 1-1 learning.

In addition to improving reading and math as described in our ACIP goals, we plan to increase the STEM opportunities for learning for our students.

## Additional Information

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

Johnson Elementary is a community school which encourages parent involvement and utilizes community resources. JES is the heart of the community and is an important part of community history and tradition. JES hosts Grandparents Day, Muffins for Moms, and Donuts for Dads. All of these activities encourage parental involvement and increases literacy opportunities at home. Each spring, in partnership with the Ardmore FFA chapter, JES conducts a Farm Day including farm animals and farming equipment. JES and the Johnson community have a strong partnership and mutual respect. This close relationship benefits all students and families across generations.

# 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.**

Johnson Elementary's improvement plan was developed by several stakeholders including: administrators, teachers, support staff, PTO officers, and students. At the annual parent meeting each fall, all stakeholders present were encouraged to attend and participate in Parent Advisory meetings (2 meetings scheduled each school year). Certified teachers and several support staff also serve on committees including literacy, math, technology, and advisory committees. During the committee meetings, staff members pose questions and provide solutions with all aspects of school operations. Johnson also has a certified teacher, a classified staff member, and local community member (PTO President) that serves on district advisory committees. These committee members serve as liaisons between JES and the superintendent's office. The principal conducts regularly scheduled meetings with PTO Officers, Booster Club Officers, and the student advisory committee (Blue Crew) to gain insight from multiple perspectives. Numerous scheduled stakeholder meetings and informal conversations are utilized to develop a comprehensive and student-centered continuous improvement plan. All meetings are scheduled to accommodate all stakeholders to ensure diverse viewpoints and productive feedback.

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

The committee is comprised of parents, members of the community, and the school faculty in an attempt to create a unified, comprehensive vision for school improvement. Members were surveyed, brainstorming sessions took place, and suggestions and recommendations were made. An outline of the plan was given to the committee for additional recommendations and deletions. The committee members are:

Robbie Lauderdale - Principal

Kandye Jones - Designated Assistant Principal & Instructional Coach

Mitzi Looney - 2nd Grade Teacher

Kim Scoggins - 2nd Grade Teacher

Tiffany Burns - 5th Grade Teacher

Ashley King - 5th Grade Teacher

Jenna Jones - Special Education Teacher

April Carter - Counselor

Starre Guffey - Media Specialist

Christy Gabardi, PTO President and Parent

All committee members were ask to list and prioritize the most pressing needs at JES and in the community. Individual lists were submitted and merged to create a focused list of needs and recommendations for school improvement. This list was used to establish the goals and Improvement Plan for Stakeholder Involvement.

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

After meeting with parent and teacher committees, numerous ideas and suggestions were merged into a rough draft. An outline containing four major goals was presented to the JES faculty for additional questions and suggestions. The proposed goals were also presented at the annual Title One Parent Meeting. After minor revisions, the outline was emailed to ACIP committee members for final comments and corrections. The ACIP committee performed the final critique and entered the final text into the ASSIST website. Once the ACIP is submitted, administration will present the improvement plan during a regularly scheduled PTO meeting. The final improvement plan will be posted on the JES website.

# 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		Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

## **Areas of Notable Achievement**

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

Based on recent Scantron Performance Series (Spring 2018) results, Johnson Elementary has an overall math proficiency rate of 67% for 1st grade, 59% for 4th grade, and 60% for fifth grade. This is an improvement for all three grade levels.

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

During the 2017-18 school year, JES continued to schedule a 30 minute intervention block for reading and math. Consistent Tier 2 and Tier 3 interventions in core content helped to improve scores. On the Scantron Performance Series test in reading, 53% of students in grades 2-5 met their annual growth goal and 57% of students in K-5 met their annual growth goal in math.

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

The areas of highest overall performance on Scantron Performance Series were in math. First grade saw a 6 point gain from fall to spring with a 65 NPR. Fourth grade saw an 11 point gain from fall to spring for an NPR of 54. While the NPR for third grade was low, there was a 10 point gain from fall to spring.

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

The special education population had a scaled score of 1955 on the math performance series test in the spring of 2017. The 2018 results show a scaled score of 2150. This is a 195 point gain.

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

The achievement gap is closing for the special education subgroup.

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

The math results for special education students are consistent the the math trends for the whole group.

## Areas in Need of Improvement

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

Scantron Performance Series test scores in reading are below expected levels. Only 27% of 3rd graders, 46% of 4th graders, and 47% of 5th graders were proficient.

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

A negative trend can be seen in 3rd grade reading over 2 different tests. According to the ACT Aspire scores in 2014-15, there was a 50% rate of proficiency, this steadily declined to 42% in 2016-17 for 3rd graders on the same assessment. Now only 27% are scoring proficient on Scantron for 3rd grade reading.

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

Scantron Performance Series - 3rd grade reading proficiency (27%) and only 25% of 3rd grade students met their annual growth target in reading.

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

The special education subgroup shows a decreasing trend on the reading portion of the Scantron Performance Series test. The spring 2017 scaled score was 2036. This decreased to 2000 in 2018.

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

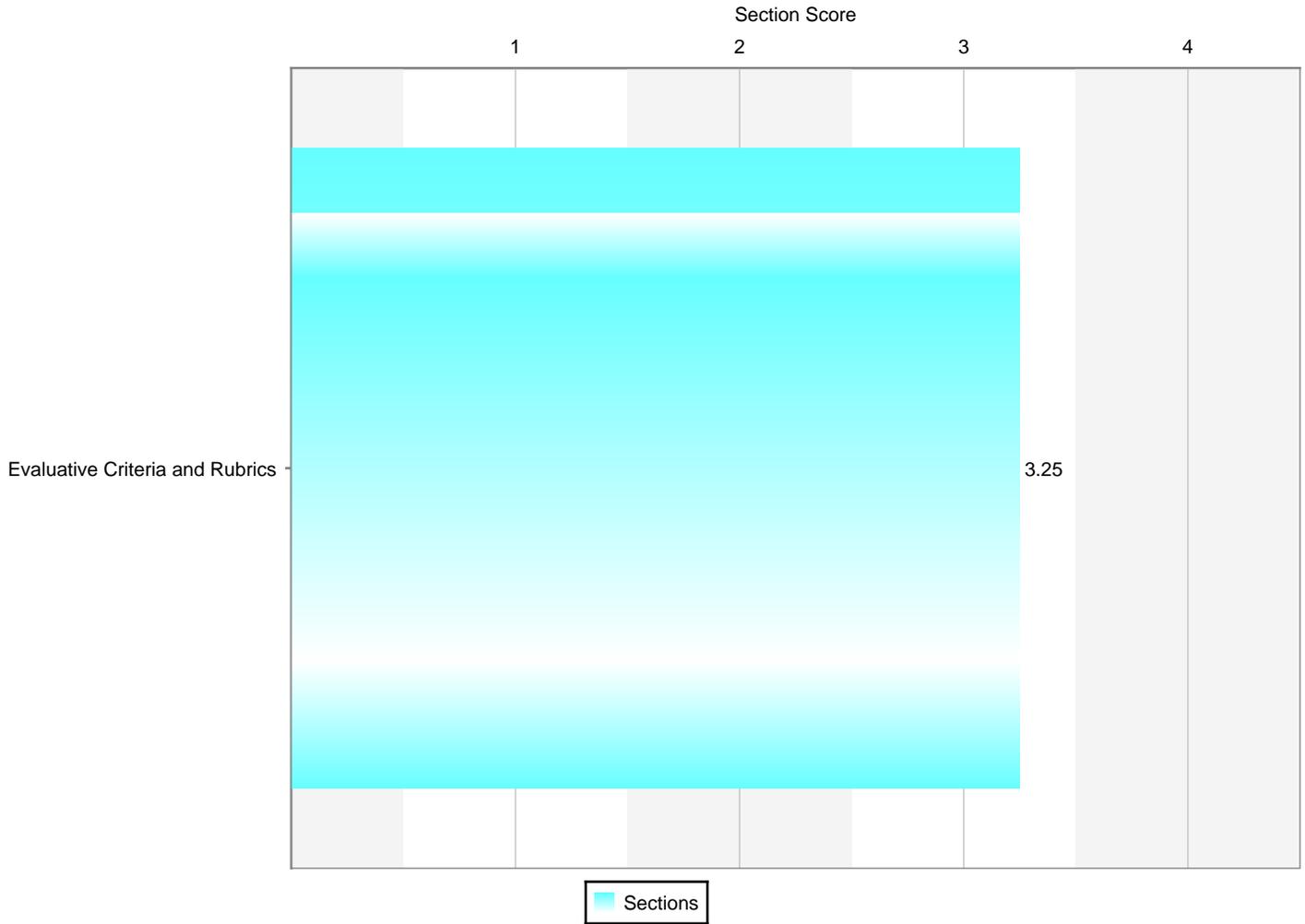
The gap for the special education subgroup is increasing in reading.

