



ACIP

Tanner Elementary

Limestone County School District

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Tanner, AL 35671

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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?

Tanner Elementary School was established in August 2017 as a separate entity from Tanner High School with approximately 30 faculty and staff and a new mascot. We are now the Tanner Elementary Timbers. While we still share the same campus, we are our own school with our own administration and teaching faculty. We serve approximately 348 students in grades Kindergarten - 5 th grade along with a PreK unit. While we are our own school, we will continue to work closely with Tanner High School in an effort to best serve the Tanner community.

Tanner is located in the central, southern portion of Limestone County in North Alabama. The community lies in an unincorporated area that was established in the 19 th century along the Louisville and Nashville railroad. Tanner is in close proximity to the Tennessee River and the county seat in Athens, Alabama. This small farming community has suffered from a high rate of poverty for many years.

Tanner Elementary's current population consists of 36% Hispanic, 22.7% African American, and 41.3% white and multiracial. Our most recent data indicates that 74 percent of our students qualify for the free and reduced meal program. Eighteen percent of our students qualify for special education services.

School's Purpose

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

The school's mission is to develop a working partnership with parents and community to provide a safe, student-centered school which facilitates academic success, extracurricular opportunities, citizenship and character qualities that ensure students the foundation to achieve their goals. As Tanner Elementary School, we recently adopted the motto and mission statement, "Together Everyone Succeeds. " Our vision is an acrostic that spells out Timbers.

"Together we are

Improving by

Motivating and

Building

Empowered,

Respectful

Students."

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.

Assessment measures have changed for the 2018-2019 school year. Teachers and students continue to work to improve DIBELS Next, Star Early Literacy, and Scantron Performance Series test scores. Many students saw improvements on their individual scores in the 2017-2018 school year.

In August 2018, Tanner Elementary School was recognized by Governor Kay Ivey as an "Alabama Bicentennial School". Tanner Elementary is one of 200 schools across the state who received this recognition. Along with this recognition is a grant to fund the construction of an outdoor classroom space. One of our goals is to increase parent participation by involving them in the construction of the outdoor classroom.

Many beautification projects and improvements were made this summer to the Tanner Elementary School campus including a new entrance, sign, and landscaping. A flag pole will soon be added. The entire inside of the school has been painted including an inspirational quote at the end of the main hallway. New signs were made to identify locations in our building like the office, workroom, and teachers' classrooms. Many stakeholders have contributed to the work and resources needed for these improvements to our campus including faculty, staff, parents, area churches and our partner in education, Rogers Group. One other notable improvement coming soon to our campus is our new computer lab / community technology center. The ASCEND group provided the resources and labor to bring this new computer lab to our students and community.

Tanner Elementary is also a recipient of the 21st Century grant. The primary focus of the grant is to help our children achieve academically, provide enrichment, and make available services to families. This program began in the middle of the 2017-2018 school year and continues on into the 2018-2019 school year. We met all of our 21st Century goals except parent participation.

Our district has a new initiative, "All Kids Can!" It is our collective belief that all students can learn. We are also implementing a new peer tutoring program across our district called "Peer Helpers". Students in grades three - five will be able to apply to become a peer helper. Tanner Elementary currently has no National Board certified teachers. We have four teachers who have committed to the process and have begun working on earning National Board of Professional Teaching Standards certification. This is a rigorous process of professional development that only 3% of our nation's teachers have achieved.

Additional Information

Tanner Elementary has an active school leadership team that is strategically studying the data and standards to identify where instruction warrants improvement and other factors influencing student learning in order to fill in those gaps. Our teachers are AMSTI and ARI trained where they collaborate and plan various learning opportunities for all types of student learners. We also offer courses in art, music, library, and gifted education. Teachers and students worked to improve DIBELS Next and Scantron Performance Series scores. Many students saw improvements in their individual scores. We will be using Star Early Literacy for students in Kindergarten and 1st grade in place of Scantron Performance Series this year. Our staff is a professional learning community devoted to ongoing study and reflection that will help us better serve our students. Tanner Elementary will also be implementing instructional rounds to help us identify an area of practice for improvement. Student engagement is a top priority for our staff.

We have many new opportunities for our students including Jr. Beta Club and STEM activities. Members of the Jr. Beta Club will work on developing a morning news broadcast and complete community service hours. Our students participated for the first time in an area STEM competition in the spring of 2018. The third grade classes also created STEM activities and hosted a STEM Carnival for other students in the school. Tanner Elementary students are also encouraged to participate in the Tanner Youth Sports programs.

In May 2018, our fifth grade teachers and students traveled to Washington DC. In order to finance this trip, our teachers and students participated in various fundraisers. In May 2019, another group of fifth graders will have the opportunity to travel to Washington DC. Our school partners with area churches to provide a Backpack Feeding program for students who need extra food assistance over the weekends and during school breaks.

Another way Tanner Elementary School is improving parental involvement is through the addition of a new secretary and book keeper. Last year, we shared a secretary with Tanner High School. Our parents had to go to the high school building to check a child in or out of school. Parents also had difficulty accessing our building with no one there to welcome them. We now have our own office with a separate phone number. An area business donated time and resources to design, plan, and convert a classroom into an office space. Parents have reported feeling more welcome, and we are seeing an increase in parent volunteers.

We encourage parental involvement. In August, we hosted a Sunday afternoon Open House to meet our students and families and kick off our new school year. We have an active PTO. We have numerous meetings and activities to engage with our families including a language acquisition program for parents of English Language Learners. We held Title I meetings during the school day and in the evening to accommodate parent schedules.

Additional Information

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

Tanner Elementary has an active school leadership team that is strategically studying the data and standards to identify where instruction is weak and other factors influencing student learning in order to fill in those gaps. Our teachers are AMSTI and ARI trained where they collaborate and plan various learning opportunities for all types of student learners. We also offer courses in art, music, library, and gifted education. Teachers and students worked to improve DIBELS Next and Scantron Performance Series scores. Many students saw improvements in their individual scores. We will be using Star Early Literacy for students in Kindergarten and 1st grade in place of Scantron Performance Series this year. Our staff is a professional learning community devoted to ongoing study and reflection that will help us better serve our students. Tanner Elementary will be implementing instructional rounds to help us identify an area of practice for improvement. Student engagement is a top priority for our staff.

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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.

Data was reviewed from DIBELS, Scantron Performance Series, WIDA Access and attendance records. Information was also reviewed from the previous year's Problem Solving Team.

In the process of involving The Tanner Elementary stakeholders in the development of the 2018 - 2019 CIP, several methods were conducted. Parents and other community members were encouraged to complete the parent Title survey requesting feedback. These surveys were placed on all of the school's social media outlets including FaceBook and Twitter as well as the school website (www.tannerelementary.org). Stakeholders to participate in the development of the 2018-2019 CIP were selected in various ways. Parents who expressed interest during the registration process, at the parent Title meeting, or even in the car line were invited to participate. Stakeholders were informed of their roles via face-to-face conversations, phone calls, and emails. Meetings were scheduled mostly after school hours when stakeholders could attend. Finally, after the completion of the Title survey, as well as, the needs assessments, CIP committee members, including chosen stakeholders, analyzed the results to determine goals and needed plans of action.

All surveys for parents, students, and teachers were conducted online. The counselor sent out a link for the surveys.

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

The chosen stakeholders represent a variety of races and ethnicities. African American and Hispanic males and females are accounted for, as well as Caucasians. Committee members also exemplify the educated white collar workforce as well as blue collar tradesmen and women. Stakeholders also have children in various grade levels from Kindergarten to 5th grade and many participate as volunteers in extracurricular activities of the school. Stakeholders' primary responsibility revolves around their valuable input into decisions about school strengths and weaknesses. They were asked to provide suggestions as to how the school could better meet the needs of not only the students but of the community as a whole. Finally, their responsibilities revolve primarily around just being honest and upfront and present at the meetings.

