



ACIP

McDavid-Jones Elementary School

Mobile County Board of Education

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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?

McDavid-Jones Elementary School currently serves 891 students in Pre-K through 5th grade. The racial demographic for the school consists of approximately 73% White/Caucasian students and 15% Black/African American students with the remaining 12% being American Indian, Asian, and Hispanic students.

Faculty, staff, and support personnel include 2 administrators, 1.5 counselors, 2 media specialists, a bookkeeper, 2 registrars, 11 cafeteria workers, a nurse, a plant manager, 18 bus drivers, 12 paraprofessionals, 2 parent organizers, 7 custodians, and 54 teachers. Racial demographics for all staff members consist of 11% Black/African American, 6 % Indian, and 83% White.

The school is located on a major highway in a rural area just outside a small town. The majority of our students are transported by bus from an area that is approximately 189 square miles. Changes over the last three years include the implementation of departmentalization for 4th and 5th grade, an additional Pre-K unit was added, and 2 additional computer labs were established along with a Rolling iPad Lab for Kindergarten.

Unique features about McDavid-Jones Elementary include access to two libraries and the five stationary computer labs along with a Rolling iPad Lab for Kindergarten. The school is almost like two separate schools, K-2 and 3-5, on the same campus sharing a gymnasium and a cafeteria that is located between them.

One of our bigger challenges is that most of our students do not live within close proximity of our school. Coupled with the fact that the majority of our students qualify for free or reduced lunch, it can sometimes be difficult for parents to get to the school for conferences or for programs.

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.

Mission Statement:

The Mission of McDavid-Jones is to provide students a safe environment where they are challenged to become prepared and productive citizens.

Vision Statement:

McDavid-Jones will become a leading academic institute where students exhibit abilities and talents that lead them to be productive, successful citizens.

Motto:

We are lifelong learners, learning as we grow.

We expect our students to be lifelong learners who can and do learn as they grow. To facilitate their learning, we provide a number of opportunities such as Pre-K programs, 2 science labs, 2 media centers, Classroom in the Forest/Forest in the Classroom, a summer reading program, School-wide 4-H program, Junior Master Gardener Club, National Elementary Honor Society, Parenting Center/Workshops, transition programs, a nature trail, Outdoor Learning Center, extended day tutoring, and departmentalization in the upper grades.

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.

In 2013, McDavid-Jones' students made outstanding progress in reading and math on the Alabama Reading and Math Test Plus. As always, reading and math will continue to be the most important facet of the programs of McDavid-Jones in which we will continually strive to make progress.

McDavid-Jones provides a GED class for parents through Title 1 Parenting. The program began in the summer of 2010. As of August 2016, there have been 65 parents/former students to successfully complete the program. Most have gone on to college or technical school; some have taken better jobs. In 2013, McDavid-Jones received a commendation from Goodwill Easter Seals (our GED partner) for our commitment, compassion, and dedication to adult education. It has been a positive and rewarding opportunity for the families of McDavid-Jones and for the community of Citronelle.

To better prepare our students for the middle school experience, our 5th grade has been departmentalized. The students change classes within a pod of 3 teachers for reading, math, and science/social studies. Students use planners in which they are given the responsibility of keeping up with classwork and assignments.

One area of need that has been a continued focus for our school is to continue to build a better, more positive relationship with the parents of our students. We recognize that by establishing a partnership with our students' families we can enlist their help with attendance, academics, study skills, and the overall programs of the school. We are proud to say that our parent support has increased in the last two years. We have seen an increase in the number of parents who want to come volunteer at their child's school.

Since 2014, we have implemented additional ways to communicate with our stakeholders through communication resources that are available to us. We use School Messenger, Facebook, Twitter and our school website to let parents and other stakeholders know what is going on at our school. For the 2017-2018 school term, we will implement a school app that will serve as an additional means of communication with parents. We will be updating our school website, as well as adding the classroom management program Class DOJO. This is a point system that alerts parents immediately if their child has not been on their best behavior at school.

For 2016-2017, we applied and were approved to establish our own chapter of the National Elementary Honor Society at McDavid-Jones. The first induction ceremony of our new chapter was held in October of 2016.

Additional Information

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

McDavid-Jones is proud to be one of the few schools in Alabama to facilitate a school-wide 4-H program.

McDavid-Jones is also the first school to implement the Classroom in the Forest/Forest in the Classroom program where students learn about natural resources that are an important part of their community as well as for the state of Alabama.

We are also one of the first schools to have a school-wide Junior Master Gardener program. Parent volunteers receive training at the beginning of the school year that will empower them to lead classes in the 4-H, Classroom in the Forest/Forest in the Classroom, and Junior Master Gardner programs.

McDavid-Jones strives to keep parents informed about things that are going on at school. We communicate with them through School Messenger, Parent bulletins, the school website,, Class DOJO and through our school Facebook page. We have added Twitter as an additional resource in 2016, and a school app in 2017.

We recently began using responsible, assertive, dependable 5th graders to assist in the cafeteria at breakfast. These students help our little ones get their trays and get seated to eat breakfast. They help with opening drinks and food as needed. They also help the younger students get to their classroom after breakfast, if necessary.

McDavid-Jones implemented a Bring Your Own Device program last year. As a result of that, we have established two Tech Teams. These teams are made up of students in 5th grade and 2nd grade who are tech savvy, dependable, and responsible. They assist with lab startups in the morning and with shut down in the afternoon. The breakfast patrol and the Tech Teams will give our students an opportunity to enhance their leadership skills, and it will prepare them to be leaders after they leave McDavid-Jones.

Each year for the past seven years Citronelle United Methodist Church has sponsored "Too Good for Drugs" program for our fifth grade students. The program talks about gate way drugs. We have had over one thousand students complete the program.

We have been a part of the "Reading Buddy Program" sponsored by MAEF for the last three years. This program is offered to our third grade students.

We have held a career fair "Careers on Wheels (C.O.W.)" for the last six years for our third, fourth and fifth grade students. Businesses from the community and surrounding areas come and speak with the students about the importance of staying in school and choosing a career they will enjoy.

We are proud to say that we celebrated our 26th year as "Partners in Education" with Arkema last year. Over the years Arkema provided our school with playground equipment, computers, books, ramp for our handicapped students, painted our stage and provided many other needs for our school. Arkema recognizes our students for quarterly and yearly honor awards, such as "A", "AB" Honor Roll, and Perfect Attendance. Arkema employees attend the career day and share their profession with our students. They sponsor a summer reading program for all students. Arkema also provides gifts for needy students at Christmas.

McDavid-Jones has also been working to build relationships among the leaders and students of other schools in our feeder pattern through a coordination of activities with Lott Middle School and Citronelle High School. We believe that these efforts will bring about a community spirit among our students that will make them want to stay in school and look forward to being a part of the graduation experience.

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.

In August, the ACIP committee, which consists of administration, core academic teachers, resource personnel, parents, and our School Improvement Specialist met to review the 2017 test data to discern the degree to which the goals and objectives of the improvement plan for our school had been met. The information was shared with faculty and interested parents. The ACIP team met and analyzed all available data to determine which strategies were successful and which strategies needed to be modified or omitted. Additionally, the team suggested strategies, professional development, and budget requirements that would be needed to help reach the stated goals. When the draft was completed, faculty and parents were invited to review the ACIP snapshot to suggest modifications or revisions. Stakeholders were invited to participate and were notified in person as to what their role would be and when meetings would be held.

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

ACIP committee participants include administrators, core academic teachers, parent organizers, media teacher, technology representative, counselor, attendance clerk, parents, and other community stakeholders. Administrators review budgets, data, and professional development strategies that will pertain to the plan. Core academic teachers and resource teachers disaggregated data that would be used to determine academic goals, strategies, and activities to meet plan requirements. The attendance clerk provided input regarding goals for attendance as an additional academic indicator. Parent organizers, parent representatives, and other community stakeholders provided input with regard to the goals, strategies, and activities that were selected for the school improvement plan. Our School Improvement Specialist meets with us regularly to monitor progress on our Continuous Improvement Plan.

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

The final improvement plan was communicated to all stakeholders through online web services, including school website and other social media, quarterly. Notifications of changes will be communicated through monthly parent bulletins and newsletters, along with frequent school messenger communications as needed to remind parents of the working plan. Hard copies of the plan will be kept onsite for individuals to peruse at their convenience.

ACIP committee meetings will be held at least every other month to review progress on and make revisions to the plan. Committee members will be notified through digital messaging, phone calls, or via personal contact. Chalkable PD reports and sign in sheets will be used as documentation of meetings.

Grade levels will be provided an opportunity to meet formally on a regular basis, at least once per month. PLCIA's will be used as documentation.

Data meetings will be held once per month for grade levels and once per month for PST. The Leadership team will meet once per month.

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 | The data used for evaluation are the Fall 2017 administration of the Scantron Performance Series assessments for Reading, Math, and Science, ASPIRE 2017 data, and DIBELS assessments for Spring 2017. Student performance data is attached. | Student Performance Data Scantron Performance Baseline Data |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes. | Level 3 |

| | 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 demonstrate a modest decline. | Level 2 |

Areas of Notable Achievement

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

DIBELS

- Kindergarten Composite Scores

48% at or above Benchmarks

29% below Benchmarks

23% well below Benchmarks

- First Grade Composite Scores

52% at or above Benchmarks

19% below Benchmarks

29% well below Benchmarks

- Second Grade Composite Scores

66% at or above Benchmarks

11% below Benchmarks

23% well below Benchmarks

All three grade levels made gains from the previous year.

Aspire reading increased for the school overall by 6 points,

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

Aspire scores in reading for third grade and for the overall school average showed a positive trend.

Which area(s) indicate the overall highest performance?

Third grade Aspire reading and DIBELS assessments for grade 2.

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

There were none noted.

Between which subgroups is the achievement gap closing?

None noted.

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

There were no other sources noted.

Areas in Need of Improvement

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

Math and Reading for grade 5.

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

Math and Reading for grade 5.

Which area(s) indicate the overall lowest performance?

Reading for grade 5.

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

None noted

Between which subgroups is the achievement gap becoming greater?