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

The findings are consistent for the special education subgroup as compared to the whole group.

## Report Summary

### Scores By Section



# **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	All stakeholders were involved in the development of this plan.	Assurance #1 JES Leadership 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 statement, "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin, or ancestry, age, gender, height, weight, marital status or disability" is included on all LCS publications, electronic and print.	Assurance #2

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	Samuel Mark Isley Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	Assurance #3

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	LCS has a parent and family engagement plan and a district policy about family involvement. (7.14) The district encourages partnerships with guardians and looks to identify barriers to greater participation. Policy regarding Parents Right to Know (7.14.5)	JES Parental Involvement Plan Assurance #4

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	LCS ensures that all Title I schools have a School-Parent Compact that contains the required components.	JES School Parent Compact

# **Plan for ACIP 2018-19**

## **Overview**

### **Plan Name**

Plan for ACIP 2018-19

### **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	Increase Student Proficiency in Core Academic Subject of Math	Objectives: 3 Strategies: 1 Activities: 3	Organizational	\$53000
2	Increase Student Proficiency in Core Academic Subject of Science	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
3	Increase Student Proficiency in Core Academic Subject of Reading	Objectives: 3 Strategies: 2 Activities: 6	Academic	\$52000
4	Provide a system of learning supports that reduces the effects of barriers to student achievement	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$7686

## Goal 1: Increase Student Proficiency in Core Academic Subject of Math

### Measurable Objective 1:

increase student growth in math by 10% the students in 3-5 meeting or exceeding their annual growth target (Spring of 2018 62.2% met or exceeded growth goal) by 05/10/2019 as measured by Performance Series (Scantron).

### (shared) Strategy 1:

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning, Academic Support Program	10/01/2018	05/10/2019	\$0	No Funding Required	Principal and all K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program, Technology	10/01/2018	05/10/2019	\$51000	Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

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Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000	State Funds	Teachers

**Measurable Objective 2:**

demonstrate a proficiency in math by increasing by 10% the number of students in 3-5 meeting or exceeding the benchmark score (Spring of 2018 55.9% of students met benchmark score) by 05/10/2019 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning, Academic Support Program	10/01/2018	05/10/2019	\$0	No Funding Required	Principal and all K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program, Technology	10/01/2018	05/10/2019	\$51000	Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

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Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000	State Funds	Teachers

**Measurable Objective 3:**

demonstrate a proficiency in math by showing a 5% increase in the students in K-2 scoring proficient from fall to spring by 05/10/2019 as measured by Star Math or Star Early Literacy.

**(shared) Strategy 1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning, Academic Support Program	10/01/2018	05/10/2019	\$0	No Funding Required	Principal and all K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program, Technology	10/01/2018	05/10/2019	\$51000	Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000	State Funds	Teachers

## Goal 2: Increase Student Proficiency in Core Academic Subject of Science

### Measurable Objective 1:

demonstrate a proficiency for 5th grade students in science by 05/10/2019 as measured by a 10% increase in proficiency (in Spring 2018 46% were proficient) on Scantron Performance Series.

### Strategy 1:

Utilize AMSTI Science Curriculum - All K-5 science teachers will implement AMSTI inquiry based instruction. This will encourage student collaboration, questioning, and critical thinking. Teachers and students will utilize AMSTI materials kits for project based learning activities.

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

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Utilize Maker Spaces in Media Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, goggles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center.	Academic Support Program	10/01/2018	05/10/2019	\$0	Other	Principal, media specialist, technology facilitator, and K-5 teachers.

Activity - Conduct Science Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Academic Support Program, Community Engagement, Extra Curricular	03/01/2019	05/10/2019	\$500	Annual Giving Fund	Principal and K-5 classroom teachers.

### Goal 3: Increase Student Proficiency in Core Academic Subject of Reading

#### Measurable Objective 1:

A 15% increase of Third, Fourth and Fifth grade students will increase student growth to meet or exceed their annual growth target (Spring of 2018 48.9% of students met their growth goal) in Reading by 05/10/2019 as measured by Scantron (Performance Series) Testing.

#### (shared) Strategy 1:

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000	Title I Schoolwide	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers and interventionists

**(shared) Strategy 2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers
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Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0	No Funding Required	Reading specialist

**Measurable Objective 2:**

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency meeting the benchmark for proficiency( Spring 2018 only 39.7% were proficient) in Reading by 05/10/2019 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000	Title I Schoolwide	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers and interventionists

**(shared) Strategy 2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Johnson Elementary School

Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers
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Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0	No Funding Required	Reading specialist

**Measurable Objective 3:**

A 5% increase of Kindergarten, First and Second grade students will increase student growth the number of students in the probable reader category from fall to spring in Reading by 05/10/2019 as measured by Star Early Literacy Test.

**(shared) Strategy 1:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000	Title I Schoolwide	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers and interventionists

**(shared) Strategy 2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	Teachers
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Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0	No Funding Required	Reading specialist

## Goal 4: Provide a system of learning supports that reduces the effects of barriers to student achievement

### Measurable Objective 1:

collaborate to provide learning supports through intervention programs to assist students by 05/10/2019 as measured by daily observation, attendance reports in Chalkable, PST documentation.