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

Again, the final improvement plan will be shared via social media outlets (Facebook and Twitter) as well as on the school website. REMIND messages will be sent out making parents aware of the completion of the plan and that a paper copy will be sent home per their request. Finally, progress of the plan will be communicated in January 2019 and again in May 2019. Stakeholders will be notified of the culmination of goals, or lack thereof, and of any additionally identified needs that may come about. Stakeholders will also again be asked to share input as to how well they believe the CIP was completed. They will be encouraged to share suggestions, concerns, etc. at the end of the 2018-2019 SY 2018-2019

academic year.

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	Scantron Performance Series Reading and Math Proficiency, National percentile rank DIBELS DIBELS and Scantron comparative Data	Scantron Reading and Math Data(2)

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
2.	Test Administration	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?

The 3rd grade Scantron Math test showed the highest level of performance with a 30% increase in proficiency.

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

Tanner Elementary had a positive trend in Kindergarten (23%), 3rd Grade (30%), and 4th Grade (13%) on Scantron Performance series in math. Our overall proficiency increase for grades Kindergarten through 5th was 11%.

Which area(s) indicate the overall highest performance?

According to the Scantron results from 201-2018 testing, our 3rd grade had the highest proficiency increase of 30%. Tanner Elementary's goal for the end of the 2017-2018 school year was an increase of 10%.

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

The subgroup that show a trend toward increasing performance is the Hispanic population.

Between which subgroups is the achievement gap closing?

In Scantron Reading, 3rd grade boys improved their mean score from Fall 2017 to Fall 2018 by 145 points. Third grade girls improved that same score by 114 points. Additionally, Hispanics in grades 3 (128 points) and grade 4 (142 points) improved.

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

The 3rd grade girls subgroup within the DIBELS data is consistent with the above finding in that the percentage of Intensive DORF fell from 29% (Fall 2017) to 21% (Fall 2018). Fourth and fifth grades were not DIBELS tested in the Fall of 2018 to compare that data with that of Fall 2017.

Areas in Need of Improvement

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

The areas that are below the expected levels of performance: Using data from the 2017-2018 Scantron results, our fifth grade reading proficiency dropped 7%. Grades 2 through 5 increased proficiency by 4% as a whole. Tanner Elementary's goal for the end of the 2017-2018 school year was an increase of 10%.

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

The areas that show a negative trend in performance: According to the 2017-2018 Scantron results, our third grade reading proficiency dropped 2% from fall to spring. Our fifth grade reading proficiency dropped by 7% from fall to spring. Our Dibels and Scantron Comparative data shows that a number of students that are proficient on Dibels are not scoring proficient on Scantron.

Which area(s) indicate the overall lowest performance?

After disaggregating the data the overall lowest performance was fifth grade reading and math.

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

The subgroup that shows a trend toward decreasing performance is African American students.

Between which subgroups is the achievement gap becoming greater?

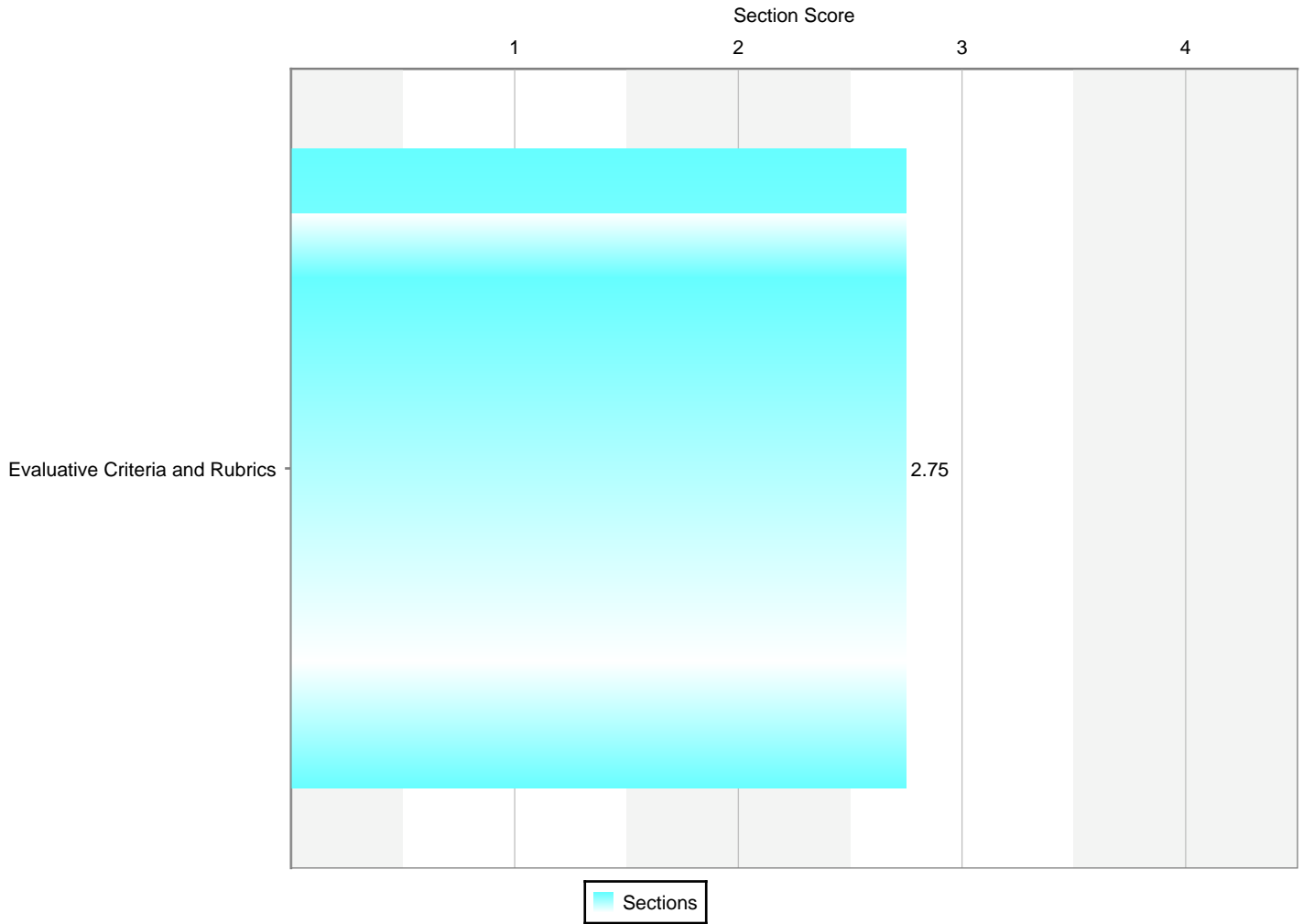
The subgroup which shows the achievement gap becoming greater is among African Americans in 4th and 5th grade, specifically girls.

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

According to DIBELS data, 3rd grade boys scored at 13% Intensive in Fall of 2018 while they were at 0% Intensive Fall 2017, showing a 13% decrease in achievement.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	All stakeholders were involved in the development of this plan.	TES Leadership 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	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist community resources for support.	Central Office 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	Samuel Mark Isley Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	Samuel Isley

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	LCS has a Parent and Family Engagement Plan and a district policy about Parent and Family Involvement (Policy 7.14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	LCS 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	School Parent Compact	Compact 2018-2019

Goals for 2018-2019

Overview

Plan Name

Goals for 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase student proficiency and growth in the core academic skill of reading	Objectives: 2 Strategies: 7 Activities: 18	Academic	\$76525
2	Increase student proficiency and growth in the core academic skill of math	Objectives: 2 Strategies: 3 Activities: 8	Academic	\$118489
3	Provide a system of learning supports that reduces the effects of barriers to student achievement	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$8811

Goal 1: Increase student proficiency and growth in the core academic skill of reading

Measurable Objective 1:

A 15% increase of All Students will increase student growth by at least one year in Reading by 05/24/2019 as measured by Scantron.