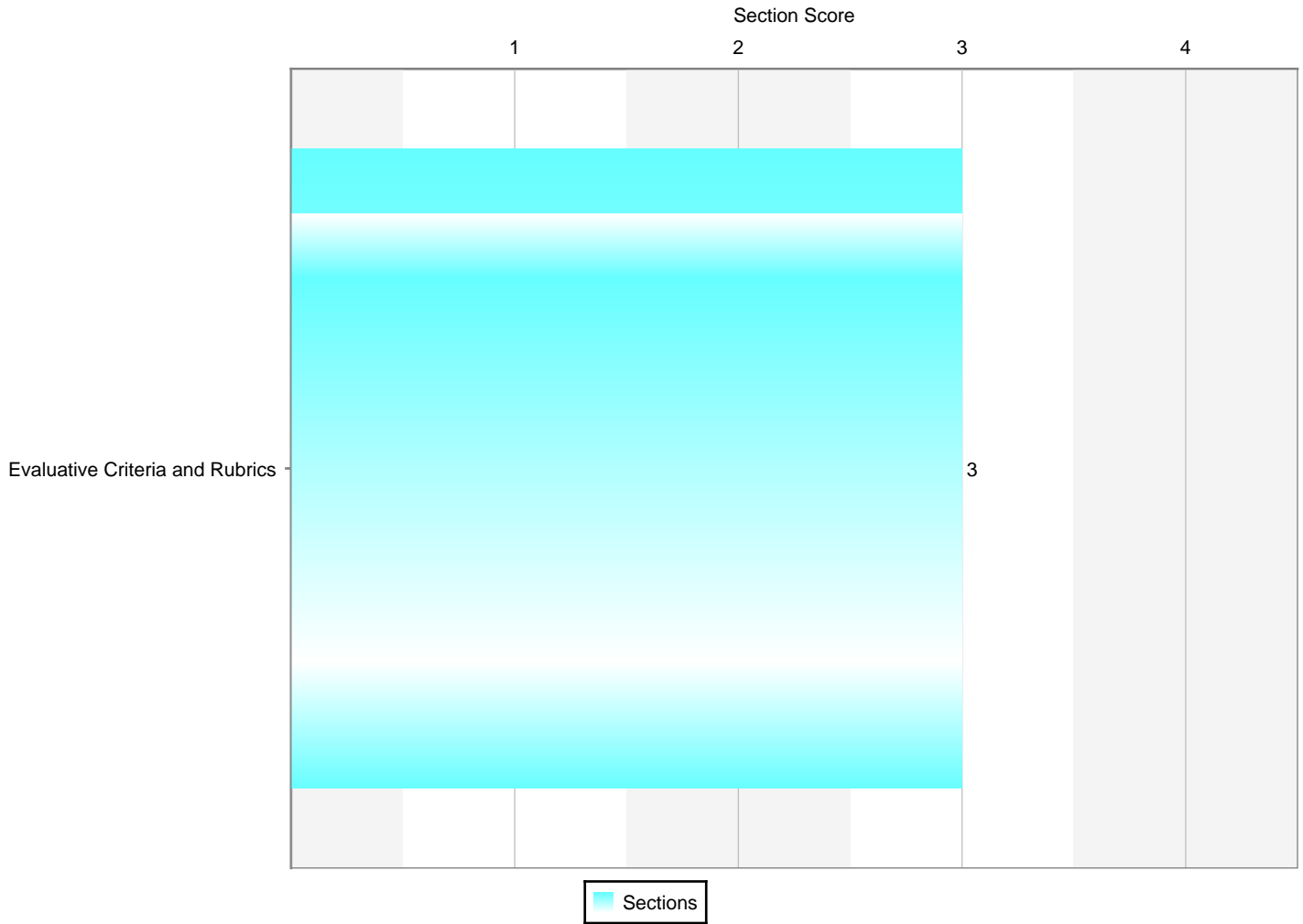
None noted

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

There were no other sources for comparison.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|----------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | Signature page for this assurance is attached. | Signature page |

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|----------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Susan Jill Dickinson, Principal 16250 Hwy 45 South Citronelle, Alabama 36522 251-221-1510 | Signature page |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|--|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | Signature page, Parent Involvement Plan Brochure, and Parent and Family Engagement Plan are attached. | Parent Involvement Plan 2017-2018 Signature page Parent and Family Engagement Plan |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|--|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | Parent Compact is attached along with the signature page for this assurance. | Parent Compact 2017-2018 Signature page |

2017-2018 McDavid-Jones Elementary

Overview

Plan Name

2017-2018 McDavid-Jones Elementary

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 | Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas. | Objectives: 5 Strategies: 6 Activities: 15 | Academic | \$2930662 |
| 2 | Goal 2: Prepare and Support Teachers to Graduate College- and Career-Ready Students. | Objectives: 1 Strategies: 2 Activities: 6 | Organizational | \$0 |
| 3 | Goal 3: Provide digital tools and resources to all educators and students. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$50826 |
| 4 | Goal 4: Prepare and support students through student support services. | Objectives: 2 Strategies: 3 Activities: 5 | Organizational | \$123671 |
| 5 | Goal 5: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP). | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |
| 6 | Goal 6: Enhance parent engagement in Pre-K-8 schools and student engagement in high schools. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$19607 |

Goal 1: Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Reading by 05/24/2018 as measured by the Spring 2018 administration.

Strategy 1:

Increase Reading Achievement - All teachers will implement the use of reading and/or writing strategies to enhance reading/writing instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments, DIBELS assessments, Wonders assessments and EQT's will be used to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2794714 | State Funds, State Funds, State Funds, District Funding | Special Education teachers, K-5 teachers |

| Activity - Implement Accelerated Reader | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------------|--|
| All teachers will implement Accelerated Reader daily. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$55754 | State Funds, State Funds | K-5 Teachers, Resource teachers, Media personnel |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------------------|------------|------------|-------------------|--|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction. | Tutoring, Academic Support Program | 08/08/2017 | 05/24/2018 | \$13000 | Title I Part A, Title I Part A, Title I Part A | Title 1 Facilitator, Tutors |

| Activity - Traits Writing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

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McDavid-Jones Elementary School

| | | | | | | |
|--|--------------------------|------------|------------|-----|---------------------|--------------|
| All teachers will implement the Traits Writing program which includes the use of writing portfolios. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | K-5 teachers |
|--|--------------------------|------------|------------|-----|---------------------|--------------|

| Activity - Summer Reading Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Students will also be offered assistance with summer reading projects. | Academic Support Program | 06/12/2018 | 06/28/2018 | \$1000 | Title I Part A | Teachers, Paraprofessionals |

| Activity - Wonders Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use Wonders Reading for reading instruction. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | All K-5 teachers |

| Activity - DIBELS Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | K-2 teachers and DIBELS assessment team |

Measurable Objective 2:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Mathematics by 05/24/2018 as measured by the Spring 2018 administration.

Strategy 1:

Increase Math Achievement - All teachers will implement the use of math strategies to enhance math instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments and EQT's will be used to monitor progress. Teachers will refer to the MCPSS Curriculum Guide to ensure coverage of all skills, standards, and concepts related to mathematics.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | State Funds | Special Education teachers, K-5 teachers |

ACIP

McDavid-Jones Elementary School

| Activity - Extended Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math. | Tutoring, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Title I Part A | Title 1 Facilitator, Tutors |

Strategy 2:

Mathematics Design Collaborative (MDC) - Mathematics Design Collaborative (MDC) and AMSTI Math strategies will be used to teach all students mathematics concepts during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

| Activity - Monitor implementation of MCPSS Instructional Planning Guides | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Monitor the implementation of the MCPSS Instructional Planning Guides and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity check. Grades 3-5 | Academic Support Program | 08/08/2017 | 05/24/2018 | \$26905 | State Funds | Grade-level Lead Mathematics Teachers and Administrators |

| Activity - Close Reading for Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Close Reading: Students in all math classes will read for general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Grade-level Lead Mathematics Teachers and Administrators |

Measurable Objective 3:

5% of Fifth grade students will increase student growth on the Scantron Performance Series Assessment from 2485 (mean SS) to 2609 in Science by 05/24/2018 as measured by the Spring 2018 administration.

Strategy 1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Use Science Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

McDavid-Jones Elementary School

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|---|--------------------------|------------|------------|---------|---------------------------------|--|
| Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly) STEM Camp | Academic Support Program | 08/08/2017 | 05/24/2018 | \$39289 | Title I Part A, Title II Part A | Teachers in grades 4 & 5, Instructional Paraprofessional |
|---|--------------------------|------------|------------|---------|---------------------------------|--|

Measurable Objective 4:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 06/01/2018 as measured by the state required ACCESS for ELs assessment.

Strategy 1:

Provide individualized instruction for EL students. - English Learners will meet or exceed the state APLA with at least a .5 gain on the ACCESS for ELs through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English. Students will receive appropriate accommodations on activities and assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

| Activity - Appropriate Accommodations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers of EL students will provide appropriate accommodations on activities and assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Teachers of EL students |

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------------|
| During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery. | Professional Learning | 08/08/2017 | 09/25/2017 | \$0 | District Funding | Teachers of EL students |

Measurable Objective 5:

70% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Social Studies by 05/24/2018 as measured by Classroom/student observations, implementation of Courses of Study-Lesson Plans, and/or final products.

Strategy 1:

Increase Student Achievement with Technology - Use professional development opportunities and district resources for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Transform 2020 Surveys

| Activity - Use Digital Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|-------------------|-------------------|
| Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction. Examples may include: StarFall, More Starfall, Reading A to Z, Learn Zillion, Reading Wonders, etc. | Technology | 08/08/2017 | 05/24/2018 | \$0 | District Funding | K-5 teachers |

Goal 2: Goal 2: Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 05/24/2018 as measured by classroom observations and walk-throughs..

Strategy 1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards. Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, District Personnel, Faculty |

| Activity - Use Technology | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------|---------------------|--|
| Teachers will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. Provide or support Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. | Technology, Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, District Staff, Teachers |

| Activity - Alabama Mentoring Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| New teachers will complete the Alabama Mentoring Program requirements with the aide of a qualified mentor. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Mentors, New teachers, Administrators |

| Activity - Online Mentoring Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------------|
| Mentors will complete online mentoring training. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Mentors, Administrators |

Strategy 2:

Collaboration - Teachers will collaborate to review and discuss data to determine student interventions and to guide instruction.