### Strategy 1:

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning (2011)

**ACIP**

Johnson Elementary School

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Academic Support Program, Behavioral Support Program	10/01/2018	05/10/2019	\$0	No Funding Required	Administration, Counselor, Reading Specialist, Interventionists, and Teachers

Activity - Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Academic Support Program, Behavioral Support Program	07/01/2018	05/10/2019	\$3100	Title I Schoolwide	Teachers and administrators

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/01/2018	05/10/2019	\$0	No Funding Required	Administration and teachers

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST. Students with 7 or more unexcused absences will be referred for truancy proceedings.	Academic Support Program	10/01/2018	05/10/2019	\$200	Booster Fund	Teachers, PTO officers, administration

Activity - Growth Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 4-5 are assigned an adult advocate other than their teacher. "Growth groups" meet every other Friday.	Academic Support Program, Behavioral Support Program	09/07/2018	05/10/2019	\$0	No Funding Required	Administrators, Teachers and Staff

**Strategy 2:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	10/01/2018	05/10/2019	\$1886	State Funds	Teachers and administrators

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive a refresher training on the Leader in Me. New teachers (teachers not previously trained) can attend a two day training session.	Behavioral Support Program	09/07/2018	05/10/2019	\$2500	Title I Schoolwide	Administrators and Teachers

**Strategy 3:**

Parental Involvement - Increase parent involvement and knowledge to support students

Category: Develop/Implement Learning Supports

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to parents on how best to help students of all ages. Provide training to parents on how best to help struggling students - multi-sensory night, literacy night, math night	Parent Involvement	10/01/2018	05/10/2019	\$0	No Funding Required	Administration, PTO, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance	Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST. Students with 7 or more unexcused absences will be referred for truancy proceedings.	Academic Support Program	10/01/2018	05/10/2019	\$200	Teachers, PTO officers, administration
<b>Total</b>					\$200	

### Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conduct Science Fair	K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Academic Support Program, Community Engagement, Extra Curricular	03/01/2019	05/10/2019	\$500	Principal and K-5 classroom teachers.
<b>Total</b>					\$500	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reflex Math	Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000	Teachers

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Professional Learning for Teachers	Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	10/01/2018	05/10/2019	\$1886	Teachers and administrators
<b>Total</b>					<b>\$3886</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Growth Groups	Students in grades 4-5 are assigned an adult advocate other than their teacher. "Growth groups" meet every other Friday.	Academic Support Program, Behavioral Support Program	09/07/2018	05/10/2019	\$0	Administrators, Teachers and Staff
Support from Reading Specialist	Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0	Reading specialist
Practice and Strategies	Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0	Teachers and interventionists
Explicit Comprehension Instruction	Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	Teachers
Problem Solving Team	Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Academic Support Program, Behavioral Support Program	10/01/2018	05/10/2019	\$0	Administration, Counselor, Reading Specialist, Interventionists, and Teachers
Networking and Agencies	Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/01/2018	05/10/2019	\$0	Administration and teachers

**ACIP**

Johnson Elementary School

Assess decoding	Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0	Teachers and interventionists
Sight Words	Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0	Teachers
Parental Involvement	Provide training to parents on how best to help students of all ages. Provide training to parents on how best to help struggling students - multi-sensory night, literacy night, math night	Parent Involvement	10/01/2018	05/10/2019	\$0	Administration, PTO, Teachers
Utilize AMSTI and Investigations Math Curriculum	Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning, Academic Support Program	10/01/2018	05/10/2019	\$0	Principal and all K-5 math teachers.
<b>Total</b>					<b>\$0</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Maker Spaces in Media Center	Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, googles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center.	Academic Support Program	10/01/2018	05/10/2019	\$0	Principal, media specialist, technology facilitator, and K-5 teachers.
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program, Technology	10/01/2018	05/10/2019	\$51000	Principal, technology facilitator, and K-5 classroom teachers.

**ACIP**

Johnson Elementary School

Transitions	Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Academic Support Program, Behavioral Support Program	07/01/2018	05/10/2019	\$3100	Teachers and administrators
Leader in Me	Teachers will receive a refresher training on the Leader in Me. New teachers (teachers not previously trained) can attend a two day training session.	Behavioral Support Program	09/07/2018	05/10/2019	\$2500	Administrators and Teachers
Direct Phonics Instruction	Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000	Teachers and interventionists
<b>Total</b>					<b>\$108600</b>	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Surveys were administered in Spring of 2018. The surveys were for AdvancED accreditation through Eleot. The surveys are attached.	Climate & Culture Student Survey Climate & Culture Parent Survey Climate & Culture Staff Survey Climate & Culture Teacher Survey Student Engagement Survey Student Inventory Survey Teacher Inventory Survey

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

## Areas of Notable Achievement

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

#### Climate and Culture Teacher Survey

##### Areas of Strength

100% of teachers feel that students are learning and that they work with others in the classroom.

Teachers feel that they have caring (100%), respectful (87%), and supportive (87%) colleagues and that they are comfortable in their teaching environment.

#### Climate and Culture Staff Survey

##### Areas of Strength

100% of staff report that their colleagues are caring.

When asked to pick a phrase that best describes general expectations for students, 100% of staff responded that students are learning.

#### Climate and Culture Parent Survey

##### Areas of Strength

99% of parents feel welcome at school.

97% of parents feel that teachers are interested and cooperative when discussing the child's academic progress or other concerns.

#### Climate and Culture Elementary School Student Survey

##### Areas of Strength

Students report teachers as being honest (90%), fun (95%), and caring (89%).

#### Elementary School Student Inventory

##### Areas of Strength

93% of students report feeling safe at school in all of their classes.

81% of students report using technology to complete assignments such as researching, finding information, communicating and/or creating something new in at least half of their classes.

#### Elementary Student Engagement

##### Areas of Strength

Students report enjoying the activities they do in class (75%).

#### Teacher Inventory

##### Areas of Strength

94% of teachers create lessons based on high expectations for students and give students formal opportunities to develop positive relationships with peers and/or adults.

89% of teachers design lessons by first determining the expected outcome and use formative assessments to monitor student progress.

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

Students reported teachers as being honest (90%), fun (95%), and caring (89%). Teachers have worked to make lessons more engaging. Students are enjoying school more because of the engaging lessons.

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

On the student engagement survey, 75% of students reported that they enjoy the activities they do in class.

## Areas in Need of Improvement

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

#### Climate and Culture Teacher Survey

Only 13% of teachers are asking "What are you thinking?" questions.

#### Climate and Culture Staff Survey

When trying to complete their responsibilities at work, 25% report that they are rushed, hectic, and hurried.

#### Climate and Culture Parent Survey

When asked which phrases best describe the kinds of things your child is most often doing while at school, parents indicated "Listening to the teacher" and "Completing Worksheets."

#### Climate and Culture Elementary School Student Survey

Create more project-based learning activities to improve student reporting of completing worksheets at school (58%) and taking tests (55%).

#### Elementary School Student Inventory

16% report choosing topics for their own projects.

54% of students report meeting or talking with an adult, other than their teacher, who helps them with their learning needs.

#### Elementary Student Engagement

45% of students reported they don't often talk in front of the class.

28% of students reported they were excited about tomorrow's school day.

#### Teacher Inventory

33% of teachers felt like they were involved in decisions and actions that impact student achievement and overall functioning of the school.

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

Only 33% of the teachers felt like they were involved in decisions and actions that impact student achievement and overall functioning of the school.

With many changes on the district level in curriculum, teachers are having difficulty meshing all of the programs and initiatives of the district.

The Wonders curriculum has been reinstated; whereas, in the past, teachers were told to use any researched-based strategy to teach a standard.