Strategy 1:

Advanced Phonics Skills - Tier 1

ARI explicit phonics lessons/new modules, multi sensory strategies

Activity - Multi-syllabic Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$1500	Title I Schoolwide	Classroom Teachers

Activity - Sight Words and Greek Latin Roots	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text.	Academic Support Program	09/04/2018	05/24/2019	\$500	Title I Schoolwide	Classroom Teachers

Activity - Student Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$0	No Funding Required	Classroom Teachers

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation To Tanner Elementary school	Academic Support Program	07/15/2019	07/19/2019	\$2300	Title I Schoolwide	Kindergarten Teachers

Strategy 2:

Tier II - Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Tanner Elementary

Teachers will document daily Tier 2 intervention for students including skill, material and progress using TES Tier 2 form.	Academic Support Program	09/04/2018	05/24/2019	\$0	No Funding Required	Classroom Teachers
Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	08/06/2018	05/24/2019	\$0	No Funding Required	Administration
Activity - Teacher Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	08/13/2018	05/24/2019	\$0	No Funding Required	Classroom Teachers

Strategy 3:

Tier III Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Activity - Tier III- Intervention Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	09/04/2018	05/17/2019	\$60195	Title I Schoolwide	Intervention Teachers
Activity - Spire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$2000	Title I Schoolwide	Intervention Teachers
Activity - Sound Sensible	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0	No Funding Required	Intervention Teachers

Strategy 4:

Pathblazer - Students will have learnings paths that were created from their Scantron assessments that will close learning gaps.

Activity - Technology integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support reading goals.	Technology	11/05/2018	05/24/2019	\$7340	Title I Schoolwide	Classroom teachers

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency increase on Scantron Performance Series in Reading by 05/24/2019 as measured by Scantron.

Strategy 1:

Tier 1-Comprehension Strategies - Core teachers will provide explicit instruction in comprehension strategies.

Activity - Scaffolding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolding for all students through modeling and use of technology	Academic Support Program	09/04/2018	05/24/2019	\$745	Title I Schoolwide	Classroom teachers
Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/04/2018	05/17/2019	\$500	Title I Schoolwide	Classroom Teachers
Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read AR books on their level and take comprehension test	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Classroom teacher

Strategy 2:

Tier II Comprehension - In grades K-5, small group instruction will be based on individual needs to increase proficiency with answering higher level DOK questions with a constructed response.

Activity - Collaboration and training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialists will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Academic Support Program	09/04/2018	05/24/2019	\$945	Title I Schoolwide	Classroom Teachers
Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be evaluated in monthly data meetings.	Other	09/26/2018	05/17/2019	\$500	Title I Schoolwide	Administrator, classroom teacher and reading specialist

Strategy 3:

Tier III Comprehension Strategy - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Activity - Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0	No Funding Required	Intervention teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST team will determine next steps as needed for individual students.	Academic Support Program	09/06/2018	05/17/2019	\$0	No Funding Required	Problem Solving Team

Goal 2: Increase student proficiency and growth in the core academic skill of math

Measurable Objective 1:

10% of All Students will increase student growth on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

(shared) Strategy 1:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Activity - Training/Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945	Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500	Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135	Title I Schoolwide	Administration

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Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500	Title I Schoolwide	Classroom teachers

(shared) Strategy 2:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0	No Funding Required	Administrators and classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909	Title I Schoolwide	Classroom Teachers

(shared) Strategy 3:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Activity - Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000	Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500	Title I Schoolwide	Classroom and intervention teachers

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

(shared) Strategy 1:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Activity - Training/Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945	Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500	Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135	Title I Schoolwide	Administration

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500	Title I Schoolwide	Classroom teachers

(shared) Strategy 2:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0	No Funding Required	Administrators and classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909	Title I Schoolwide	Classroom Teachers
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(shared) Strategy 3:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Activity - Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000	Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500	Title I Schoolwide	Classroom and intervention teachers

Goal 3: Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

A 50% increase of All Students will increase student growth with parental involvement in order to support student success in Reading by 05/24/2019 as measured by student achievement.

Strategy 1:

Teacher professional development workshop - Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training for instructional rounds.)

Activity - Poverty bookstudy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide training to teachers on how best to help students of all ages	Academic Support Program	08/06/2018	05/24/2019	\$3000	Title I Schoolwide	Administrator, classroom teachers, counselor, reading specialist, librarian
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Strategy 2:

Parental Involvement - Tanner Elementary will establish parental involvement meetings in order to provide opportunities and support to increase student achievement.

Activity - English Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ten weeks of English language instruction for non english speaking parents.	Parent Involvement	01/09/2019	05/24/2019	\$0	No Funding Required	Classroom students

Activity - Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students planners with reading logs, personalized test data with goal setting pages serves as a means of communication among parent and teacher.	Academic Support Program, Parent Involvement	08/07/2018	05/24/2019	\$1500	Title I Schoolwide	Classroom teachers

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and parents will communicate on a weekly basis in order to improve student achievement.	Parent Involvement	09/04/2018	05/24/2019	\$3311	Title I Schoolwide	Classroom teachers, administration

Strategy 3:

Peer Helpers - Teachers will attend conference in order to enhance school wide guidance curriculum.

Activity - Peer Helpers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will attend conference to enhance the school wide guidance curriculum and purchase materials needed to implement strategies.	Behavioral Support Program	11/14/2018	05/24/2019	\$1000	Title I Schoolwide	Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Planners	Students planners with reading logs, personalized test data with goal setting pages serves as a means of communication among parent and teacher.	Academic Support Program, Parent Involvement	08/07/2018	05/24/2019	\$1500	Classroom teachers
Training/Planning	Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945	Classroom teachers, AMSTI and math specialist
Poverty bookstudy	Provide training to teachers on how best to help students of all ages	Academic Support Program	08/06/2018	05/24/2019	\$3000	Administrator, classroom teachers, counselor, reading specialist, librarian
Collaboration among intervention teacher and classroom teachers	Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500	Classroom and intervention teachers
Technology integration	Technology will be utilized to engage students in a variety of learning activities to support reading goals.	Technology	11/05/2018	05/24/2019	\$7340	Classroom teachers
Data Meetings	Student progress will be evaluated in monthly data meetings.	Other	09/26/2018	05/17/2019	\$500	Administrator, classroom teacher and reading specialist
Graphic Organizer	Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/04/2018	05/17/2019	\$500	Classroom Teachers
Manipulatives	Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000	Classroom teachers