Category: Develop/Implement Learning Supports

Research Cited: CCRS

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will participate in Data Meetings to discuss student data and determine student needs. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Teachers, Administrators |

| Activity - Grade Level Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will meet regularly for grade level planning to develop curriculum strategies, assessment strategies, and instructional strategies. | Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Teachers, Administrators |

Goal 3: Goal 3: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive digital content and curriculum materials and text aligned with Alabama's College- and Career-Ready standards by 05/24/2018 as measured by classroom/student observations and decreased usage of paper and hard-copy materials.

Strategy 1:

Technology Integration - Administrator will seek to procure digital resources including web-based applications, site licenses, and interactive software that teachers can use to enhance digital-based instruction for all students. The strategy will be measured by observations in classrooms, computer-generated data reports, PST reports, and evidence of student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

| Activity - Use Digital Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-----------------------------|--|
| Students will use digital-based resources to enhance learning experiences in all content areas. | Technology | 08/08/2017 | 05/24/2018 | \$50826 | Title I Part A, State Funds | Administrator, K-5 teachers, Special Education teachers, Intervention teachers |

Goal 4: Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2018 as measured by attendance data reports from Chalkable Student Information Systems (INow).

Strategy 1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

| Activity - Increase Attendance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Classes and students will be offered various attendance incentives to increase ADA. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$14812 | Title I Part A | Attendance paraprofessional, Administrators, Resource Staff, Teachers, Support Personnel |

| Activity - PST | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Use the school Problem Solving Team to monitor students who have excessive absences, tardies, and early dismissals. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | PST team |

Strategy 2:

Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities are given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms. McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 4 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

At the end of the school year, each class is given the opportunity to visit a class on the next grade level. This gives students a chance to see where classes are located in the school as well as an opportunity to see the set-up of classrooms that are on the next grade level.

Elementary to Middle School Transitions

At the beginning of the school year, 5th grade students are given a planner and taught time-management techniques with an emphasis on preparation for middle school. To further prepare our students for transition to the feeder pattern school (Lott Middle School), our 5th grade teachers have implemented a departmentalized format with two teaching teams having three teachers each. Students change classes just as they will when they transition to Lott Middle. During the fourth quarter, 5th grade students are transported to Lott Middle School for an orientation program and a tour of the facilities. Prior to high-stakes testing in the spring, the principal of Lott Middle will visit the 5th grade students to explain the importance of their performance on the Scantron and how it will be used to determine their class placement when they enter Lott Middle.

Category: Other - Implement Transition Strategies

Research Cited: CCRS

| Activity - Implement Transition Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------------|
| Implement transition activities for home to school, year to year, and elementary school to middle school | Academic Support Program | 08/08/2017 | 05/24/2018 | \$971 | Title I Part A | Teachers, administrators |

Measurable Objective 2:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases by 05/24/2018 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals..

Strategy 1:

Increase Positive Behaviors - A Positive Behavior Interventions and Support team (PBIS) will be put in place to plan and coordinate events and incentives that will help

reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, OSEP

| Activity - PBIS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|---|
| The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$85670 | State Funds | PBIS team, Administrator s, Faculty and Staff |
| Activity - PST Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Use the school Problem Solving Team to monitor students who have been referred for excessive and recurring problem behaviors. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$22218 | Title I Part A | PST team |

Goal 5: Goal 5: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 13680 to 14090 by 05/24/2018 as measured by Discovery Education usage report.

Strategy 1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high-quality, engaging, standards-based digital media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through the safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

| Activity - Digital Literacy Project (DLP) Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|---|------------|------------|-----|---------------------|---|
| Create and/or sustain a Digital Literacy Team (6 core teachers, 2 media specialists and principal) to build capacity of the Digital Literacy Project. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrator, Digital Literacy Team, Media Specialists |
|---|---|------------|------------|-----|---------------------|---|

| Activity - Digital Literacy Project (DLP) Professional Development: | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|---------------------|--|
| Provide local school professional development and coaching to continue to support DLP implementation. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, Media Specialists, Digital Literacy Team, Teachers |

| Activity - Digital Literacy Project (DLP) Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|---------------------|--|
| Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, Media Specialists, Digital Literacy Team, Teachers |

Goal 6: Goal 6: Enhance parent engagement in Pre-K-8 schools and student engagement in high schools.

Measurable Objective 1:

collaborate to provide opportunities and innovative ways to serve parents who cannot attend traditional school functions by 05/24/2018 as measured by school-to-home and home-to-school connections .

Strategy 1:

Parent Engagement - We will provide a variety of opportunities for parents who cannot attend traditional school functions or conferences during the school day or after school and expand opportunities for parents to communicate with teachers and school officials in non-traditional ways.

Category: Other - Develop Parent Engagement Program

Research Cited: SREB

| Activity - Parent Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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ACIP

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|--|----------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Complete the Program Review Implementation Plan in the Program Review OneNote Binder. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$2999 | Title I Part A | Administrator, ACIP Chairperson |
| Activity - Parent Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Quarterly, offer a minimum of one (1) non-traditional parent opportunity, upload one sample evidence piece to the Program Review OneNote Binder and update Progress Notes in ASSIST. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$16608 | Title I Part A | Principal, Title 1 Facilitator, Parent Organizers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|--|------------------------------------|------------|------------|-------------------|--|
| Extended Day | Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction. | Tutoring, Academic Support Program | 08/08/2017 | 05/24/2018 | \$7500 | Title 1 Facilitator, Tutors |
| Extended Day | Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math. | Tutoring, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Title 1 Facilitator, Tutors |
| Parent Involvement | Complete the Program Review Implementation Plan in the Program Review OneNote Binder. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$2999 | Administrator, ACIP Chairperson |
| Parent Opportunities | Quarterly, offer a minimum of one (1) non-traditional parent opportunity, upload one sample evidence piece to the Program Review OneNote Binder and update Progress Notes in ASSIST. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$16608 | Principal, Title 1 Facilitator, Parent Organizers |
| Implement Transition Strategies | Implement transition activities for home to school, year to year, and elementary school to middle school | Academic Support Program | 08/08/2017 | 05/24/2018 | \$971 | Teachers, administrators |
| PST Team | Use the school Problem Solving Team to monitor students who have been referred for excessive and recurring problem behaviors. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$22218 | PST team |
| Use Science Resources | Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly) STEM Camp | Academic Support Program | 08/08/2017 | 05/24/2018 | \$36789 | Teachers in grades 4 & 5, Instructional Paraprofessional |
| Increase Attendance | Classes and students will be offered various attendance incentives to increase ADA. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$14812 | Attendance paraprofessional, Administrators, Resource Staff, Teachers, Support Personnel |

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|------------------------|---|------------------------------------|------------|------------|-----------------|--|
| Extended Day | Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction. | Tutoring, Academic Support Program | 08/08/2017 | 05/24/2018 | \$3000 | Title 1 Facilitator, Tutors |
| Summer Reading Program | The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Students will also be offered assistance with summer reading projects. | Academic Support Program | 06/12/2018 | 06/28/2018 | \$1000 | Teachers, Paraprofessionals |
| Use Digital Resources | Students will use digital-based resources to enhance learning experiences in all content areas. | Technology | 08/08/2017 | 05/24/2018 | \$39423 | Administrator, K-5 teachers, Special Education teachers, Intervention teachers |
| Extended Day | Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction. | Tutoring, Academic Support Program | 08/08/2017 | 05/24/2018 | \$2500 | Title 1 Facilitator, Tutors |
| Total | | | | | \$147820 | |

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|---|--------------------------|------------|------------|-------------------|--|
| Use Science Resources | Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly) STEM Camp | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2500 | Teachers in grades 4 & 5, Instructional Paraprofessional |
| Total | | | | | \$2500 | |

District Funding

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

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|---|---|--------------------------|------------|------------|-----------------|--|
| Professional Learning | During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery. | Professional Learning | 08/08/2017 | 09/25/2017 | \$0 | Teachers of EL students |
| Implement Cycle of Instruction with PST/RTI | K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$105567 | Special Education teachers, K-5 teachers |
| Use Digital Resources | Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction. Examples may include: StarFall, More Starfall, Reading A to Z, Learn Zillion, Reading Wonders, etc. | Technology | 08/08/2017 | 05/24/2018 | \$0 | K-5 teachers |
| Total | | | | | \$105567 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|---|------------|------------|-------------------|--|
| Digital Literacy Project (DLP) Professional Development: | Provide local school professional development and coaching to continue to support DLP implementation. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Media Specialists, Digital Literacy Team, Teachers |
| DIBELS Assessment | K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | K-2 teachers and DIBELS assessment team |
| Appropriate Accommodations | Teachers of EL students will provide appropriate accommodations on activities and assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Teachers of EL students |
| Grade Level Planning | Teachers will meet regularly for grade level planning to develop curriculum strategies, assessment strategies, and instructional strategies. | Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Teachers, Administrators |
| Close Reading for Math | Close Reading: Students in all math classes will read for general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Grade-level Lead Mathematics Teachers and Administrators |

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|---|--|---|------------|------------|------------|--|
| Professional Development | The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | Administrators, District Personnel, Faculty |
| PST | Use the school Problem Solving Team to monitor students who have excessive absences, tardies, and early dismissals. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | PST team |
| Use Technology | Teachers will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. Provide or support Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. | Technology, Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | Administrators, District Staff, Teachers |
| Traits Writing | All teachers will implement the Traits Writing program which includes the use of writing portfolios. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | K-5 teachers |
| Wonders Reading | Teachers will use Wonders Reading for reading instruction. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | All K-5 teachers |
| Data Meetings | Teachers will participate in Data Meetings to discuss student data and determine student needs. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Teachers, Administrators |
| Online Mentoring Training | Mentors will complete online mentoring training. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | Mentors, Administrators |
| Alabama Mentoring Program | New teachers will complete the Alabama Mentoring Program requirements with the aide of a qualified mentor. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 | Mentors, New teachers, Administrators |
| Digital Literacy Project (DLP) Implementation | Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Media Specialists, Digital Literacy Team, Teachers |
| Digital Literacy Project (DLP) Team | Create and/or sustain a Digital Literacy Team (6 core teachers, 2 media specialists and principal) to build capacity of the Digital Literacy Project. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrator, Digital Literacy Team, Media Specialists |
| Total | | | | | \$0 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|----------------------------|------------|------------|-------------------|--|
| Implement Accelerated Reader | All teachers will implement Accelerated Reader daily. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$1641 | K-5 Teachers, Resource teachers, Media personnel |
| Implement Cycle of Instruction with PST/RTI | K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Special Education teachers, K-5 teachers |
| Implement Cycle of Instruction with PST/RTI | K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$90496 | Special Education teachers, K-5 teachers |
| Use Digital Resources | Students will use digital-based resources to enhance learning experiences in all content areas. | Technology | 08/08/2017 | 05/24/2018 | \$11403 | Administrator, K-5 teachers, Special Education teachers, Intervention teachers |
| Implement Cycle of Instruction with PST/RTI | K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2530179 | Special Education teachers, K-5 teachers |
| Monitor implementation of MCPSS Instructional Planning Guides | Monitor the implementation of the MCPSS Instructional Planning Guides and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity check. Grades 3-5 | Academic Support Program | 08/08/2017 | 05/24/2018 | \$26905 | Grade-level Lead Mathematics Teachers and Administrators |
| PBIS | The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$85670 | PBIS team, Administrators, Faculty and Staff |
| Implement Accelerated Reader | All teachers will implement Accelerated Reader daily. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$54113 | K-5 Teachers, Resource teachers, Media personnel |