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

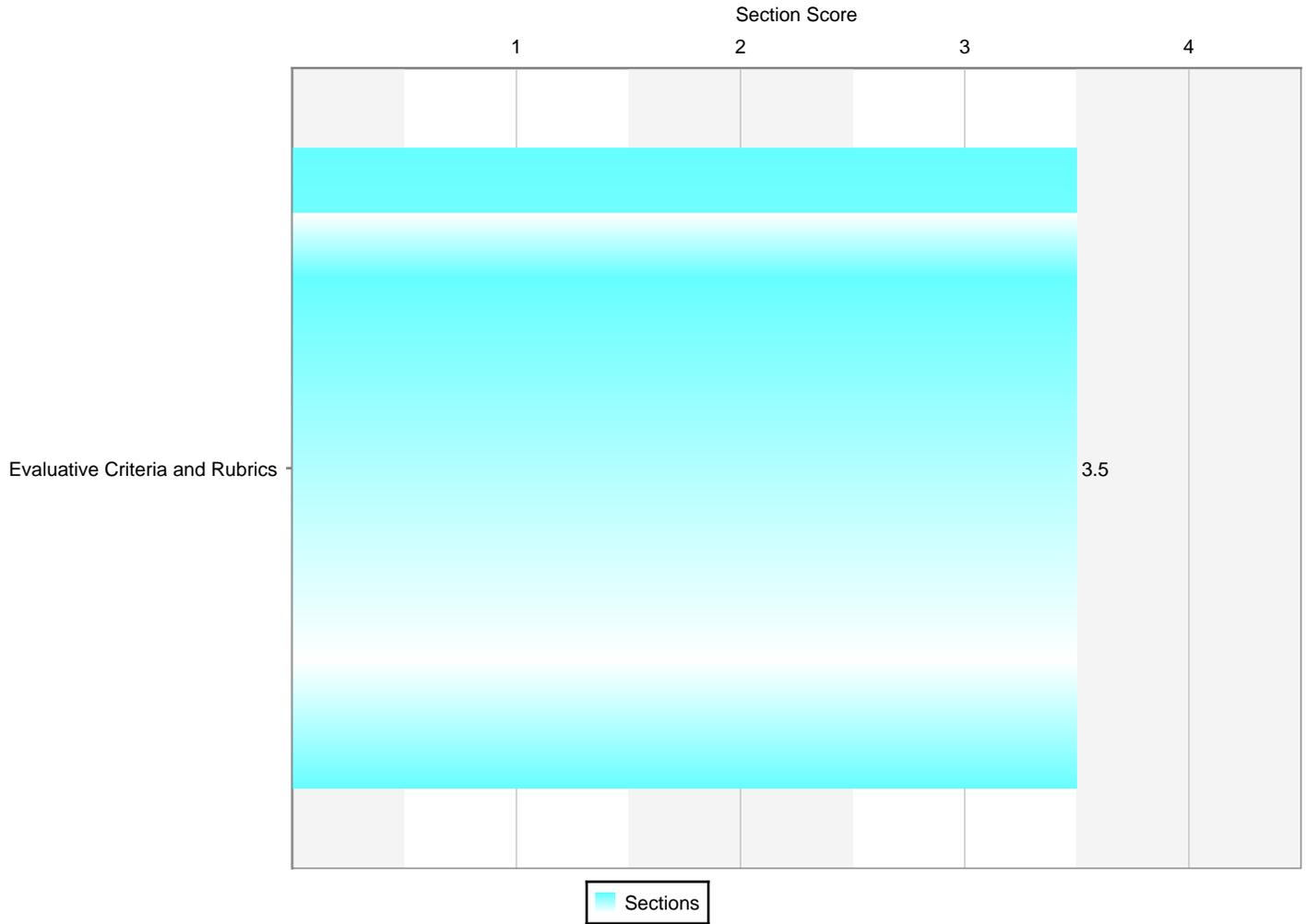
Teachers are not sure exactly how to incorporate all of the programs into the school day. Fortunately, the district has made adjustments to the curriculum guides to help with these issues.

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

Staff survey and teacher survey indicate that 25% feel that they are rushed, hectic, and hurried.

## Report Summary

### Scores By Section



# 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?**

At the beginning of the 2018-2019 school year, the principal conducted meetings with PTO officers/advisory group and ACIP Leadership Team to review assessment data, attendance data, and learning supports needs for JES students. The finance committee created to help with AdvancED accreditation also drafted a budget based on their assessment of the seven school quality factors document. Based on the data and discussions, the ACIP team developed a preliminary 2018-2019 Title One budget. The proposed budget was presented to the PTO and faculty for consideration. After minor adjustments, the final Title One budget was presented at the annual Title One Parents Meeting on September 18, 2018.

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

Current Free & Reduced lunch numbers indicate that rural poverty in the Johnson community is steadily increasing; however our funding for the district overall went down this year. Title One funds for JES increased from \$64,000 in 2017 to \$88,000 in 2018, now for FY 2019 our budget is only \$80,000. Scantron Performance Series and Dibels data revealed an increasing number of non-proficient readers. However, due to changes in state funded units the class sizes at JES are higher than average in some grade levels. Based on this information, the ACIP Leadership team recommend that a majority of Title One funds be used to provide intervention services for students in all grade levels. Three contract intervention teachers were hired for the 2018-19 school year. They primarily work with students in reading using SPIRE and Rewards, but in addition to reading support, some students receive math intervention as well.

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

Based on the needs assessment, surveys and discussions, students needed support in the following areas: class size assistance, phonics and reading comprehension, multi-sensory interventions, mathematics, college and career ready skills (soft skills), and attendance. To address these areas of need, JES has hired three contract interventionists to help struggling students. Also, to address the ever increasing mental health problems, the district has partnered with WellStone/Nova to provide onsite counseling services for students with parent permission.

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

Based on the needs assessment, most JES stakeholders continue to have a positive perception of JES. JES has the highest state accountability score in the district with an 89. Test scores are more difficult to interpret and compare since the assessments have changed. Data analysis going from ACT Aspire to Scantron has proven difficult, even for the ALSDE. New school programs (AMSTI and multi-sensory interventions) are helping to show a slight improvement in learning in certain areas. JES faculty and staff also exhibit a family/community attitude that addresses student needs. Demographically, poverty continues to increase in the Johnson community. There is also an increase in the number of grandparents and extended family serving as primary caregivers for children.

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

JES has four priority goals for 2018-2019:

1. Increase Student Proficiency in Reading.
2. Increase Student Proficiency in Math.
3. Increase Student Proficiency in Science.
4. Provide Learning Supports to Reduce Barriers to Student Achievement.

Each goal and related strategies and actions steps provide solutions to improve reading, multi-sensory interventions, readiness skills, and attendance. These three areas were identified in the needs assessment.

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

Based on Dibels and Scantron Performance Series data, the greatest academic concern is reading. At the end of 2017-2018 school year, only 43% of 2nd graders, 27% of third graders, 46% of 4th graders, and 47% of 5th graders were proficient in reading. The math data from spring 2018 Scantron Performance Series is only slightly more encouraging: 44% of kindergartners, 67% of first graders, 46% of 2nd graders, 50% of 3rd graders, 59% of 4th graders, and 60% of 5th graders were proficient.

DIBELS data from spring of 2018 shows that 63% of kindergartners benchmarked on nonsense word fluency, correct letter sounds. The following are percentages of students in each grade level who benchmarked in oral reading fluency: 64% for 1st, 53% for 2nd, 63% for 3rd, 73% for 4th, and 64% for 5th.

ACIP goals and strategies outline reading and multi-sensory interventions for struggling readers. JES is planning to utilize the AR program in an effort to improve reading skills, parent involvement, and attendance. Based on the data, improving reading across all content is the main focus.

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

A majority of Johnson Elementary students are from homes who face economic struggles. The free & reduced lunch percentage is 51.379%. Many JES students face some form of poverty on a regular basis. With a total student population of 290, only about 20 students are African American, Hispanic, or Native American. CIP goals focus on the need for reading and multi-sensory interventions for the whole school population and disadvantaged students. The phonics instruction provided during reading and multi-sensory interventions are especially helpful to EL students.