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Parent Meetings	Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500	Classroom teachers
Sight Words and Greek Latin Roots	Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text.	Academic Support Program	09/04/2018	05/24/2019	\$500	Classroom Teachers
Small Group Instruction	Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909	Classroom Teachers
Multi-syllabic Lessons	Teachers will provide direct instruction in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$1500	Classroom Teachers
Spire	Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$2000	Intervention Teachers
Kindergarten Camp	Kindergarten camp will be provided for all Kindergarten students as an orientation To Tanner Elementary school	Academic Support Program	07/15/2019	07/19/2019	\$2300	Kindergarten Teachers
Collaboration and training	Reading specialists will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Academic Support Program	09/04/2018	05/24/2019	\$945	Classroom Teachers
Data Analysis	District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500	Administrator s, math specialist and classroom teachers
Communication	School and parents will communicate on a weekly basis in order to improve student achievement.	Parent Involvement	09/04/2018	05/24/2019	\$3311	Classroom teachers, administration
Peer Helpers	Counselor will attend conference to enhance the school wide guidance curriculum and purchase materials needed to implement strategies.	Behavioral Support Program	11/14/2018	05/24/2019	\$1000	Counselor
Scaffolding	Teachers will provide scaffolding for all students through modeling and use of technology	Academic Support Program	09/04/2018	05/24/2019	\$745	Classroom teachers
Tier III- Intervention Specialist	Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	09/04/2018	05/17/2019	\$60195	Intervention Teachers
Class size reduction Units	Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135	Administration
Total					\$203825	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rewards	Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0	Intervention teachers
Master Schedule	Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	08/06/2018	05/24/2019	\$0	Administration
English Language Acquisition	Ten weeks of English language instruction for non english speaking parents.	Parent Involvement	01/09/2019	05/24/2019	\$0	Classroom students
Accelerated Reading	Students will read AR books on their level and take comprehension test	Academic Support Program	08/07/2018	05/24/2019	\$0	Classroom teacher
Sound Sensible	Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0	Intervention Teachers
Lesson Plan Documentation	Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0	Administrators and classroom teachers
Small Group Instruction	Teachers will document daily Tier 2 intervention for students including skill, material and progress using TES Tier 2 form.	Academic Support Program	09/04/2018	05/24/2019	\$0	Classroom Teachers
Student Assessment	Teachers will assess individual student proficiency in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$0	Classroom Teachers
Teacher Documentation	Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	08/13/2018	05/24/2019	\$0	Classroom Teachers
Problem Solving Team	PST team will determine next steps as needed for individual students.	Academic Support Program	09/06/2018	05/17/2019	\$0	Problem Solving Team
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CIP Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

Areas of Notable Achievement

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

The area that shows the highest level of satisfaction is that parents generally feel welcome in our school. They also feel encouraged to be involved and they know our academic goals. Additionally, parents effectively understand their child's grade level standards as well the report card and how to help their child with his/her school work. Finally, parents believe that teachers in our school are "interested and cooperative" when they discuss their child's academic progress and/or concerns.

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

An area that shows a trend toward increasing stakeholder satisfaction or approval is that parents can easily reach their child's teacher when needed. This supports other areas in that parents and teachers are communicating, which in turn, will support student achievement and satisfy the parents as well.

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

These findings are consistent with other data in that our newly established PTO has more than doubled in size, our overall Scantron test scores have improved, and our Dibels data is better.

Areas in Need of Improvement

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

One area of overall low satisfaction is parents' knowledge of our being a Title I school and what that entails. The survey showed that parents do not fully understand what it means to be a Title school nor are they aware of available additional help with their child's math and/or reading. Parents are also not aware of services that may be obtainable for them such as counseling and/or group therapy.

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

An area that shows a trend toward decreasing stakeholder satisfaction is that of parents not participating in Title I activities simply because they are often unaware of what is available.

What are the implications for these stakeholder perceptions?

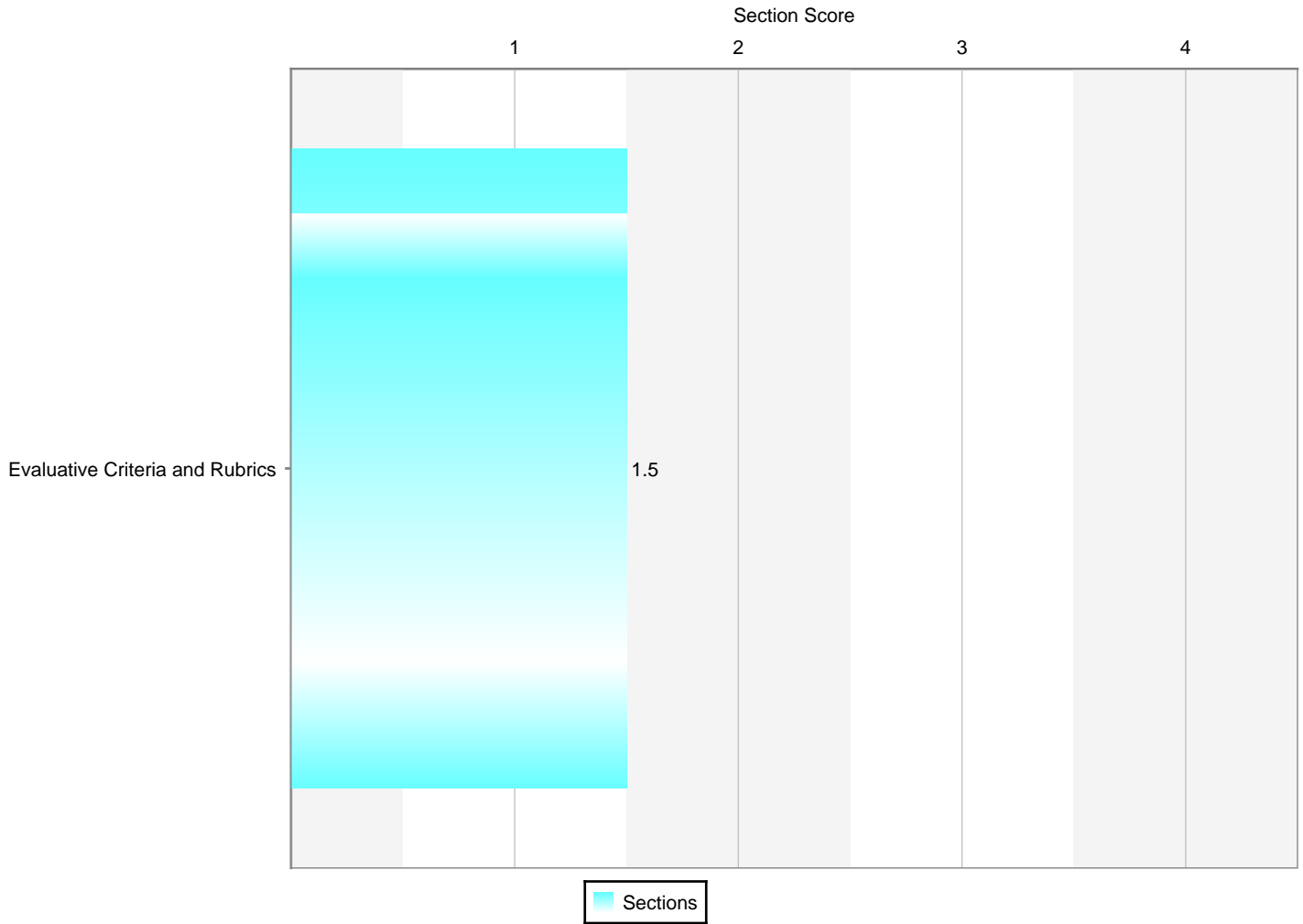
The implications for these stakeholder perceptions is that our parents and/or students are not fully benefiting from our Title I status. They are resources available to them that may not be used to their full potential.

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

The above findings are consistent in that faculty and staff need to educate parents as to what resources are available to them and how to utilize those resources.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Data was reviewed from DIBELS, Scantron Performance Series, WIDA Access and attendance records. Information was also reviewed from the previous year's Problem Solving Team. All surveys for parents, students, and teachers were conducted online. The counselor sent out a link for the surveys.

What were the results of the comprehensive needs assessment?

The areas that are below the expected levels of performance: Using data from the 2017-2018 Scantron results, our fifth grade reading proficiency dropped 7%. Grades 2 through 5 increased proficiency by 4% as a whole. Tanner Elementary's goal for the end of the 2017-2018 school year was an increase of 10%.

The areas that show a negative trend in performance: According to the 2017-2018 Scantron results, our third grade reading proficiency dropped 2% from fall to spring. Our fifth grade reading proficiency dropped by 7% from fall to spring. Our Dibels and Scantron Comparative data shows that a number of students that are proficient on Dibels are not scoring proficient on Scantron.