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|---|---|--------------------------|------------|------------|-----------|--|
| Implement Cycle of Instruction with PST/RTI | K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$68472 | Special Education teachers, K-5 teachers |
| Total | | | | | \$2868879 | |

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 | Stakeholder feedback analysis is attached. | Stakeholder Feedback Analysis |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

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

Areas of Notable Achievement

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

The areas which had the highest approval rating were:

Standard 2: Governance and Leadership ~ 4.42 (Parents)

Standard 4: Resources and Support Systems ~ 4.49 (Parents)

Standard 3: Teaching and Assessing for Learning ~ 4.50 (Parents)

Section 1: About My School ~ 4.99 (Early Elementary)

Section 1: About My School ~ 5.00 (Elementary)

Section 1: Purpose and Direction ~ 2.97 (Older Elementary)

Section 6: Resources and Support Systems ~ 2.97 (Older Elementary)

Parents and students indicated the staff at McDavid-Jones have high expectations for all students, and that they want all students to learn. Parents also indicated a belief that their children understand expectations for learning in their classes, and that the school provides a safe learning environment.

Early elementary students indicated a belief that their teachers wants them to do their very best, and that they have books at their school that they can read.

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

Standard 3: Teaching and Assessing for Learning ~ 4.50 (Parents)

Parents and students indicated the staff at McDavid-Jones have high expectations for all students, and that they want all students to learn. Parents also indicated a belief that their children understand expectations for learning in their classes, and that the school provides a safe learning environment.

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

No other sources available for comparison.

Areas in Need of Improvement

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

The areas with the lowest approval rating were:

Standard 2: Governance and Leadership ~ 4.15 (Parents)

Standard 4: Resources and Support Systems ~ 4.20 (Parents)

Section 1: About My School ~ 4.37 (Early Elementary)

Section 2: Governance and Leadership ~ 2.47 ~ (Older Elementary)

Section 5: Using Results for Continuous Improvement~ 2.72 ~ (Older Elementary)

Parents and students indicated a belief that the governing body of our school interferes with the operation and leadership of our school.

Parents also indicated that our school does not provide opportunities for students to participate in the activities that interest them.

Older students indicated that students at their school do not treat adults with respect. Older students also indicated that their teachers and principal do not ask them what they think about school.

Early elementary students indicated a belief that their families do not like to come to their school.

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

Section 1: About My School ~ 4.37 (Early Elementary)

Early elementary students indicated a belief that their families do not like to come to their school.

What are the implications for these stakeholder perceptions?

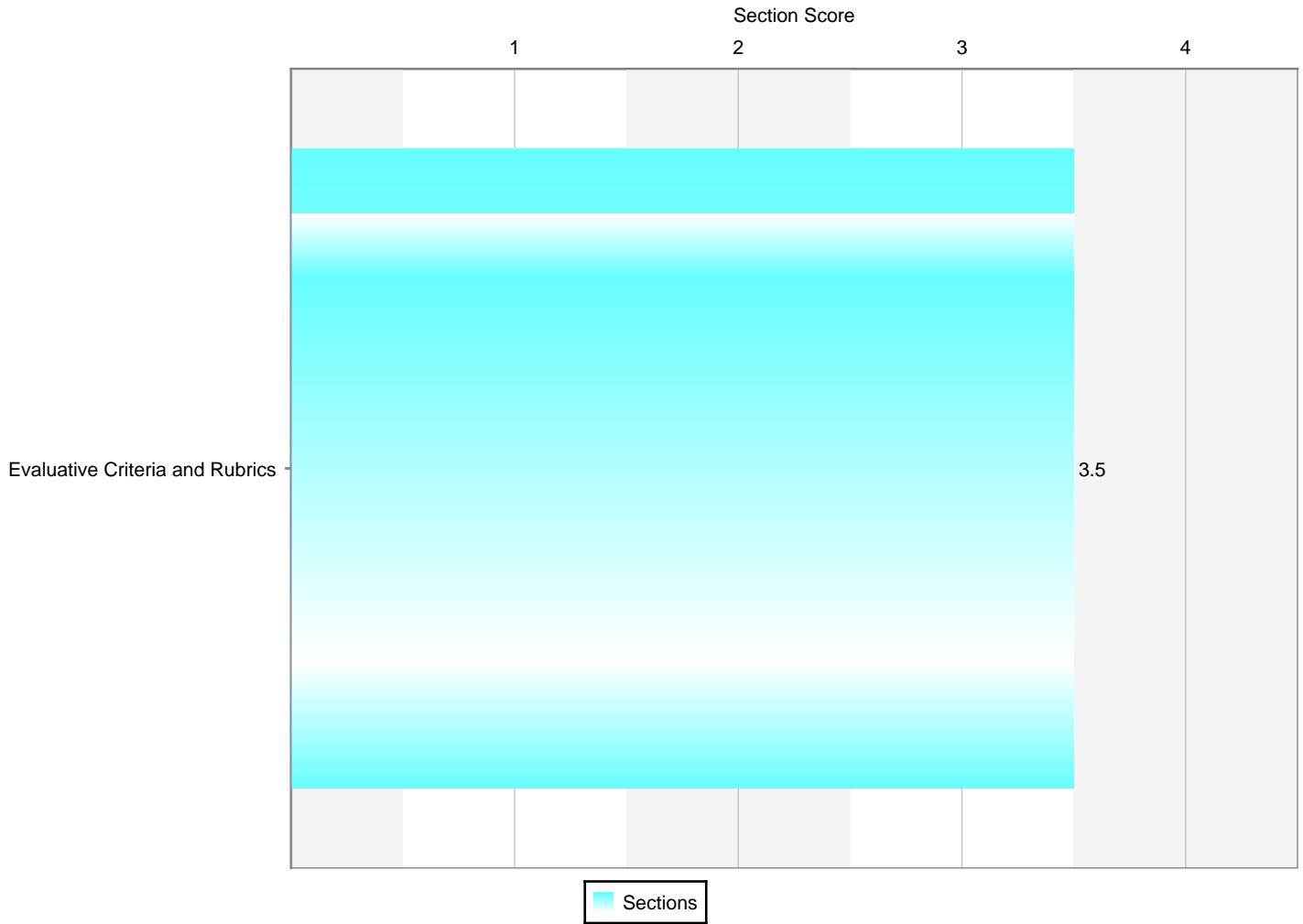
Based on the data in the surveys, faculty and staff at McDavid-Jones will need to implement a plan that will continue to foster positive relationships between the school and the community, and increase parental involvement. Faculty and staff should find ways to provide opportunities for students to participate in the activities that interest them.

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

There were no other data sources available for comparison.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

At the end of the school year the ACIP committee, which consisted of administration, core academic teachers, resource personnel, and parents, met to review the 2016-2017 test data to discern the degree to which the goals and objectives of the improvement plan for our school had been met. The ACIP team analyzed all available data to determine where the areas of focus would need to be. Additionally, the team suggested strategies, professional development, and budget requirements that would be needed to help reach the stated goals.

What were the results of the comprehensive needs assessment?

In a comparison of our Aspire data from 2014 to 2017 the team concluded the following...

- ~ 3rd grade Reading increased by 5 points over the previous year with gains being made each year.
- ~ 5th grade Reading dropped 6 points from the previous year.
- ~ 5th grade Math has made gains each year with a 11 point gain from 2016, but dropped 10 points in 2017.
- ~ 3rd grade reading on the Aspire has increased from 23 in 2014 to 26 in 2015 to 31 in 2016 to 36 in 2017, an increase of 13 points since the first group of third grade students took the test.
- ~ Overall, there was a a 3 point gain in Reading from the previous year, going from 36 to 39 in 2017.
- ~ Overall, there was no change in Math scores with the school wide average maintaining at 44.
- ~ 5th grade Science dropped 3 points from 35 to 32 in 2017.

What conclusions were drawn from the results?

It was concluded by the committee that strategies will need to be put in place to address the areas of weakness shown in their analysis of the assessment data. These will include strategies for reading and for math.

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

It was concluded by the committee that strategies will need to be put in place to address the areas of weakness shown in their analysis of the assessment data. These will include strategies for reading and for math. Activities will include programs that address student achievement and any noted achievement gaps for demographic sub-groups.

Information included the following:

Parent Perception: Parents indicated a need for increased communication.

Student Achievement: DIBELS Data indicated that there is a higher percentage of students in K-2 that are below benchmark.

State Assessment Data indicated that there is a higher need for Reading and Math intervention.

School Programs: Classroom in the Forest/Forest in the Classroom, 4-H, and Junior Master Gardner programs should continue. Attendance

Data: Unexcused absences, tardies, and early dismissals are excessive.

Demographic Data: There are more white students than any other race.

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

Goals will address strategies to increase reading achievement and math achievement. Goals will also be set to address attendance and behavior as other academic indicators.

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

The goals of McDavid-Jones will include specific details that will address the subject content areas, student groups, any demographic subgroups, the time frame, and the expected percentage of increase as have been determined through an analysis of multiple types of data.

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

All curriculum areas have been aligned with the core standards. Instructional materials and strategies are research-based. Continuous progress monitoring of formative and summative assessment data will allow teachers to adjust instructional practices. DIBELS, STAR, ACT Aspire, ACCESS for ELLs, AAA, and EQTs will be used to evaluate progress. Additional academic support is offered during school by Title 1 personnel, paraprofessionals, and Special Education teachers and is offered to students who qualify for assistance.