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

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

**Goal 1:**

Increase Student Proficiency in Core Academic Subject of Math

**Measurable Objective 1:**

demonstrate a proficiency in math by increasing by 10% the number of students in 3-5 meeting or exceeding the benchmark score (Spring of 2018 55.9% of students met benchmark score) by 05/10/2019 as measured by Scantron Performance Series.

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Academic Support Program Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program Technology	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

**Measurable Objective 2:**

increase student growth in math by 10% the students in 3-5 meeting or exceeding their annual growth target (Spring of 2018 62.2% met or

exceeded growth goal) by 05/10/2019 as measured by Performance Series (Scantron).

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Academic Support Program Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program Technology	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

Activity - Utilize Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5th math students will maintain a math journal for review and documentation of math standards covered throughout the school year.	Academic Support Program	09/15/2017	05/11/2018	\$500 - General Fund	Principal, instructional coach, and K-5 math teachers.

Activity - Math Bee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Math Bee to encourage greater fluency with math facts. Provide recognition and leadership activities for K-5 students.	Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 math teachers.

**Measurable Objective 3:**

demonstrate a proficiency in math by showing a 5% increase in the students in K-2 scoring proficient from fall to spring by 05/10/2019 as measured by Star Math or Star Early Literacy.

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Technology Academic Support Program	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

**Goal 2:**

Increase Student Proficiency in Core Academic Subject of Science

**Measurable Objective 1:**

demonstrate a proficiency for 5th grade students in science by 05/10/2019 as measured by a 10% increase in proficiency (in Spring 2018 46% were proficient) on Scantron Performance Series.

**Strategy1:**

Utilize AMSTI Science Curriculum - All K-5 science teachers will implement AMSTI inquiry based instruction. This will encourage student collaboration, questioning, and critical thinking. Teachers and students will utilize AMSTI materials kits for project based learning activities.

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

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

**ACIP**

Johnson Elementary School

Activity - Utilize Maker Spaces in Media Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, googles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center.	Academic Support Program	10/01/2018	05/10/2019	\$0 - Other	Principal, media specialist, technology facilitator, and K-5 teachers.

Activity - Conduct Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Extra Curricular Academic Support Program Community Engagement	03/01/2019	05/10/2019	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

Activity - Conduct Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will schedule guest speakers and experts in the field of science (ex. Brad Travis, 48 Weather) to present and demonstrate practical science lessons.	Academic Support Program Community Engagement	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

Activity - Conduct Cross-Curricular Planning with Math Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with last year's Math PLC, science teachers will identify and align common math and science standards. With this information, science and math teachers will plan lessons and projects that utilizes both math and science standards.	Professional Learning	09/15/2017	05/11/2018	\$1000 - Title I Part A	Principal, media specialist, and K-5 classroom teachers.

**Goal 3:**

Increase Student Proficiency in Core Academic Subject of Reading

**Measurable Objective 1:**

A 15% increase of Third, Fourth and Fifth grade students will increase student growth to meet or exceed their annual growth target (Spring of 2018 48.9% of students met their growth goal) in Reading by 05/10/2019 as measured by Scantron (Performance Series) Testing.

**Strategy1:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Johnson Elementary School

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**Strategy2:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

**ACIP**

Johnson Elementary School

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Measurable Objective 2:**

A 5% increase of Kindergarten, First and Second grade students will increase student growth the number of students in the probable reader category from fall to spring in Reading by 05/10/2019 as measured by Star Early Literacy Test.

**Strategy1:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**Strategy2:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

**Measurable Objective 3:**

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency meeting the benchmark for proficiency( Spring 2018 only 39.7% were proficient) in Reading by 05/10/2019 as measured by Scantron Performance Series.

**Strategy1:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**ACIP**

Johnson Elementary School

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Strategy2:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

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

**Goal 1:**

Increase Student Proficiency in Core Academic Subject of Math

**Measurable Objective 1:**

demonstrate a proficiency in math by increasing by 10% the number of students in 3-5 meeting or exceeding the benchmark score (Spring of 2018 55.9% of students met benchmark score) by 05/10/2019 as measured by Scantron Performance Series.

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Technology Academic Support Program	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Academic Support Program Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

**Measurable Objective 2:**

increase student growth in math by 10% the students in 3-5 meeting or exceeding their annual growth target (Spring of 2018 62.2% met or exceeded growth goal) by 05/10/2019 as measured by Performance Series (Scantron).

**Strategy1:**

**ACIP**

Johnson Elementary School

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Technology Academic Support Program	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Utilize Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5th math students will maintain a math journal for review and documentation of math standards covered throughout the school year.	Academic Support Program	09/15/2017	05/11/2018	\$500 - General Fund	Principal, instructional coach, and K-5 math teachers.

Activity - Math Bee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Math Bee to encourage greater fluency with math facts. Provide recognition and leadership activities for K-5 students.	Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 math teachers.

**Measurable Objective 3:**

demonstrate a proficiency in math by showing a 5% increase in the students in K-2 scoring proficient from fall to spring by 05/10/2019 as measured by Star Math or Star Early Literacy.

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program Technology	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

**Goal 2:**

Increase Student Proficiency in Core Academic Subject of Science

**Measurable Objective 1:**

demonstrate a proficiency for 5th grade students in science by 05/10/2019 as measured by a 10% increase in proficiency (in Spring 2018 46% were proficient) on Scantron Performance Series.

**Strategy1:**

Utilize AMSTI Science Curriculum - All K-5 science teachers will implement AMSTI inquiry based instruction. This will encourage student collaboration, questioning, and critical thinking. Teachers and students will utilize AMSTI materials kits for project based learning activities.

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

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Conduct Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will schedule guest speakers and experts in the field of science (ex. Brad Travis, 48 Weather) to present and demonstrate practical science lessons.	Academic Support Program Community Engagement	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

**ACIP**

Johnson Elementary School

Activity - Utilize Maker Spaces in Media Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, googles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center.	Academic Support Program	10/01/2018	05/10/2019	\$0 - Other	Principal, media specialist, technology facilitator, and K-5 teachers.

Activity - Conduct Cross-Curricular Planning with Math Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with last year's Math PLC, science teachers will identify and align common math and science standards. With this information, science and math teachers will plan lessons and projects that utilizes both math and science standards.	Professional Learning	09/15/2017	05/11/2018	\$1000 - Title I Part A	Principal, media specialist, and K-5 classroom teachers.

Activity - Conduct Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Community Engagement Academic Support Program Extra Curricular	03/01/2019	05/10/2019	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

**Goal 3:**

Increase Student Proficiency in Core Academic Subject of Reading

**Measurable Objective 1:**

A 5% increase of Kindergarten, First and Second grade students will increase student growth the number of students in the probable reader category from fall to spring in Reading by 05/10/2019 as measured by Star Early Literacy Test.

**Strategy1:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

**Strategy2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Measurable Objective 2:**

A 15% increase of Third, Fourth and Fifth grade students will increase student growth to meet or exceed their annual growth target (Spring

of 2018 48.9% of students met their growth goal) in Reading by 05/10/2019 as measured by Scantron (Performance Series) Testing.

**Strategy1:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Strategy2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Johnson Elementary School

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Measurable Objective 3:**

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency meeting the benchmark for proficiency( Spring 2018 only 39.7% were proficient) in Reading by 05/10/2019 as measured by Scantron Performance Series.

**Strategy1:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**Strategy2:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

**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:**

Increase Student Proficiency in Core Academic Subject of Math

**Measurable Objective 1:**

demonstrate a proficiency in math by showing a 5% increase in the students in K-2 scoring proficient from fall to spring by 05/10/2019 as measured by Star Math or Star Early Literacy.