The areas that indicate the overall lowest performance: According to the Scantron results, 5th grade had the lowest performance and decline on the reading subtest. The overall decrease was 7%. Fifth grade had the lowest performance and decline in proficiency on the math subtest. The overall decrease was 15%.

The subgroups that show a trend toward decreasing performance according to Scantron reading is third grade and fifth grade. Fifth grade also shows a trend toward decreasing performance according to Scantron math.

The area in which was above the expected levels of performance according to Scantron Math results from 2017-2018 was third grade. The third grade had the highest proficiency increase of 30%. Tanner Elementary's goal for the end of the 2017-2018 school year was an increase of 10%.

The area that shows a positive trend in performance is Kindergarten (23% increase in proficiency), third grade (30% increase in proficiency), and fourth grade (13%). Our overall proficiency increase for grades Kindergarten through 5th was 11%.

What conclusions were drawn from the results?

The faculty needs to collaborate to develop a strategic plan to increase student achievement in the core academic subject of reading and math.

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

The area that shows the highest level of satisfaction is that parents generally feel welcome in our school. They also feel encouraged to be involved and they know our academic goals. Additionally, parents effectively understand their child's grade level standards as well the report card and how to help their child with his/her school work. Finally, parents believe that teachers in our school are "interested and cooperative" when they discuss their child's academic progress and/or concerns.

One area of overall low satisfaction is parents' knowledge of our being a Title I school and what that entails. The survey showed that parents do not fully understand what it means to be a Title school nor are they aware of available additional help with their child's math and/or reading. Parents are also not aware of services that may be obtainable for them such as counseling and/or group therapy.

Tanner Elementary's current population consists of 36% Hispanic, 22.7% African American, and 41.3% white and multiracial. Our most recent data indicates that 74 percent of our students qualify for the free and reduced meal program. Eighteen percent of our students qualify for special education services.

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

The math and reading goals are directly connected to the need for improvement in student achievement. The goal to support learning provides the needed remediation for subgroups and other students that may be struggling academically.

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

The data analysis portrays a clear picture based on the ages of students. DIBELS benchmark testing and progress monitoring provide needed data to analyze the growth of our Kindergarten through second grade students. DIBELS progress monitoring will be continued in grades three through five this year. Kindergarten and First grade will also take the Early Literacy Test. Second through fifth will take the Scantron Performance Series 3 times during the year, so teachers can see student growth and analyze needs. This will also show students math and reading proficiency. By utilizing all the data sources available, goals could focus on student needs.

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

83% of the school population is on free/reduced lunch and 36% of students are English Language Learners. Goals were written to address the needs of all students, especially those who are disadvantaged.

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

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

Goal 1:

Increase student proficiency and growth in the core academic skill of reading

Measurable Objective 1:

A 15% increase of All Students will increase student growth by at least one year in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier III Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$2000 - Title I Schoolwide	Intervention Teachers

Activity - Tier III- Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	09/04/2018	05/17/2019	\$60195 - Title I Schoolwide	Intervention Teachers

Activity - Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention Teachers

Strategy2:

Advanced Phonics Skills - Tier 1

ARI explicit phonics lessons/new modules, multi sensory strategies

Research Cited:

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Tanner Elementary

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation To Tanner Elementary school	Academic Support Program	07/15/2019	07/19/2019	\$2300 - Title I Schoolwide	Kindergarten Teachers

Activity - Sight Words and Greek Latin Roots	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Multi-syllabic Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom Teachers

Activity - Student Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Strategy3:

Tier II - Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery.

Research Cited:

Activity - Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	08/13/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration

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Tanner Elementary

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including skill, material and progress using TES Tier 2 form.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Strategy4:

Pathblazer - Students will have learnings paths that were created from their Scantron assessments that will close learning gaps.

Research Cited:

Activity - Technology integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support reading goals.	Technology	11/05/2018	05/24/2019	\$7340 - Title I Schoolwide	Classroom teachers

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency increase on Scantron Performance Series in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier III Comprehension Strategy - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will determine next steps as needed for individual students.	Academic Support Program	09/06/2018	05/17/2019	\$0 - No Funding Required	Problem Solving Team

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention teachers

Strategy2:

Tier 1-Comprehension Strategies - Core teachers will provide explicit instruction in comprehension strategies.

Research Cited:

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling and use of technology	Academic Support Program	09/04/2018	05/24/2019	\$745 - Title I Schoolwide	Classroom teachers

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books on their level and take comprehension test	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher

Strategy3:

Tier II Comprehension - In grades K-5, small group instruction will be based on individual needs to increase proficiency with answering higher level DOK questions with a constructed response.

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be evaluated in monthly data meetings.	Other	09/26/2018	05/17/2019	\$500 - Title I Schoolwide	Administrator, classroom teacher and reading specialist

Activity - Collaboration and training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Academic Support Program	09/04/2018	05/24/2019	\$945 - Title I Schoolwide	Classroom Teachers

Goal 2:

Increase student proficiency and growth in the core academic skill of math

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

ACIP

Tanner Elementary

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Strategy2:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Strategy3:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic

basis to identify struggling learners who need additional support.

Research Cited:

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Measurable Objective 2:

10% of All Students will increase student growth on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Research Cited:

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Strategy2:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Strategy3:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Goal 3:

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

Measurable Objective 1:

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A 50% increase of All Students will increase student growth with parental involvement in order to support student success in Reading by 05/24/2019 as measured by student achievement.

Strategy1:

Teacher professional development workshop - Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training for instructional rounds.)

Research Cited:

Activity - Poverty bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to teachers on how best to help students of all ages	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrator, classroom teachers, counselor, reading specialist, librarian

Strategy2:

Peer Helpers - Teachers will attend conference in order to enhance school wide guidance curriculum.

Research Cited:

Activity - Peer Helpers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will attend conference to enhance the school wide guidance curriculum and purchase materials needed to implement strategies.	Behavioral Support Program	11/14/2018	05/24/2019	\$1000 - Title I Schoolwide	Counselor

Strategy3:

Parental Involvement - Tanner Elementary will establish parental involvement meetings in order to provide opportunities and support to increase student achievement.

Research Cited:

Activity - English Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ten weeks of English language instruction for non english speaking parents.	Parent Involvement	01/09/2019	05/24/2019	\$0 - No Funding Required	Classroom students

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and parents will communicate on a weekly basis in order to improve student achievement.	Parent Involvement	09/04/2018	05/24/2019	\$3311 - Title I Schoolwide	Classroom teachers, administration

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Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students planners with reading logs, personalized test data with goal setting pages serves as a means of communication among parent and teacher.	Parent Involvement Academic Support Program	08/07/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

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

Goal 1:

Increase student proficiency and growth in the core academic skill of reading

Measurable Objective 1:

A 15% increase of All Students will increase student growth by at least one year in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier II - Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery.

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including skill, material and progress using TES Tier 2 form.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	08/13/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration

Strategy2:

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Tier III Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention Teachers

Activity - Tier III- Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	09/04/2018	05/17/2019	\$60195 - Title I Schoolwide	Intervention Teachers

Activity - Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$2000 - Title I Schoolwide	Intervention Teachers

Strategy3:

Advanced Phonics Skills - Tier 1

ARI explicit phonics lessons/new modules, multi sensory strategies

Research Cited:

Activity - Sight Words and Greek Latin Roots	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Student Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation To Tanner Elementary school	Academic Support Program	07/15/2019	07/19/2019	\$2300 - Title I Schoolwide	Kindergarten Teachers

Activity - Multi-syllabic Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom Teachers

Strategy4:

Pathblazer - Students will have learnings paths that were created from their Scantron assessments that will close learning gaps.