Students with special needs shall be provided appropriate, individualized intensive instruction to enable them to eventually perform at levels comparable to their peer groups. The percentage of students served by special education programs shall be consistent with state and national averages, and students should be exited from the program as soon as possible. The administration shall provide district administration with a report of the percentage of special education students by race and gender compared to the district enrollment. The number of students by disability and ethnicity will also be provided. Goals for the entire school population are addressed through analysis and disaggregation of school, district, and state data to determine if students are performing at levels comparable to district and state peer groups. Grade levels plan collaboratively and academic teams ensure lateral curriculum alignment is appropriate. Ongoing instructional support is provided as needs are identified. We implement the RtI system using data to make decisions about intervention.

TIER I: Tier I includes all students in General Education Classroom. All students are assessed for reading and math ability at the beginning of school, mid-year and again at the end of the year to determine progress.

TIER II: Tier II students will be assessed multiple times during the year to determine progress made. Progress monitoring will be utilized to make decisions regarding Tier placement and only students that are below grade level in reading or math will be placed. Classroom grades do not make determination of qualification for Tier II. Students in Tier II can leave Tier II (move up to only Tier I) when they are able. Students cannot be placed into Tier III until after at least 12 weeks of documented Tier II intervention has not produced satisfactory results. Teachers have a variety of tools for Tier II. Tier II is not small group done during core instruction. Tier II is a separate small group intervention using methods and instruction specifically identified to meet individual student deficits, including Soliday System and ARI Strategies & Systems. Students in Tier II are not required to be in Tier III. Progress must be monitored and documented.

TIER III: Students in Tier III must also be in Tier II unless otherwise specified due to extreme situations. Tier II students will be assessed

multiple times during the year to determine progress made. Tier III students will have significant academic deficits that need more intensive instruction; these students are normally greater than one year behind academically. Data must be present that identifies the deficit areas for the students who are at-risk according to the district set cut-off scores. Classroom grades or test scores are not to be used. All intervention must be documented with progress monitoring. While in Tier III students are to work in deficit areas and not work on material or topics taught during Tier I. This time is not a homework or classwork help session.

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:

Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Reading by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Reading Achievement - All teachers will implement the use of reading and/or writing strategies to enhance reading/writing instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments, DIBELS assessments, Wonders assessments and EQT's will be used to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Summer Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-----------------------------|
| The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Students will also be offered assistance with summer reading projects. | Academic Support Program | 06/12/2018 | 06/28/2018 | \$1000 - Title I Part A | Teachers, Paraprofessionals |

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - State Funds | Special Education teachers, K-5 teachers |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction. | Academic Support Program Tutoring | 08/08/2017 | 05/24/2018 | \$0 - Title I Part A | Title 1 Facilitator, Tutors |

| Activity - Wonders Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will use Wonders Reading for reading instruction. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All K-5 teachers |

| Activity - Traits Writing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All teachers will implement the Traits Writing program which includes the use of writing portfolios. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-5 teachers |

| Activity - Implement Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| All teachers will implement Accelerated Reader daily. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-5 Teachers, Resource teachers, Media personnel |

| Activity - DIBELS Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-2 teachers and DIBELS assessment team |

Measurable Objective 2:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 06/01/2018 as measured by the state required ACCESS for ELs assessment.

Strategy1:

Provide individualized instruction for EL students. - English Learners will meet or exceed the state APLA with at least a .5 gain on the ACCESS for ELs through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English. Students will receive appropriate accommodations on activities and assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

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McDavid-Jones Elementary School

| Activity - Appropriate Accommodations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers of EL students will provide appropriate accommodations on activities and assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers of EL students |

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------------|
| During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery. | Professional Learning | 08/08/2017 | 09/25/2017 | \$0 - District Funding | Teachers of EL students |

Measurable Objective 3:

70% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Social Studies by 05/24/2018 as measured by Classroom/student observations, implementation of Courses of Study-Lesson Plans, and/or final products.

Strategy1:

Increase Student Achievement with Technology - Use professional development opportunities and district resources for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Transform 2020 Surveys

| Activity - Use Digital Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|-------------------|
| Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction. Examples may include: StarFall, More Starfall, Reading A to Z, Learn Zillion, Reading Wonders, etc. | Technology | 08/08/2017 | 05/24/2018 | \$0 - District Funding | K-5 teachers |

Measurable Objective 4:

5% of Fifth grade students will increase student growth on the Scantron Performance Series Assessment from 2485 (mean SS) to 2609 in Science by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Use Science Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--------------------------|
| Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly) STEM Camp | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2500 - Title II Part A | Teachers in grades 4 & 5 |

Measurable Objective 5:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Mathematics by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Math Achievement - All teachers will implement the use of math strategies to enhance math instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments and EQT's will be used to monitor progress. Teachers will refer to the MCPSS Curriculum Guide to ensure coverage of all skills, standards, and concepts related to mathematics.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math. | Academic Support Program Tutoring | 08/08/2017 | 05/24/2018 | \$0 - Title I Part A | Title 1 Facilitator, Tutors |

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - State Funds | Special Education teachers, K-5 teachers |

Strategy2:

Mathematics Design Collaborative (MDC) - Mathematics Design Collaborative (MDC) and AMSTI Math strategies will be used to teach all students mathematics concepts during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

| Activity - Monitor implementation of MCPSS Instructional Planning Guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Monitor the implementation of the MCPSS Instructional Planning Guides and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity check. Grades 3-5 | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Grade-level Lead Mathematics Teachers and Administrators |

| Activity - Close Reading for Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Close Reading: Students in all math classes will read for general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Grade-level Lead Mathematics Teachers and Administrators |

Goal 2:

Goal 2: Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 05/24/2018 as measured by classroom observations and walk-throughs..

Strategy1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards. Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

| Activity - Use Technology | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------------|------------|------------|-------------------------|--|
| Teachers will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. Provide or support Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. | Technology Professional Learning | 08/08/2017 | 05/24/2018 | \$4187 - State Funds | Administrators, District Staff, Teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---|
| The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. | Professional Learning | 08/08/2017 | 05/24/2018 | \$4187 - State Funds | Administrators, District Personnel, Faculty |

| Activity - Online Mentoring Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------------|
| Mentors will complete online mentoring training. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Mentors, Administrators |

| Activity - Alabama Mentoring Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------------------|
| New teachers will complete the Alabama Mentoring Program requirements with the aide of a qualified mentor. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Mentors, New teachers, Administrators |

Strategy2:

Collaboration - Teachers will collaborate to review and discuss data to determine student interventions and to guide instruction.

Category: Develop/Implement Learning Supports

Research Cited: CCRS

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--------------------------|
| Teachers will participate in Data Meetings to discuss student data and determine student needs. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers, Administrators |

| Activity - Grade Level Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|--------------------------|
| Teachers will meet regularly for grade level planning to develop curriculum strategies, assessment strategies, and instructional strategies. | Academic Support Program Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers, Administrators |

Goal 3:

Goal 3: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive digital content and curriculum materials and text aligned with Alabama's College- and Career-Ready standards by 05/24/2018 as measured by classroom/student observations and decreased usage of paper and hard-copy materials.

Strategy1:

Technology Integration - Administrator will seek to procure digital resources including web-based applications, site licenses, and interactive software that teachers can use to enhance digital-based instruction for all students. The strategy will be measured by observations in classrooms, computer-generated data reports, PST reports, and evidence of student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

| Activity - Use Digital Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|--------------------------|--|
| Students will use digital-based resources to enhance learning experiences in all content areas. | Technology | 08/08/2017 | 05/24/2018 | \$43000 - Title I Part A | Administrator, K-5 teachers, Special Education teachers, Intervention teachers |

Goal 4:

Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases by 05/24/2018 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals..

Strategy1:

Increase Positive Behaviors - A Positive Behavior Interventions and Support team (PBIS) will be put in place to plan and coordinate events and incentives that will help reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, OSEP

| Activity - PBIS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|--|
| The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | PBIS team, Administrators, Faculty and Staff |

| Activity - PST Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------|
| Use the school Problem Solving Team to monitor students who have been referred for excessive and recurring problem behaviors. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | PST team |

Measurable Objective 2:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2018 as measured by

attendance data reports from Chalkable Student Information Systems (INow).

Strategy1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

| Activity - Increase Attendance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--|
| Classes and students will be offered various attendance incentives to increase ADA. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$22000 - Title I Part A | Attendance paraprofessional, Administrators, Resource Staff, Teachers, Support Personnel |

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Use the school Problem Solving Team to monitor students who have excessive absences, tardies, and early dismissals. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | PST team |

Strategy2:

Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities are given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms. McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 4 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

At the end of the school year, each class is given the opportunity to visit a class on the next grade level. This gives students a chance to see where classes are located in the school as well as an opportunity to see the set-up of classrooms that are on the next grade level.

Elementary to Middle School Transitions

At the beginning of the school year, 5th grade students are given a planner and taught time-management techniques with an emphasis on preparation for middle school. To further prepare our students for transition to the feeder pattern school (Lott Middle School), our 5th grade teachers have implemented a departmentalized format with two teaching teams having three teachers each. Students change classes just as they will when they transition to Lott Middle. During the fourth quarter, 5th grade students are transported to Lott Middle School for an

orientation program and a tour of the facilities. Prior to high-stakes testing in the spring, the principal of Lott Middle will visit the 5th grade students to explain the importance of their performance on the Scantron and how it will be used to determine their class placement when they enter Lott Middle.

Category: Other - Implement Transition Strategies

Research Cited: CCRS

| Activity - Implement Transition Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Implement transition activities for home to school, year to year, and elementary school to middle school | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers, administrators |

Goal 5:

Goal 5: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 13680 to 14090 by 05/24/2018 as measured by Discovery Education usage report.

Strategy1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high-quality, engaging, standards-based digital media resources for

students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through the safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - Digital Literacy Project (DLP) Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Create and/or sustain a Digital Literacy Team (6 core teachers, 2 media specialists and principal) to build capacity of the Digital Literacy Project. | Professional Learning Academic Support Program Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrator, Digital Literacy Team, Media Specialists |

| Activity - Digital Literacy Project (DLP) Professional Development: | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|--|
| Provide local school professional development and coaching to continue to support DLP implementation. | Technology Professional Learning Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Media Specialists, Digital Literacy Team, Teachers |

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| Activity - Digital Literacy Project (DLP) Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--|
| Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. | Technology Professional Learning Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Media Specialists, Digital Literacy Team, Teachers |

Goal 6:

Goal 6: Enhance parent engagement in Pre-K-8 schools and student engagement in high schools.