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Academic Support Program Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Technology Academic Support Program	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

**Measurable Objective 2:**

demonstrate a proficiency in math by increasing by 10% the number of students in 3-5 meeting or exceeding the benchmark score (Spring of 2018 55.9% of students met benchmark score) by 05/10/2019 as measured by Scantron Performance Series.

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Academic Support Program Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Technology Academic Support Program	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

**Measurable Objective 3:**

increase student growth in math by 10% the students in 3-5 meeting or exceeding their annual growth target (Spring of 2018 62.2% met or exceeded growth goal) by 05/10/2019 as measured by Performance Series (Scantron).

**Strategy1:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edgenuity PathBlazer technology which creates an individualized path for students based on their Scantron Performance Series scores. Interventionists will work with struggling math students using research based strategies.	Academic Support Program Technology	10/01/2018	05/10/2019	\$51000 - Title I Schoolwide	Principal, technology facilitator, and K-5 classroom teachers.

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Johnson Elementary School

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments. This curriculum will be supplemented with the GO MATH program.	Professional Learning Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-2 will utilize the reflex math program to help solidify math facts and conceptual knowledge of math.	Academic Support Program	10/01/2018	05/10/2019	\$2000 - State Funds	Teachers

**Goal 2:**

Increase Student Proficiency in Core Academic Subject of Reading

**Measurable Objective 1:**

A 5% increase of Kindergarten, First and Second grade students will increase student growth the number of students in the probable reader category from fall to spring in Reading by 05/10/2019 as measured by Star Early Literacy Test.

**Strategy1:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

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Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

**Strategy2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**Measurable Objective 2:**

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency meeting the benchmark for proficiency( Spring 2018 only 39.7% were proficient) in Reading by 05/10/2019 as measured by Scantron Performance Series.

**Strategy1:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

### Strategy2:

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

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Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

**Measurable Objective 3:**

A 15% increase of Third, Fourth and Fifth grade students will increase student growth to meet or exceed their annual growth target (Spring of 2018 48.9% of students met their growth goal) in Reading by 05/10/2019 as measured by Scantron (Performance Series) Testing.

**Strategy1:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Strategy2:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

**Goal 3:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to provide learning supports through intervention programs to assist students by 05/10/2019 as measured by daily observation, attendance reports in Chalkable, PST documentation.

**Strategy1:**

Parental Involvement - Increase parent involvement and knowledge to support students

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to parents on how best to help students of all ages. Provide training to parents on how best to help struggling students - multi-sensory night, literacy night, math night	Parent Involvement	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration, PTO, Teachers

**Strategy2:**

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning (2011)

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration and teachers

Activity - Growth Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 4-5 are assigned an adult advocate other than their teacher. "Growth groups" meet every other Friday.	Behavioral Support Program Academic Support Program	09/07/2018	05/10/2019	\$0 - No Funding Required	Administrators, Teachers and Staff

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST. Students with 7 or more unexcused absences will be referred for truancy proceedings.	Academic Support Program	10/01/2018	05/10/2019	\$200 - Booster Fund	Teachers, PTO officers, administration

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Behavioral Support Program Academic Support Program	07/01/2018	05/10/2019	\$3100 - Title I Schoolwide	Teachers and administrators

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Behavioral Support Program Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration, Counselor, Reading Specialist, Interventionists, and Teachers

**Strategy3:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive a refresher training on the Leader in Me. New teachers (teachers not previously trained) can attend a two day training session.	Behavioral Support Program	09/07/2018	05/10/2019	\$2500 - Title I Schoolwide	Administrators and Teachers

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	10/01/2018	05/10/2019	\$1886 - State Funds	Teachers and administrators

**English Language Proficiency Goal (Should address identified weaknesses and gaps):****Goal 1:**

Increase Student Proficiency in Core Academic Subject of Reading

**Measurable Objective 1:**

A 15% increase of Third, Fourth and Fifth grade students will increase student growth to meet or exceed their annual growth target (Spring of 2018 48.9% of students met their growth goal) in Reading by 05/10/2019 as measured by Scantron (Performance Series) Testing.

**Strategy1:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**Strategy2:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Measurable Objective 2:**

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency meeting the benchmark for proficiency (Spring 2018 only 39.7% were proficient) in Reading by 05/10/2019 as measured by Scantron Performance Series.

**Strategy1:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

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Johnson Elementary School

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

**Strategy2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**Measurable Objective 3:**

A 5% increase of Kindergarten, First and Second grade students will increase student growth the number of students in the probable reader category from fall to spring in Reading by 05/10/2019 as measured by Star Early Literacy Test.

**Strategy1:**

Phonics Skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Practice and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Assess decoding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers and interventionists

Activity - Direct Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Tier 2: Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$52000 - Title I Schoolwide	Teachers and interventionists

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Tier 3: Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

**Strategy2:**

Comprehension - Students will learn specific comprehension strategies for texts which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Tier 2: Small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions. Small group instruction will be provided in grade level sight word vocabulary and morphology. Tier 3: Students significantly below grade level will receive intensive intervention support using researched based programs to increase reading proficiency.	Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	Teachers

Activity - Support from Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will support all reading teachers in lesson study using the revised ARI modules and will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Professional Learning	10/01/2018	05/10/2019	\$0 - No Funding Required	Reading specialist

**Goal 2:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to provide learning supports through intervention programs to assist students by 05/10/2019 as measured by daily observation, attendance reports in Chalkable, PST documentation.

**Strategy1:**

Parental Involvement - Increase parent involvement and knowledge to support students

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to parents on how best to help students of all ages. Provide training to parents on how best to help struggling students - multi-sensory night, literacy night, math night	Parent Involvement	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration, PTO, Teachers

**Strategy2:**

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning (2011)

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration and teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Academic Support Program Behavioral Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration, Counselor, Reading Specialist, Interventionists, and Teachers

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Behavioral Support Program Academic Support Program	07/01/2018	05/10/2019	\$3100 - Title I Schoolwide	Teachers and administrators

Activity - Growth Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 4-5 are assigned an adult advocate other than their teacher. "Growth groups" meet every other Friday.	Behavioral Support Program Academic Support Program	09/07/2018	05/10/2019	\$0 - No Funding Required	Administrators, Teachers and Staff

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST. Students with 7 or more unexcused absences will be referred for truancy proceedings.	Academic Support Program	10/01/2018	05/10/2019	\$200 - Booster Fund	Teachers, PTO officers, administration

**Strategy3:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

**ACIP**

Johnson Elementary School

<b>Activity - Professional Learning for Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	10/01/2018	05/10/2019	\$1886 - State Funds	Teachers and administrators

<b>Activity - Leader in Me</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will receive a refresher training on the Leader in Me. New teachers (teachers not previously trained) can attend a two day training session.	Behavioral Support Program	09/07/2018	05/10/2019	\$2500 - Title I Schoolwide	Administrators and 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.**

All active EL students, including those who have waived services, are given the ACCESS for ELL 2.0 test in the spring each year. The results can be provided in Spanish and other languages. The results are given to the parents during the I-ELP meetings within the first 30 days of the beginning of the new school year. We provide interpreters so the parents can discuss and understand the results. Providing an interpreter gives the parents an opportunity to ask any questions or voice concerns about their child.

### 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 JES paraprofessionals meet district and state qualifications. Limestone County Schools requires a minimum of 2 years of college credit and/or a passing score of 3 or above on the WorkKeys assessment in reading and math.	