Research Cited:

Activity - Technology integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support reading goals.	Technology	11/05/2018	05/24/2019	\$7340 - Title I Schoolwide	Classroom teachers

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency increase on Scantron Performance Series in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier III Comprehension Strategy - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will determine next steps as needed for individual students.	Academic Support Program	09/06/2018	05/17/2019	\$0 - No Funding Required	Problem Solving Team

Strategy2:

Tier 1-Comprehension Strategies - Core teachers will provide explicit instruction in comprehension strategies.

Research Cited:

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Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling and use of technology	Academic Support Program	09/04/2018	05/24/2019	\$745 - Title I Schoolwide	Classroom teachers

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books on their level and take comprehension test	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher

Strategy3:

Tier II Comprehension - In grades K-5, small group instruction will be based on individual needs to increase proficiency with answering higher level DOK questions with a constructed response.

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be evaluated in monthly data meetings.	Other	09/26/2018	05/17/2019	\$500 - Title I Schoolwide	Administrator, classroom teacher and reading specialist

Activity - Collaboration and training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Academic Support Program	09/04/2018	05/24/2019	\$945 - Title I Schoolwide	Classroom Teachers

Goal 2:

Increase student proficiency and growth in the core academic skill of math

Measurable Objective 1:

10% of All Students will increase student growth on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic

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basis to identify struggling learners who need additional support.

Research Cited:

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Strategy2:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Strategy3:

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Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Strategy2:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

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Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Strategy3:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic

basis to identify struggling learners who need additional support.

Research Cited:

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Goal 3:

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

Measurable Objective 1:

A 50% increase of All Students will increase student growth with parental involvement in order to support student success in Reading by 05/24/2019 as measured by student achievement.

Strategy1:

Teacher professional development workshop - Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training for instructional rounds.)

Research Cited:

Activity - Poverty bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to teachers on how best to help students of all ages	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrator, classroom teachers, counselor, reading specialist, librarian

Strategy2:

Peer Helpers - Teachers will attend conference in order to enhance school wide guidance curriculum.

Research Cited:

Activity - Peer Helpers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will attend conference to enhance the school wide guidance curriculum and purchase materials needed to implement strategies.	Behavioral Support Program	11/14/2018	05/24/2019	\$1000 - Title I Schoolwide	Counselor

Strategy3:

Parental Involvement - Tanner Elementary will establish parental involvement meetings in order to provide opportunities and support to increase student achievement.

Research Cited:

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and parents will communicate on a weekly basis in order to improve student achievement.	Parent Involvement	09/04/2018	05/24/2019	\$3311 - Title I Schoolwide	Classroom teachers, administration

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students planners with reading logs, personalized test data with goal setting pages serves as a means of communication among parent and teacher.	Parent Involvement Academic Support Program	08/07/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - English Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ten weeks of English language instruction for non english speaking parents.	Parent Involvement	01/09/2019	05/24/2019	\$0 - No Funding Required	Classroom students

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Increase student proficiency and growth in the core academic skill of reading

Measurable Objective 1:

A 15% increase of All Students will increase student growth by at least one year in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Pathblazer - Students will have learnings paths that were created from their Scantron assessments that will close learning gaps.

Research Cited:

Activity - Technology integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support reading goals.	Technology	11/05/2018	05/24/2019	\$7340 - Title I Schoolwide	Classroom teachers

Strategy2:

Advanced Phonics Skills - Tier 1

ARI explicit phonics lessons/new modules, multi sensory strategies

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation To Tanner Elementary school	Academic Support Program	07/15/2019	07/19/2019	\$2300 - Title I Schoolwide	Kindergarten Teachers

Activity - Multi-syllabic Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom Teachers

Activity - Sight Words and Greek Latin Roots	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Student Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Strategy3:

Tier III Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	09/04/2018	05/17/2019	\$60195 - Title I Schoolwide	Intervention Teachers

Activity - Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention Teachers

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Activity - Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$2000 - Title I Schoolwide	Intervention Teachers

Strategy4:

Tier II - Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery.

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including skill, material and progress using TES Tier 2 form.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	08/13/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency increase on Scantron Performance Series in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier III Comprehension Strategy - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will determine next steps as needed for individual students.	Academic Support Program	09/06/2018	05/17/2019	\$0 - No Funding Required	Problem Solving Team

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Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention teachers

Strategy2:

Tier 1-Comprehension Strategies - Core teachers will provide explicit instruction in comprehension strategies.

Research Cited:

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling and use of technology	Academic Support Program	09/04/2018	05/24/2019	\$745 - Title I Schoolwide	Classroom teachers

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books on their level and take comprehension test	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher

Strategy3:

Tier II Comprehension - In grades K-5, small group instruction will be based on individual needs to increase proficiency with answering higher level DOK questions with a constructed response.

Research Cited:

Activity - Collaboration and training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Academic Support Program	09/04/2018	05/24/2019	\$945 - Title I Schoolwide	Classroom Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be evaluated in monthly data meetings.	Other	09/26/2018	05/17/2019	\$500 - Title I Schoolwide	Administrator, classroom teacher and reading specialist

Goal 2:

Increase student proficiency and growth in the core academic skill of math

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic

basis to identify struggling learners who need additional support.

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Strategy2:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

ACIP

Tanner Elementary

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Strategy3:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Measurable Objective 2:

10% of All Students will increase student growth on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

ACIP

Tanner Elementary

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Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

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Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Strategy3:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

ACIP

Tanner Elementary

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Goal 3:

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

Measurable Objective 1:

A 50% increase of All Students will increase student growth with parental involvement in order to support student success in Reading by 05/24/2019 as measured by student achievement.

Strategy1:

Parental Involvement - Tanner Elementary will establish parental involvement meetings in order to provide opportunities and support to increase student achievement.

Research Cited:

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and parents will communicate on a weekly basis in order to improve student achievement.	Parent Involvement	09/04/2018	05/24/2019	\$3311 - Title I Schoolwide	Classroom teachers, administration

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students planners with reading logs, personalized test data with goal setting pages serves as a means of communication among parent and teacher.	Academic Support Program Parent Involvement	08/07/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - English Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ten weeks of English language instruction for non english speaking parents.	Parent Involvement	01/09/2019	05/24/2019	\$0 - No Funding Required	Classroom students

Strategy2:

Teacher professional development workshop - Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training for instructional rounds.)

Research Cited:

Activity - Poverty bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to teachers on how best to help students of all ages	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrator, classroom teachers, counselor, reading specialist, librarian

Strategy3:

Peer Helpers - Teachers will attend conference in order to enhance school wide guidance curriculum.

Research Cited:

Activity - Peer Helpers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will attend conference to enhance the school wide guidance curriculum and purchase materials needed to implement strategies.	Behavioral Support Program	11/14/2018	05/24/2019	\$1000 - Title I Schoolwide	Counselor

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

Goal 1:

Increase student proficiency and growth in the core academic skill of reading

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency increase on Scantron Performance Series in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier II Comprehension - In grades K-5, small group instruction will be based on individual needs to increase proficiency with answering higher level DOK questions with a constructed response.

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be evaluated in monthly data meetings.	Other	09/26/2018	05/17/2019	\$500 - Title I Schoolwide	Administrator, classroom teacher and reading specialist

ACIP

Tanner Elementary

Activity - Collaboration and training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Academic Support Program	09/04/2018	05/24/2019	\$945 - Title I Schoolwide	Classroom Teachers

Strategy2:

Tier III Comprehension Strategy - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will determine next steps as needed for individual students.	Academic Support Program	09/06/2018	05/17/2019	\$0 - No Funding Required	Problem Solving Team

Strategy3:

Tier 1-Comprehension Strategies - Core teachers will provide explicit instruction in comprehension strategies.