Measurable Objective 1:

collaborate to provide opportunities and innovative ways to serve parents who cannot attend traditional school functions by 05/24/2018 as measured by school-to-home and home-to-school connections .

Strategy1:

Parent Engagement - We will provide a variety of opportunities for parents who cannot attend traditional school functions or conferences during the school day or after school and expand opportunities for parents to communicate with teachers and school officials in non-traditional ways.

Category: Other - Develop Parent Engagement Program

Research Cited: SREB

| Activity - Parent Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|--------------------------|---|
| Quarterly, offer a minimum of one (1) non-traditional parent opportunity, upload one sample evidence piece to the Program Review OneNote Binder and update Progress Notes in ASSIST. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$16608 - Title I Part A | Principal, Title 1 Facilitator, Parent Organizers |

| Activity - Parent Involvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------------------|
| Complete the Program Review Implementation Plan in the Program Review OneNote Binder. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrator, ACIP Chairperson |

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:

Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 06/01/2018 as measured by the state required ACCESS for ELs assessment.

Strategy1:

Provide individualized instruction for EL students. - English Learners will meet or exceed the state APLA with at least a .5 gain on the ACCESS for ELs through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English. Students will receive appropriate accommodations on activities and assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------------|
| During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery. | Professional Learning | 08/08/2017 | 09/25/2017 | \$0 - District Funding | Teachers of EL students |

| Activity - Appropriate Accommodations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers of EL students will provide appropriate accommodations on activities and assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers of EL students |

Measurable Objective 2:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Mathematics by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Math Achievement - All teachers will implement the use of math strategies to enhance math instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments and EQT's will be used to monitor progress. Teachers will refer to the MCPSS Curriculum Guide to ensure coverage of all skills, standards, and concepts related to mathematics.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

ACIP

McDavid-Jones Elementary School

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - State Funds | Special Education teachers, K-5 teachers |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math. | Tutoring Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - Title I Part A | Title 1 Facilitator, Tutors |

Strategy2:

Mathematics Design Collaborative (MDC) - Mathematics Design Collaborative (MDC) and AMSTI Math strategies will be used to teach all students mathematics concepts during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

| Activity - Monitor implementation of MCPSS Instructional Planning Guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Monitor the implementation of the MCPSS Instructional Planning Guides and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity check. Grades 3-5 | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Grade-level Lead Mathematics Teachers and Administrators |

| Activity - Close Reading for Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Close Reading: Students in all math classes will read for general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Grade-level Lead Mathematics Teachers and Administrators |

Measurable Objective 3:

5% of Fifth grade students will increase student growth on the Scantron Performance Series Assessment from 2485 (mean SS) to 2609 in Science by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Use Science Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--------------------------|
| Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly) STEM Camp | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2500 - Title II Part A | Teachers in grades 4 & 5 |

Measurable Objective 4:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Reading by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Reading Achievement - All teachers will implement the use of reading and/or writing strategies to enhance reading/writing instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments, DIBELS assessments, Wonders assessments and EQT's will be used to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Wonders Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will use Wonders Reading for reading instruction. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All K-5 teachers |

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - State Funds | Special Education teachers, K-5 teachers |

| Activity - Summer Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-----------------------------|
| The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Students will also be offered assistance with summer reading projects. | Academic Support Program | 06/12/2018 | 06/28/2018 | \$1000 - Title I Part A | Teachers, Paraprofessionals |

ACIP

McDavid-Jones Elementary School

| Activity - Traits Writing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All teachers will implement the Traits Writing program which includes the use of writing portfolios. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-5 teachers |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction. | Academic Support Program Tutoring | 08/08/2017 | 05/24/2018 | \$0 - Title I Part A | Title 1 Facilitator, Tutors |

| Activity - DIBELS Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-2 teachers and DIBELS assessment team |

| Activity - Implement Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| All teachers will implement Accelerated Reader daily. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-5 Teachers, Resource teachers, Media personnel |

Measurable Objective 5:

70% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Social Studies by 05/24/2018 as measured by Classroom/student observations, implementation of Courses of Study-Lesson Plans, and/or final products.

Strategy1:

Increase Student Achievement with Technology - Use professional development opportunities and district resources for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Transform 2020 Surveys

| Activity - Use Digital Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|-------------------|
| Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction. Examples may include: StarFall, More Starfall, Reading A to Z, Learn Zillion, Reading Wonders, etc. | Technology | 08/08/2017 | 05/24/2018 | \$0 - District Funding | K-5 teachers |

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:

Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Mathematics by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Mathematics Design Collaborative (MDC) - Mathematics Design Collaborative (MDC) and AMSTI Math strategies will be used to teach all students mathematics concepts during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

| Activity - Close Reading for Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Close Reading: Students in all math classes will read for general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Grade-level Lead Mathematics Teachers and Administrators |

| Activity - Monitor implementation of MCPSS Instructional Planning Guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Monitor the implementation of the MCPSS Instructional Planning Guides and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity check. Grades 3-5 | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Grade-level Lead Mathematics Teachers and Administrators |

Strategy2:

Increase Math Achievement - All teachers will implement the use of math strategies to enhance math instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments and EQT's will be used to monitor progress. Teachers will refer to the MCPSS Curriculum Guide to ensure coverage of all skills, standards, and concepts related to mathematics.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - State Funds | Special Education teachers, K-5 teachers |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math. | Academic Support Program Tutoring | 08/08/2017 | 05/24/2018 | \$0 - Title I Part A | Title 1 Facilitator, Tutors |

Measurable Objective 2:

5% of Fifth grade students will increase student growth on the Scantron Performance Series Assessment from 2485 (mean SS) to 2609 in Science by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Use Science Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--------------------------|
| Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly) STEM Camp | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2500 - Title II Part A | Teachers in grades 4 & 5 |

Measurable Objective 3:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 06/01/2018 as measured by the state required ACCESS for ELs assessment.

Strategy1:

Provide individualized instruction for EL students. - English Learners will meet or exceed the state APLA with at least a .5 gain on the ACCESS for ELs through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English. Students will receive appropriate accommodations on activities and assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------------|
| During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery. | Professional Learning | 08/08/2017 | 09/25/2017 | \$0 - District Funding | Teachers of EL students |

| Activity - Appropriate Accommodations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers of EL students will provide appropriate accommodations on activities and assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers of EL students |

Measurable Objective 4:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Reading by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Reading Achievement - All teachers will implement the use of reading and/or writing strategies to enhance reading/writing instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments, DIBELS assessments, Wonders assessments and EQT's will be used to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Implement Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| All teachers will implement Accelerated Reader daily. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-5 Teachers, Resource teachers, Media personnel |

ACIP

McDavid-Jones Elementary School

| Activity - Implement Cycle of Instruction with PST/RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - State Funds | Special Education teachers, K-5 teachers |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction. | Tutoring Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - Title I Part A | Title 1 Facilitator, Tutors |

| Activity - Summer Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-----------------------------|
| The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Students will also be offered assistance with summer reading projects. | Academic Support Program | 06/12/2018 | 06/28/2018 | \$1000 - Title I Part A | Teachers, Paraprofessionals |

| Activity - DIBELS Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-2 teachers and DIBELS assessment team |

| Activity - Traits Writing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All teachers will implement the Traits Writing program which includes the use of writing portfolios. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | K-5 teachers |

| Activity - Wonders Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will use Wonders Reading for reading instruction. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All K-5 teachers |

Measurable Objective 5:

70% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather,

organize, evaluate, and share and present information in Social Studies by 05/24/2018 as measured by Classroom/student observations, implementation of Courses of Study-Lesson Plans, and/or final products.

Strategy1:

Increase Student Achievement with Technology - Use professional development opportunities and district resources for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Transform 2020 Surveys

| Activity - Use Digital Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|-------------------|
| Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction. Examples may include: StarFall, More Starfall, Reading A to Z, Learn Zillion, Reading Wonders, etc. | Technology | 08/08/2017 | 05/24/2018 | \$0 - District Funding | K-5 teachers |

Goal 2:

Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases by 05/24/2018 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals..

Strategy1:

Increase Positive Behaviors - A Positive Behavior Interventions and Support team (PBIS) will be put in place to plan and coordinate events and incentives that will help reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, OSEP

| Activity - PST Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------|
| Use the school Problem Solving Team to monitor students who have been referred for excessive and recurring problem behaviors. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | PST team |

| Activity - PBIS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|--|
| The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones. | Behavioral Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | PBIS team, Administrators, Faculty and Staff |

Measurable Objective 2:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2018 as measured by attendance data reports from Chalkable Student Information Systems (INow).

Strategy1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Use the school Problem Solving Team to monitor students who have excessive absences, tardies, and early dismissals. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | PST team |

| Activity - Increase Attendance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--|
| Classes and students will be offered various attendance incentives to increase ADA. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$22000 - Title I Part A | Attendance paraprofessional, Administrators, Resource Staff, Teachers, Support Personnel |

Strategy2:

Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities are given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms. McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 4 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

At the end of the school year, each class is given the opportunity to visit a class on the next grade level. This gives students a chance to see where classes are located in the school as well as an opportunity to see the set-up of classrooms that are on the next grade level.

Elementary to Middle School Transitions

At the beginning of the school year, 5th grade students are given a planner and taught time-management techniques with an emphasis on preparation for middle school. To further prepare our students for transition to the feeder pattern school (Lott Middle School), our 5th grade teachers have implemented a departmentalized format with two teaching teams having three teachers each. Students change classes just as they will when they transition to Lott Middle. During the fourth quarter, 5th grade students are transported to Lott Middle School for an orientation program and a tour of the facilities. Prior to high-stakes testing in the spring, the principal of Lott Middle will visit the 5th grade students to explain the importance of their performance on the Scantron and how it will be used to determine their class placement when they enter Lott Middle.

Category: Other - Implement Transition Strategies

Research Cited: CCRS

| Activity - Implement Transition Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Implement transition activities for home to school, year to year, and elementary school to middle school | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers, administrators |

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

Goal 1:

Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 06/01/2018 as measured by the state required ACCESS for ELs assessment.