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 JES classroom teachers are highly qualified. Title One and Limestone County Schools require that all classroom teachers have a Highly Qualified (HQ) teaching certificate.	

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

Limestone County Schools and Johnson Elementary utilize the Teach in Alabama system to recruit and hire highly qualified classroom instructional leaders. Current teachers participate in Educate Alabama evaluation system to plan professional learning based on instructional practice needs. Administration utilizes walkthroughs to provide teacher feedback and document teacher growth and areas of improvement. This year, we've added ELEOT observations to determine the level of student engagement in each classroom. Administration also reviews individual teacher assessment data (Dibels, Performance Series, and Star tests) to determine if teachers are moving students forward academically. Administration also conducts annual reflection meetings with teachers to identify strengths and weaknesses. Reflection meetings also help determine grade placement and future instructional plans (departmentalization) for each teacher and grade level.

## 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?

JES is a small, close knit family of educators and friends. The majority of teachers enjoy working at JES and continue teaching until retirement. JES earned one additional state funded unit for 2017-18; therefore, a teacher was hired using state foundation funds instead of Title I funds. One teacher left Johnson at the end of the year to stay home with her family. A recent graduate from college was hired to replace the teacher that left.

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

JES has a mixture of veteran teachers and newcomers. Out of 14 classroom teachers in grades K-5, more than half have over 5 years of teaching experience.

### 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).

N/A

**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.**

JES has planned and implemented numerous professional development activities that meet the instructional and school culture needs of teachers throughout the years. In September 2016, teachers began a book study on Carol Dweck's *Mindset: The New Psychology of Success*. During the summers of 2016 and 2017, all K-1 and all 2nd - 5th math and science teachers received two weeks of AMSTI math and science inquiry based training. AMSTI with Investigations is the new math and science curriculum used at JES, Math teachers also learned about Number Talks from Sherry Parrish in January 2017. The district is providing ongoing AMSTI professional development for teachers through OGAP training in 2018.

In 2018 reading teachers are attending district and grade level meetings on improving phonics instruction and multi-sensory instruction. The data from Spring 2018 show a need for more reading strategies. So, our reading specialist is attending two-day meetings every month to learn from regional ARI coaches. She returns to schools and performs a turn around training with the teachers. She targets the grade levels that had the lowest proficiency last year.

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

Classroom teachers will have numerous professional development activities including AMSTI math and science training, Leader in Me refreshers, vertical planning in reading and multi-sensory interventions, and ARI strategies. The principal has and/will participate in many of the teacher PD activities listed above. Also, the principal is participating in a new administrators cohort and Principally Speaking Network. Paraprofessionals receive suicide prevention training, Leader in Me training, and other learning opportunities throughout the year.

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

Limestone County Schools provides support and training for new teachers by utilizing SUCCESS school coordinators. Each coordinator/mentor receives a \$1000 stipend with benefits for serving as a school support mentor for new teachers. These mentors have to attend training at the district level before being qualified to be a mentor. Additional professional development is provided as needed.

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

New teacher professional development begins upon hiring with training, "New Teacher Academy," scheduled at the central office. These meetings continue throughout the school year. Additional support is provided at the local school level as needed based on observations, performance, and collaboration. This year our reading specialist is helping a new first grade teacher develop appropriate related practice centers for reading.

## 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:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to provide learning supports through intervention programs to assist students by 05/10/2019 as measured by daily observation, attendance reports in Chalkable, PST documentation.

**Strategy1:**

Parental Involvement - Increase parent involvement and knowledge to support students

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to parents on how best to help students of all ages. Provide training to parents on how best to help struggling students - multi-sensory night, literacy night, math night	Parent Involvement	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration, PTO, Teachers

**Strategy2:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive a refresher training on the Leader in Me. New teachers (teachers not previously trained) can attend a two day training session.	Behavioral Support Program	09/07/2018	05/10/2019	\$2500 - Title I Schoolwide	Administrators and Teachers

**ACIP**

Johnson Elementary School

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	10/01/2018	05/10/2019	\$1886 - State Funds	Teachers and administrators

**Strategy3:**

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning (2011)

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Behavioral Support Program Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration, Counselor, Reading Specialist, Interventionists, and Teachers

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Academic Support Program Behavioral Support Program	07/01/2018	05/10/2019	\$3100 - Title I Schoolwide	Teachers and administrators

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST. Students with 7 or more unexcused absences will be referred for truancy proceedings.	Academic Support Program	10/01/2018	05/10/2019	\$200 - Booster Fund	Teachers, PTO officers, administration

**ACIP**

Johnson Elementary School

<b>Activity - Networking and Agencies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/01/2018	05/10/2019	\$0 - No Funding Required	Administration and teachers

<b>Activity - Growth Groups</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students in grades 4-5 are assigned an adult advocate other than their teacher. "Growth groups" meet every other Friday.	Behavioral Support Program Academic Support Program	09/07/2018	05/10/2019	\$0 - No Funding Required	Administrators, Teachers and Staff

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

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

JES teachers participate in regularly scheduled data meetings each 9 Weeks to discuss Performance Series (Scantron) and DIBELS data. The Principal and instructional coach collaborate with teachers to identify achievement gaps in math and reading. K-5 teachers also serve on Advisory, Technology, Math, and Literacy Committees that meet quarterly to identify academic issues and propose effective solutions to improve instruction and school operations. The principal also presents beginning, mid-year, and end of year ACIP reviews and data to demonstrate student growth or regression.

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

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

The JES Problem Solving Team (PST) meets every 20 days to identify students who struggle in math and reading. The team also identifies students with behavior and attendance problems. The PST team consists of the principal, counselor, instructional coach, intervention teachers, speech language pathologist, EL teachers, and grade level teachers to provide multiple perspectives on student performance. The team reviews Performance Series, Star, and Dibels results to target specific skills that must be covered again during core, Tier 2, and Tier 3 instruction. In collaboration with the instructional coach, classroom teachers also utilize the Achievement Series to create assessments related to standards not mastered on the Performance Series assessments.

### **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?**

Each Monday - Thursday K-5th students identified as struggling receive reading or math interventions. Tier 2 students work in small groups in the general ed. classroom. In addition to working in small groups within the classroom, Tier 3 students are pulled out and receive intensive interventions in the resource room from an intervention teacher. During data meetings, teachers and reading coaches identify areas of improvement for individual students. Teachers and students review these standards during small group instruction and using technology (Moby Max). By spring time, students who normally struggle with state assessments are better prepared and more confident.

### **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.**

In past years, JES provided after school tutoring in math and reading. Unfortunately, due to cut backs within Title One funding, after school tutoring is no longer an option. However, teachers and the PTO have collaborated to plan and implement AR/Literacy Nights, Math Nights, and Multi-Sensory Nights to invite parents and students to learn and experience first hand what students are doing during the school day.

### **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.**

Learning supports are provided for those identified with various issues including: food shortage, no water/power, medical bills, homelessness, neglect, and drug abuse in the home. In collaboration with area churches, non-profit groups, and community leaders, we work to fill these needs and/or share information on available resources. Teachers and EL coordinators also work with translators during IEP and parent conference meetings to share resources with Spanish-speaking and migrant parents.

Fourth and fifth grade students participate in "growth groups" which provides an advocate for each student other than his/her teacher.

**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

## **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.**

With available Federal, State, and Local funds, JES developed a plan to improve reading skills, math skills, and multi-sensory interventions. Part-time intervention teachers, Number Talks, AMSTI training, AR reading program, Moby Max, Edgenuity PathBlazer, multi-sensory training, and attendance procedures all contribute to the priority goals.