Research Cited:

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling and use of technology	Academic Support Program	09/04/2018	05/24/2019	\$745 - Title I Schoolwide	Classroom teachers

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books on their level and take comprehension test	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher

Measurable Objective 2:

A 15% increase of All Students will increase student growth by at least one year in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier II - Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery.

Research Cited:

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including skill, material and progress using TES Tier 2 form.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	08/13/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Strategy2:

Tier III Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	09/04/2018	05/17/2019	\$60195 - Title I Schoolwide	Intervention Teachers

Activity - Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$2000 - Title I Schoolwide	Intervention Teachers

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Activity - Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention Teachers

Strategy3:

Pathblazer - Students will have learnings paths that were created from their Scantron assessments that will close learning gaps.

Research Cited:

Activity - Technology integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support reading goals.	Technology	11/05/2018	05/24/2019	\$7340 - Title I Schoolwide	Classroom teachers

Strategy4:

Advanced Phonics Skills - Tier 1

ARI explicit phonics lessons/new modules, multi sensory strategies

Research Cited:

Activity - Sight Words and Greek Latin Roots	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation To Tanner Elementary school	Academic Support Program	07/15/2019	07/19/2019	\$2300 - Title I Schoolwide	Kindergarten Teachers

Activity - Multi-syllabic Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom Teachers

Activity - Student Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Goal 2:

Increase student proficiency and growth in the core academic skill of math

SY 2018-2019

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Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Strategy2:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic

basis to identify struggling learners who need additional support.

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

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Tanner Elementary

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Strategy3:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

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Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

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Goal 3:

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

Measurable Objective 1:

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Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and parents will communicate on a weekly basis in order to improve student achievement.	Parent Involvement	09/04/2018	05/24/2019	\$3311 - Title I Schoolwide	Classroom teachers, administration

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students planners with reading logs, personalized test data with goal setting pages serves as a means of communication among parent and teacher.	Parent Involvement Academic Support Program	08/07/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - English Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ten weeks of English language instruction for non english speaking parents.	Parent Involvement	01/09/2019	05/24/2019	\$0 - No Funding Required	Classroom students

Strategy2:

Teacher professional development workshop - Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training for instructional rounds.)

Research Cited:

Activity - Poverty bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to teachers on how best to help students of all ages	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrator, classroom teachers, counselor, reading specialist, librarian

Strategy3:

Peer Helpers - Teachers will attend conference in order to enhance school wide guidance curriculum.

Research Cited:

Activity - Peer Helpers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will attend conference to enhance the school wide guidance curriculum and purchase materials needed to implement strategies.	Behavioral Support Program	11/14/2018	05/24/2019	\$1000 - Title I Schoolwide	Counselor

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.

IELP meetings are held at the beginning of every year to review WIDA Access scores with parents and an interpreter in a language they can understand. All information is sent home in English and in a language they can understand.

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

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

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

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

All teachers must go through district level screening that involves completing the state's Teach in Alabama application. Screening interviews and background checks are conducted at the district level and applicants' names are then made available for interviewing on the state's website.

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?

Tanner Elementary lost three teachers in the Spring in 2018 and one more teacher transferred to another school. Tanner Elementary gained three new elementary teachers in the Fall of 2018.

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

The majority of teachers in the elementary school have less than 10 years teaching experience.

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

Turnover is due to non-renewals of contracts, transfers, promotions, retirements, and resignations. Creating a positive culture has been a priority for all stakeholders involved with Tanner Elementary.

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.

Our Dibels data in grades Kindergarten through second grades revealed that our teachers need more support in their phonics instruction as well as comprehension instruction. Scantron data in reading in grades third through fifth revealed that our teachers need additional support in strategic teaching and explicit instruction in reading comprehension. However, our team also noted our K-2 students are not getting explicit comprehension instruction to prepare them for the rigorous comprehension standards that are targeted beginning in 3rd grade.

Our Performance Series data in math revealed that our teachers need additional support in math instruction, specifically in grade five.

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

Our Dibels and Scantron data for reading in Kindergarten through the fifth grade led us to the following professional developments:

Phonics first to strengthen phonics instruction in kindergarten and first grade.

Revisit ARI framework (for all teachers) on tiers of instruction.

Explicit comprehension training using Comprehension Toolkits K-5

Comprehension Training- Using ARI Module and Clearinghouse Article IES Improving Comprehension in K-3.

District Reading Coach will provide reading support for the fourth and fifth grade teachers.

Pacing guides were developed for reading.

Our Dibels and Scantron data in math in Kindergarten through fifth led us to the following professional developments:

AMSTI trainings will continue for the 2018-2019 school year.

AMSTI book study Student Centered Mathematics

PLT with one teacher per grade level and AMSTI Math Specialists

Coaching cycles with district math specialist in grades first and second.

District Math Coach will provide training and will also plan with all grade levels.

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

The district has a SUCCESS mentoring program for new or inexperienced teachers. It is coordinated at the district level and teachers participate in meetings and trainings. Our new teacher, Miranda Stewart is being mentored one-on-one by a master teacher.

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

Data meetings, walkthroughs, and instructional rounds. PST will drive the professional development. Math and reading coaching cycles will be the way to follow up with teachers on professional developments.

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:

Increase student proficiency and growth in the core academic skill of reading

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency increase on Scantron Performance Series in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier III Comprehension Strategy - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will determine next steps as needed for individual students.	Academic Support Program	09/06/2018	05/17/2019	\$0 - No Funding Required	Problem Solving Team

Strategy2:

Tier 1-Comprehension Strategies - Core teachers will provide explicit instruction in comprehension strategies.

Research Cited:

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom Teachers

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Tanner Elementary

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books on their level and take comprehension test	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling and use of technology	Academic Support Program	09/04/2018	05/24/2019	\$745 - Title I Schoolwide	Classroom teachers

Strategy3:

Tier II Comprehension - In grades K-5, small group instruction will be based on individual needs to increase proficiency with answering higher level DOK questions with a constructed response.

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be evaluated in monthly data meetings.	Other	09/26/2018	05/17/2019	\$500 - Title I Schoolwide	Administrator, classroom teacher and reading specialist

Activity - Collaboration and training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will collaborate with teachers to identify the need for tiered instruction for each student based on data.	Academic Support Program	09/04/2018	05/24/2019	\$945 - Title I Schoolwide	Classroom Teachers

Measurable Objective 2:

A 15% increase of All Students will increase student growth by at least one year in Reading by 05/24/2019 as measured by Scantron.

Strategy1:

Tier II - Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery.

Research Cited:

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration

ACIP

Tanner Elementary

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including skill, material and progress using TES Tier 2 form.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	08/13/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Strategy2:

Advanced Phonics Skills - Tier 1

ARI explicit phonics lessons/new modules, multi sensory strategies

Research Cited:

Activity - Student Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess individual student proficiency in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	Classroom Teachers

Activity - Sight Words and Greek Latin Roots	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Classroom Teachers

Activity - Multi-syllabic Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words.	Academic Support Program	09/04/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom Teachers

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation To Tanner Elementary school	Academic Support Program	07/15/2019	07/19/2019	\$2300 - Title I Schoolwide	Kindergarten Teachers

Strategy3:

Tier III Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

ACIP

Tanner Elementary

Activity - Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	Intervention Teachers

Activity - Tier III- Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	09/04/2018	05/17/2019	\$60195 - Title I Schoolwide	Intervention Teachers

Activity - Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/04/2018	05/17/2019	\$2000 - Title I Schoolwide	Intervention Teachers

Strategy4:

Pathblazer - Students will have learning paths that were created from their Scantron assessments that will close learning gaps.