Strategy1:

Provide individualized instruction for EL students. - English Learners will meet or exceed the state APLA with at least a .5 gain on the ACCESS for ELs through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English. Students will receive appropriate accommodations on activities and assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

ACIP

McDavid-Jones Elementary School

| Activity - Appropriate Accommodations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| Teachers of EL students will provide appropriate accommodations on activities and assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Teachers of EL students |

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|-------------------|-----------------|------------------------------------|--------------------------|
| During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery. | Professional Learning | 08/08/2017 | 09/25/2017 | \$0 - District Funding | Teachers of EL students |

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.

Achievement results are offered to the parents of EL in the language they can understand through the EL staff. Parents can meet with the teacher and can have EL staff for translation purposes available if requested.

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 Title 1 instructional paraprofessionals at McDavid-Jones are certified and licensed in accordance with state requirements. Paraprofessionals assist students under the direct supervision of classroom teachers. | |

| 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 teachers at McDavid-Jones are certified and licensed in accordance with state requirements. Efforts are made to ensure that all teachers are licensed, are teaching-in-field, and are certified by the State of Alabama. Teacher assignments are based on the credentials of each teacher, their ability to implement school improvement strategies, and the identified needs of the student population. A report of the certification status of McDavid-Jones personnel will be kept on site as evidence. Attestations of 100% certified teachers will also be kept as evidence. | |

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

Efforts are made to ensure that all teachers are licensed, teaching-in-field, and certified by the State of Alabama. Teacher assignments are based on the credentials of each teacher, their ability to implement school improvement strategies, and the identified needs of the student population. A report of the certification status of McDavid-Jones personnel will be kept on site as evidence. Attestations of 100% certified teachers will also be kept as evidence.

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?

There are 54 certified teachers at McDavid-Jones, a decrease of 5 allocated units from the previous year of 59. We have added 2 new teachers this year who filled a vacancy due to retirement, resignation, or reassignment. (Turnover rate 1.8%)

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

At McDavid-Jones, there are 18 teachers who hold a Bachelor's degree, 33 teachers who have earned Master's degrees, and 3 teachers who have earned an Education Specialist degree (Ed.S).

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).

McDavid-Jones takes advantage of opportunities provided by the district to attract and retain licensed and certified teachers. The level of compensation compares with the salary matrix of the state of Alabama. Other initiatives include the provision of progressive technology and professional development opportunities. Using the following strategies to assure all faculty is HQ, the administration of McDavid-Jones works to:

1. Secure official annual qualified status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are made based on qualified status and certification.
3. Communicate district level initiatives for becoming qualified.
4. Secure brief updates each semester from qualified teachers and paraprofessionals summarizing progress toward qualification goals.
5. Establish mentor teachers for teachers new to the school and/or new to the district.
6. Establish procedures for interviewing, screening and recommending the most qualified applicants at the district and local levels.
7. New, novice, and teachers new to the district participate in appropriate New Teacher Induction and programs, New Teacher Orientation, and other activities aimed at transitioning new teachers into the profession.

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.

In consideration of data results from DIBELS assessments, Scantron assessments, and classroom assessments, professional development for the faculty and staff will include activities that are directly related to the goals and objectives of 2017-2018 Continuous Improvement Plan for McDavid-Jones. Professional development activities include follow-up sessions for Problem Solving Teams, the implementation of Response to Instruction, and the implementation of progress monitoring for DIBELS assessments. Technology sessions include a training on the use of Class Dojo, the school website, and a Review 360 refresher. Additional professional development sessions for the year will also be high-quality, effective, and research-based professional development in the areas of technology, curriculum, attendance, behavior, and pacing.

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

Professional development activities for teachers include sessions for technology, curriculum, behavior, attendance, and pacing. Principals and other administrative staff receive professional development at the district level. Paraprofessionals are invited to attend any professional development provided at the school level. CNP staff, office staff, and other support personnel are offered professional development opportunities provided by the state or the district. Learning opportunities for parents are offered by the school at least once per quarter.

Specific training that will include but not be limited to are:

DIBELS Assessments for K-2 teachers

Review 360

Digital Literacy Training

Class Dojo

School Website and OCR requirements

PST and Rti implementation and documentation

New Teacher and Mentor Training

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

Mentor teachers are assigned to teachers who are new to the school or new to a grade level. Mentors are expected to meet with their mentees on a weekly basis to ensure compliance of policies and knowledge of procedures. We have two teachers who are new to their grade levels at this time. There are two teachers who are new to our school, but who are not first year teachers.

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

Mentors are expected to meet with their mentees on a weekly basis to ensure compliance of policies and knowledge of procedures at the
SY 2017-2018

local school and local district levels. Teachers are also given opportunities for ongoing professional development in the areas of technology, attendance, discipline, curriculum, intervention, and pacing.

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:

Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series Assessment from 50% to 52.5% in Reading by 05/24/2018 as measured by the Spring 2018 administration.

Strategy1:

Increase Reading Achievement - All teachers will implement the use of reading and/or writing strategies to enhance reading/writing instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments, DIBELS assessments, Wonders assessments and EQT's will be used to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

| Activity - Summer Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-----------------------------|
| The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Students will also be offered assistance with summer reading projects. | Academic Support Program | 06/12/2018 | 06/28/2018 | \$1000 - Title I Part A | Teachers, Paraprofessionals |

Goal 2:

Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2018 as measured by attendance data reports from Chalkable Student Information Systems (INow).

Strategy1:

Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities are given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms. McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 4 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

At the end of the school year, each class is given the opportunity to visit a class on the next grade level. This gives students a chance to see where classes are located in the school as well as an opportunity to see the set-up of classrooms that are on the next grade level.

Elementary to Middle School Transitions

At the beginning of the school year, 5th grade students are given a planner and taught time-management techniques with an emphasis on preparation for middle school. To further prepare our students for transition to the feeder pattern school (Lott Middle School), our 5th grade teachers have implemented a departmentalized format with two teaching teams having three teachers each. Students change classes just as they will when they transition to Lott Middle. During the fourth quarter, 5th grade students are transported to Lott Middle School for an orientation program and a tour of the facilities. Prior to high-stakes testing in the spring, the principal of Lott Middle will visit the 5th grade students to explain the importance of their performance on the Scantron and how it will be used to determine their class placement when they enter Lott Middle.

Category: Other - Implement Tranistion Strategies

Research Cited: CCRS

| Activity - Implement Transistion Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------|
| Implement transition activities for home to school, year to year, and elementary school to middle school | Academic Support Program | 08/08/2017 | 05/24/2018 | \$971 - Title I Part A | Teachers, administrators |

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?**

Grade level teams meet monthly to review assessments and determine successful instructional and behavioral strategies. The Problem Solving Team (PST) members meet monthly to review academic success and areas of need for students identified through the Response to Instruction (RtI) process. The team members may recommend further interventions or referrals. In addition to the PST and the ACIP committees, McDavid-Jones has a Library committee, a Technology committee, a Science PLT, a Math PLT, a Reading PLT and a Leadership team. These committees consist of teachers and staff from all grade levels that provide input in decision making. The ACIP Committee will meet once per quarter or more as needed to review progress toward identified goals. A PBIS team has been established to address recurring incidents and to prevent any new referrals pertaining to discipline. Data from statewide assessments is considered by all committees as a tool to determine needs for our students. Teachers participate in every aspect of the planning and decision-making processes that utilize the results of the statewide academic assessments to determine needs and programs for the school.

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?

Extended learning opportunities are provided for additional academic assistance. The students for the program are identified through PST teams and RtI referrals along with fourth quarter EQTs and ACT Aspire assessments. Universal screenings through Scantron and DIBELS assessments are also used to identify students who are in need of assistance. Those students in the lower below average range on Scantron data and are making failing grades are given priority. Teacher input is also considered for student placement in the program. After school tutorial services are offered a minimum of two days per week to identified students for additional instruction in Reading and Math, grades 3-5.

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?

Through the use of tiered instruction, students who are identified as intensive or strategic and are in need of interventions are provided with additional opportunities to receive remedial instruction in their specific areas of need. Interventions are provided through small group instruction in the classroom, through pull out instruction with an intervention or resource teacher, or through extended day services.

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.

Extended learning opportunities are provided for additional academic assistance. The students for the program are identified through PST teams and RTI referrals along with fourth quarter EQTs and ACT Aspire assessments. Universal screenings using the Scantron assessment for reading and math is a resource that provides important diagnostic information for identifying areas of need for our students. Teacher input is also considered for student placement in the program. After school tutorial services are offered a minimum of two days per week to identified students for additional instruction in Reading and Math, grades 3-5.

Students are encouraged to use educational websites to help with academic practice and enrichment at home. There are several links on the district website that provide additional practice for our students. Parents are encouraged to contact teachers or our parent organizers for support with homework or other needs. Parents are also encouraged to visit the district website and look for Parent Resource tab for additional resources.

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.

McDavid-Jones provides direct and indirect support for migrant, English learners, economically disadvantaged, special education, neglected and homeless students and their families. K-5 teachers and counselors collaborate to provide a cooperative and supportive program to target

areas of need (uniforms, supplies, eyeglasses, food). Parents may also be referred to local social service providers, charities, and agencies. McDavid-Jones has established a mentoring program involving community volunteers and disadvantaged students to encourage, motivate, and build self-esteem. The list of underserved students is generated at the district level and disseminated to the local school. The list of students for McDavid-Jones is housed in the registrar's office.

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.

Federal, State, and Local programs and resources are coordinated and integrated toward the achievement of the school-wide goals. Some of those ways include supplemental staff and funds for after school programs that provide tutoring for disadvantaged students.

Federal funds provide monies to purchase technology, provide for extended day programs staff and transportation, staff for Summer Bridges transitions programs, staff for parenting programs, and instructional and attendance paraprofessionals.

State and local resource are used to provide teachers and support staff, and materials. All funding sources are coordinated in an effort to provide instruction, services, and resources that will help increase the achievement of our students.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Our school coordinates federal, state, and local funds in a manner that supports the programs of the school and the needs of our students.

Federal funds provide two paraprofessionals who either manage the attendance programs at our school or who serve as an instructional aide. Both paraprofessionals may also provide assistance in the computer labs or in an alternative classroom. Federal funds provide parent organizers who coordinate parent programs, maintain parenting documentation that is related to compacts, partnership conferences, and contact logs. Federal funds are used to provide and replace technology hardware that would otherwise be unavailable. Extended day programs, summer programs, and adult education programs are made possible through federal funding. Federal funding is also used to provide a no charge breakfast and lunch program for all students. Accommodations for Homeless students are also provided through available funding.