**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)?**

As a Title One school, JES provides free breakfast for all students PreK - 5th grade each morning. Interventionists are hired with Title One funds to provide reading and math interventions for struggling students.

**Component 10: Evaluation (Sec.1114(b)(3)):****How does the school evaluate the implementation of the schoolwide program?**

In August and September, the principal met with the Leadership Team to review 2017-2018 schoolwide program and make recommendations for the new school year. All aspects of the schoolwide program were evaluated including: student achievement, parent involvement, learning supports, and parent communications. The parent feedback and suggestions were implemented in the CIP.

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

The Leadership Team and teachers reviewed DIBELS, and Performance Series results for the previous school year to determine areas of strength and needed improvement for math, science, and reading. The team also evaluated the Tier 2 and Tier 3 interventions for the previous year. After evaluating the results, individual students and specific learning targets were compiled to create an intervention schedule for the 2018-2019 school year.

**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?**

Each year, JES utilizes the Performance Series and Dibels assessments to determine overall student growth. Performance series reports indicate overall learning gains and target areas in math and reading. Along with Dibels, teachers and reading coach use progress monitoring to monitor weekly/monthly progress of students in reading. Based on these results, the PST team decides what type of additional interventions are needed or if a students should be referred for Special Ed. services.

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

The instructional coach meets with all teachers on a regular basis to monitor student growth. All assessment scores are posted in the data room which are analyzed during PST, data, and grade level meetings. Effective collaboration and communication among teachers, intervention teachers, reading coach, and administration to revise individual student plans for continuous growth.

# 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.	20.96

Provide the number of classroom teachers.

20.96

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1167763.9

Total

1,167,763.90

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	80069.0

Total

80,069.00

### 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.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	30000.0

Total

30,000.00

## Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	58000.0

Total

58,000.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6288.0

Total

6,288.00

### 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.	1886.4

Total

1,886.40

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.2

Provide the number of EL Teachers.

.2

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	12000.0

Total

12,000.00

### 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.	11236.03

Total

11,236.03

### 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.	2015.09

Total

2,015.09

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	80013.0

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

Contract Salaries and Benefits: \$52,000

Three part-time contract interventionists were hired to work with struggling students in reading and math. These individuals are retired, certified teachers. They will work with students in grades K-5.

Substitutes with Benefits: \$800

To provide substitutes for teachers attending training sessions unique to our school, such as Leader in Me. Also, these funds will provided substitutes for leadership team meetings.

Technology: \$9000

This will be used to purchase technology items such as Chromebooks and a cart.

Computer Maintenance: \$360

Yearly MacBook service fees

Kindergarten Camp Teacher Salaries and Benefits: \$2400

Kindergarten Camp Materials and Supplies: \$700

Materials and Supplies: \$8753

Class Size Reduction Salary and Benefits: \$3500

Anticipate the need for a class size reduction unit for the 2019-2020 school year. This amount will cover the salary and benefits of that teacher for the month of August.

Contract Fees - Leader in Me: \$2500

Parent and Family Engagement Allocation: \$885.19

Used for student planners and parent communication letters.



**Title II**

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

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

N/A

**Title III**

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

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

N/A

**Title IV**

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

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

N/A

**Title V**

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

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

N/A

### Career and Technical Education-Perkins IV

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

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

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

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

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	0.0

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

N/A

# 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))**

JES conducted the annual Title One Parents Meeting on Tuesday, September 18, 2018. During the meeting, the principal presented a power point describing the Title One process, the Title One budget, plans for using Title One monies, how to encourage greater parent involvement, and outlining CIP goals. The 1% set-aside program was explained and future meetings have been scheduled for parent input related to the \$885 parent involvement budget. Also, during this meeting parents were given the opportunity to contribute to the ACIP goals.

**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))**

JES will offer two parent meetings to discuss the parental involvement plan and the 1% set-aside program. One meeting will be conducted during the evening hours and one during the school day to accommodate various work schedules. During the Title I parent meeting, parents will be asked to contribute to the ACIP goals. The final draft of the ACIP will be presented to parents at a PTO meeting in early October. This year, parent involvement will be used to expand parent communications with additional newsletter and paper reminders to take home, as well as Remind 101, FaceBook and Twitter. Also, parental involvement funds are budgeted to purchase planners for each student. The planners are used as a back-and-forth type of communication between the teacher and the parent.

**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))**

At the end of September each year, all JES parents receive a copy of the School-Parent Compact, Parents Right To Know form, and an outline of the Parental Involvement Plan. Parents also receive a copy of upcoming parent meetings. Title One info is also posted on the JES website, on FaceBook and Twitter, and frequent announcements are made via Remind 101. Spanish versions of most documents are also readily available.

**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))**

updated during this time. Normally, few changes are made, but this year, we have a greater focus on attendance.

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

JES has a parent suggestion box in the front lobby. The principal's email is posted on the website. The principal is also available for informal parent conversations and communicates with parents via FaceBook. During the 2018-2019 school year, administration plans to continue the informal Coffee with the Principal each 9 weeks to expand parent relationships and gain new insights on school programs.

**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)**

In conjunction with PTO, JES also conducts literacy nights, math nights, and multi-sensory nights. This year we're adding a dyslexia simulation available for parents. All of these meetings focus on understanding CCRS standards and improving student achievement. Finally, JES has scheduled a PTO Open House meeting so students can present individual data to keep parents updated on student progress.

**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)**

Each year, JES conducts Pre-K Orientation, Kindergarten Orientation and 1st - 5th Orientation to discuss school and classroom procedures, encourage parental involvement, provide communication updates, and provide tips to support literacy. The reading specialist also sends home reading and math materials to help parents better understand how to help children with homework. This year the reading specialist has created a list of sight words for the entire year for kindergarten and first grade students. She sends home flashcards for the parents to practice with each 9 weeks.

**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)**

Johnson Elementary is fortunate to have an active Parent Teacher Organization (PTO) that works closely with parents, teachers, and staff. In collaboration with PTO, JES plans and implements the following school/community programs: Fall Book Fair, Muffins for Moms, Donuts for Dads, Grandparents' Day, Literacy Night, Musical Presentations, Veteran's Day, Award's Day, AR reading program, attendance initiatives, Harvest Festival, and Field Day. Most of these activities are the result of joint planning between teachers and parent volunteers. Many parent volunteers serve on committees and help coordinate student activities.

**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)**

JES faculty and JES PTO offers parents many opportunities to get involved with activities mentioned earlier. The district offers a program through Foreign Language Services where a translator can Facetime/Skype with the school and parents together. The program can also be used to make phone calls when an urgent need arises.

A in-person translator is often provided for EL and special education meetings.

We use the Transact program provided by the state department to obtain traditional documents in other languages.

Finally, we use Google Translate for informal informational flyers.

**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)**

JES takes a practical approach when communicating with parents/stakeholders. We want to make sure parents receive up-to-date, reliable, and easy to understand information concerning school procedures and events. The school utilizes the JES website, Twitter, FaceBook, Remind 101, and newsletters to keep parents informed of upcoming events and student activities.

**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))**

JES will continue to work with the community and PTO to encourage parent participation. We will communicate through the website, Facebook, Twitter and Remind. The school messenger call out system can send messages in additional languages.

JES will provide a Spanish version for any essential information distributed to parents. The LCS central office has provided the necessary resources to fulfill language requests.