State funding provides teaching units that are used to provide instruction for our students who are in grades K-5 and support personnel such as media specialists, counselors, PE teachers, and resource teachers and administrators.

Local funding is used to add to any shortfalls from other funding sources and help with first aid supplies, postage, field trips, or other necessities.

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

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

There are several resources McDavid-Jones can use to evaluate the implementation of the school-wide program. Using Scantron, we can evaluate the progress of all students to determine the degree to which our students are making progress. Universal screenings are used three times per year, but progress monitoring for low-performing students is conducted every 2-3 weeks. DIBELS data is used to provide information about the progress of students in K-2. There are 3 screening periods per school year, but progress is monitored on a more frequent basis. End-of-Quarter (EQT) assessments will be used to evaluate progress each quarter. INow and Review/Behavior 360 are used as evaluation tools to determine the success and implementation of the school-wide program in the areas of attendance and behavior. The ACIP committee will meet at least once per quarter to review data and initiate any necessary changes.

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

The school staff and the ACIP committee will review the results from the State's annual assessments and use the data as an additional resource to evaluate the achievement levels for students in grades 3-5. Spring 2014 was the first time students in the local district were exposed to the ACT Aspire. The format was computer-based and it was a new experience for students. Students at McDavid-Jones have used computer-based test formats in the past, but none involved the required use of keyboarding skills in a word-processing situation.

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

The ACIP Committee reviews data and makes determinations regarding content area standards where grade levels are performing below proficiency levels. Problem Solving Teams analyze the documentation for individual students to determine whether any further interventions are needed to help the student make progress. Individual teachers use progress monitoring diagnostic information to plan targeted instruction for their individual students. Students who are performing at urgent intervention levels are given priority.

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?

As the plan is evaluated each quarter, any changes deemed necessary by the committee will be presented to the faculty for input and approval. Any changes made to the plan are communicated to all stakeholders and updated in the ACIP in accordance with the guidelines as determined by the district and the Alabama State Department of Education.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 49.91 |

Provide the number of classroom teachers.

49.91

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 2530179.0 |

Total

2,530,179.00

Administrator Units

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

Provide the number of administrators.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 90496.0 |

Total

90,496.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 68472.0 |

Total

68,472.00

Counselor

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

Provide the number of Counselors.

1.50

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 85670.0 |

Total

85,670.00

Librarian

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

Provide the number of Librarians.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 54113.0 |

Total

54,113.00

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. | 11403.0 |

Total

11,403.00

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. | 4179.94 |

Total

4,179.94

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Instructional Supplies. | 26905.0 |

Total

26,905.00

Library Enhancement

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

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

0

| Label | Question | Value |
|-------|---|--------|
| 3. | Provide the total of all funding for Library Enhancement. | 1641.0 |

Total

1,641.00

Title I

| Label | Question | Value |
|-------|---|-----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 147820.97 |

Provide a brief explanation and breakdown of expenses.

TITLE I, PART A

| | | |
|------------------------------|------|------------|
| 10 Aide | 2.00 | 58,175.00 |
| 19 Suppl/OT/Other | | 11,674.00 |
| 20 Employee Benefits | | 31,578.00 |
| 39 Other Purchased Services | | 3,000.00 |
| 41 Instruction Supplies | | 3,970.97 |
| 49 Non-Capitalized Equipment | | 39,423.00 |
| TITLE I, PART A TOTAL | 2.00 | 147,820.97 |

Title II

| Label | Question | Value |
|--------------|--|--------------|
| 1. | Professional Development Activities. Provide the total. | 2500.0 |

Provide a brief explanation and a breakdown of expenses.

4130 TITLE II-TEACHER PRIN. TRAIN.

19 Supply/OT/Other 2,085.00

20 Employee Benefits 415.00

4130 TITLE II-TEACHER PRIN. TRAIN. TOTAL 2,500.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

| Label | Question | Value |
|-------|-------------------|----------|
| 1. | Provide the total | 105567.0 |

Provide a brief explanation and breakdown of expenses.

LOCAL REVENUES

| | | |
|---------------------------|------|------------|
| 10 Aide | 3.00 | 64,008.00 |
| 20 Employee Benefits | | 41,559.00 |
| | | |
| LOCAL REVENUES TOTAL 3.00 | | 105,567.00 |
| | | |
| McDavid-Jones ES Total | | 255,887.97 |

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The leadership and staff of McDavid-Jones Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. During the first month school is in session, McDavid-Jones Elementary School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) the monthly calendar of events, (3) the School Messenger (4) our school website, and (5) our school Facebook. Topics to be discussed at this year's meeting include discussion of the 1% set-aside of Title I funds as well as:

- The ASSIST Continuous Improvement Plan (ACIP)
- An explanation of the school's curriculum and the state's content standards.
- Title I program and participation, its services, and parents' rights
- Parental Involvement Section of the Continuous Improvement Plan
- School-parent compacts and The Parent Center

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))

1) To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times--once during the school day and once in the evening. In addition, our parent center will offer its parenting classes at varying times to include morning sessions and evening sessions. The parent center will be open every school day from 10:00 a.m. until 11:00 a.m. and 1:00 p.m. until 2:00 p.m. for parents to pick up materials and information or to meet with the parent coordinators.

(2) A parent advisory committee has been established to encourage parents to be active participants as stakeholders in the review and planning process. Parents are also encouraged to serve on the ACIP committee to provide input in the decision-making process to set goals for continuous improvement at our school.

(3) Title 1 funds are also used to employ parent organizers who are instrumental in the organization of parent volunteers, who work with the Title 1 facilitator in planning and executing parenting meetings at least once per quarter, who distribute and collect parenting documentation and parent contact logs. The parent organizers are also responsible for the distribution and collection of the parent compact forms.

(\$13,607.70)

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 its annual meeting for parents at the beginning of the school year, McDavid-Jones Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used. Parents will learn about the following subjects that are taught: reading, math, language, science, social studies, and physical education. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions relating to the education of their children. Parents will be given instructions on how to access an electronic copy of the parent handbook, which includes more detailed information on these topics, and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents will be invited to visit classrooms and meet teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

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))

McDavid-Jones Elementary School revised its school-parent compact in July of 2017. The new compact was developed through a coordinated effort of school staff members, our school's Parent Coordinators, parent representatives, and administrators. All parents will be given a copy of the new compact at the annual parents' meeting. The compact will be explained to the parents. Their signature on the compact will indicate the commitment of the parents to working in partnership with the school to ensure that their children are successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility for explaining the compact to the students and for obtaining the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

In May of each year, McDavid-Jones Elementary School brings in its ACIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parent coordinators and two parent/community members on the Committee who represent the parents of the school. All parents are notified of the review through monthly parent bulletins and in the calendar of events on the school's website. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and in the parent center, and that parents have the right to give input regarding the revision of the plan. The notice also states that if after the plan is finalized and approved a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will then submit the parent's concerns to the central office along with the Continuous Improvement Plan.

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)

McDavid-Jones Elementary School will accomplish much of this through its annual parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic standards and assessments. Title I programs, services, and parental rights will be explained. McDavid-Jones will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to meet teachers, learn about individual class assessments, and determine what their role will be in helping their children be successful. McDavid-Jones 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 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)

McDavid-Jones Elementary School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings to better understand the importance of parental involvement and to recognize that parents are our partners. To ensure effective parental involvement McDavid-Jones Elementary School will:

- (1) provide training on various topics.
- (2) foster recognition of the value of contributions of parents and encourage collaboration between parents, faculty, and staff.
- (3) coordinate and integrate parental involvement programs and activities with other federal programs.
- (4) ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and language that parents understand.
- (5) provide reasonable support for parental involvement activities and make every effort to work with parents in meeting their requests as related to their involvement in their children's education.

McDavid-Jones has a Parent Advisory Committee that meets to discuss and provide input on any parent training or workshops that are needed, implementation of ACIP goals, as well as attendance and discipline issues. The PAC provides a voice for parents as stakeholders of the school.

Through faculty meetings, leadership meetings, and other training opportunities McDavid-Jones will strive to educate teachers, office personnel, and other school staff in the value and utility of contributions of parents. The work of our Parent Organizers, the Parent Advisory Committee, and by providing a variety of opportunities for parent involvement are some of the ways we will strive to build relationships with parents.

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

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

Shall 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)

McDavid-Jones Elementary School coordinates its parent involvement program for all parents including ELL and special education students. Resource teachers are involved in the parenting activities to provide the assistance as needed. The faculty and staff at McDavid-Jones make every effort to ensure communications with parents that encourage and support their participation in the education of their children.

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)

McDavid-Jones Elementary School coordinates its parent involvement program for all parents including ELL and special education students. Resource teachers are involved in the parenting activities to provide the assistance as needed. To the extent practicable, information related to school and parent programs, meetings, and other activities will be sent to the parents of participating children in a format and in a language the parents can understand.

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)

McDavid-Jones will provide reasonable support for parental involvement activities and make every effort to work with parents in meeting their requests as related to their involvement in their children's education.

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))

McDavid-Jones presently has 10 ELL students, as well as migrant students. The ESL Department of the school district provides resources that will help McDavid-Jones make every effort to maintain open communication between school and home. This communication greatly improves the home-school relationship. Through the ESL Department, we have access to resources that include the following:

- an ESL Welcome Center located at 1176 Azalea Road to assist families with any questions or concerns they may have regarding school, including registration, setting up parent-teacher conferences, understanding policies and procedures of the district, uniform requirements, code of conduct, attendance policies, immunization requirements, etc.
- bilingual paraprofessionals for interpreting at parent/teacher conferences.
- written translated information containing parental rights regarding placement of their child in an English as a Second Language Instructional program.
- assistance with parent meetings where parents can provide input regarding student needs and where they can gain valuable information.
- opportunities for parents to evaluate parent involvement activities through the use of highly visual questionnaires and the assistance of bilingual language facilitators.
- use of TALK Systems, a radio-operated simultaneous translations system for translating oral presentations to EL audiences.
- translated newsletters, brochures, and other school and district written information containing information regarding educational concerns.
- a translation tool on the district's website that offers translation of all website information in several languages.
- use of TransACT Compliance and Communication Center.

Every effort will be made to provide accommodations for parents and family members with disabilities and for families of migrant students whenever needed to help them understand the academic needs and progress of their children.