Research Cited:

Activity - Technology integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support reading goals.	Technology	11/05/2018	05/24/2019	\$7340 - Title I Schoolwide	Classroom teachers

Goal 2:

Increase student proficiency and growth in the core academic skill of math

Measurable Objective 1:

10% of All Students will increase student growth on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

ACIP

Tanner Elementary

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Strategy2:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Strategy3:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Research Cited:

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/17/2019 as measured by Scantron.

Strategy1:

Tier II - Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction daily for those students not attaining standards in tier 1	Academic Support Program	09/04/2018	05/17/2019	\$909 - Title I Schoolwide	Classroom Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2018	05/17/2019	\$0 - No Funding Required	Administrators and classroom teachers

Strategy2:

Investigation and Go Math - Implement Investigations curriculum and supplement with Go Math curriculum

Research Cited:

ACIP

Tanner Elementary

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/04/2018	05/17/2019	\$500 - Title I Schoolwide	Classroom and intervention teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives daily in order to gain an understanding of math concepts	Academic Support Program	08/13/2018	05/17/2019	\$1000 - Title I Schoolwide	Classroom teachers

Strategy3:

Tiered Instruction - Tier 1-All students will receive high quality scientifically based instruction, differentiated to meet their needs and are screened on a periodic

basis to identify struggling learners who need additional support.

Research Cited:

Activity - Training/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training and collaborative planning.	Professional Learning	09/04/2018	05/17/2019	\$945 - Title I Schoolwide	Classroom teachers, AMSTI and math specialist

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will plan and support administrators and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	09/04/2018	05/24/2019	\$500 - Title I Schoolwide	Administrators, math specialist and classroom teachers

Activity - Class size reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two additional teachers will be hired to teach 1st and 4th grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2018	05/24/2019	\$113135 - Title I Schoolwide	Administration

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Goal 3:

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

Measurable Objective 1:

A 50% increase of All Students will increase student growth with parental involvement in order to support student success in Reading by 05/24/2019 as measured by student achievement.

Strategy1:

Parental Involvement - Tanner Elementary will establish parental involvement meetings in order to provide opportunities and support to increase student achievement.

Research Cited:

Activity - English Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ten weeks of English language instruction for non english speaking parents.	Parent Involvement	01/09/2019	05/24/2019	\$0 - No Funding Required	Classroom students

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students planners with reading logs, personalized test data with goal setting pages serves as a means of communication among parent and teacher.	Parent Involvement Academic Support Program	08/07/2018	05/24/2019	\$1500 - Title I Schoolwide	Classroom teachers

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and parents will communicate on a weekly basis in order to improve student achievement.	Parent Involvement	09/04/2018	05/24/2019	\$3311 - Title I Schoolwide	Classroom teachers, administration

Strategy2:

Teacher professional development workshop - Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training for instructional rounds.)

Research Cited:

Activity - Poverty bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to teachers on how best to help students of all ages	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrator, classroom teachers, counselor, reading specialist, librarian

Strategy3:

Peer Helpers - Teachers will attend conference in order to enhance school wide guidance curriculum.

Research Cited:

ACIP

Tanner Elementary

Activity - Peer Helpers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will attend conference to enhance the school wide guidance curriculum and purchase materials needed to implement strategies.	Behavioral Support Program	11/14/2018	05/24/2019	\$1000 - Title I Schoolwide	Counselor

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

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

The leadership team and PST will work to analyze the data and assist in training teachers on how to interpret data and make it meaningful for driving instruction.

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

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

Monthly PST meetings help identify students who are not mastering standards. Tiered instruction is provided as student progress is monitored. Students who continually fail master standards, even with tiered instruction, may be referred for special education testing.

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?

Time for Tier II instruction is built into the master schedule in order to provide needed interventions for students having difficulty mastering the standards. A daily analysis of formative assessment will be conducted.

Reading and math intervention teachers will work with students having difficulty mastering the standards.

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.

Our 21st Century Grant will provide opportunities for our teachers to work closely with needy students. This grant will not only allow for teachers to build relationships with the students, but also allow for teachers to provide support and reinforcement of academic skills for these students. Many of our teachers provide free tutoring to students after school as needed when parents agree to provide transportation. Our teachers also send home additional practice such as math games, fluency practice, and individualized reinforcement activities as needed.

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.

EL teachers and instructional assistants work to not only help students acquiring English, but they also provide learning support for teachers and assist them in meeting the needs of students. All students may eat breakfast for free. Community volunteers and teachers maintain a food pantry and send backpacks of food home with identified students each Friday to ensure they have food over the weekends. Holiday meals and gifts are provided for families through community and teacher donations. Special education student needs are met by qualified teachers, nurses, and assistants who work toward IEP goals. Students identified as homeless are given resources, including gift cards for food by the counselor. Neglect is reported to the state's department of human resources.

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.

The counselor and administrators work to coordinate local, state, and federal programs. All programs are to facilitate student learning.

Title I employs additional units to provide smaller class sizes for students in order to meet the goals of the younger students. Intervention teachers provided an added resource for meeting the needs of students that require Tier 3 intervention.

There is a department head at Central Office that coordinates each program. At the school level, each student receives free breakfast in line with the nutrition program.

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)?

There is a department head at Central Office that coordinates each program. At the school level, each student receives free breakfast in line with the nutrition program. The faculty analyzed student data from standardized tests and needs assessments.

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

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

We informally evaluate the program throughout the year. If changes need to be made, it is documented and we change the plan during the next school year. Data will drive the instructional needs of the school.

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?

After we receive the State assessments, we evaluate the results during meetings. We then compare those results to the plan to see what needs to be modified. Data will drive the instructional needs of the school.

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?

After we receive the State assessments, we analyze and evaluate the student data from the standardized tests during meetings. We then compare those results to the plan to see what needs to be modified

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?

Summative and formative assessments are used throughout the year. Data, collaborations among faculty members, monthly walkthroughs and data meetings provide the needed information for revisions.

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.	21.42

Provide the number of classroom teachers.

15

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1210132.0

Total

1,210,132.00

Administrator Units

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

Provide the number of administrators.

21.42

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

21.42

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

Total

0.00

Librarian

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

Provide the number of Librarians.

21.42

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

Total

0.00

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.	7176.0

Total

7,176.00

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.	2153.0

Total

2,153.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	1.0

Provide the number of EL Teachers.

1

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.	12823.0

Total

12,823.00

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.	2300.0

Total

2,300.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

An open house night was held in August and a Title I meeting was held in September. Parent compacts were discussed at both meetings. There will be meetings held throughout the school year to discuss the importance of parental involvement, strategies, and help that can be offered to their students. At these meetings, the Title I budget is available for review. Parent Compacts are sent home for parents to sign and return.

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))

Parents meet with the teacher through parent teacher conferences, phone conferences, email dialogue, and class DOJO. Also, there will be multiple meetings held in the evening. Teachers are available during their planning times to conduct conferences. The administrator and counselor is available at various times throughout the day.

Parent surveys are used in order to gain parental improvement and there are parents on the team as well.

Our Title I funds are used to purchase multiple supplies and materials that are needed in order to provide for the students of Tanner Elementary School.

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))

Parents are provided with a Title I Compact Format the beginning of the school year which outlines the duties of teachers, students and parents. This form is provided in Spanish and English.

Parent meetings are held to discuss how the program works at Tanner. Interpreters are available at each meeting. Parental concerns are solicited at each meeting.

PTO meetings will be held each month. There will be a translator at all meetings.

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))

Students and parents are available at strategic meetings. Their input is utilized in order to implement programs to increase student participation in academic success. Parents can improve their student's academic achievement by viewing their students grades and attendance in Chalkable. Parents can also view progress reports and report cards sent home every four weeks to help set goals for their student's achievement.

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

Parent input is encouraged at parental involvement meetings and PTO meetings. We have an open door policy. Parents are welcome at any time. Parents are on our CIP teams where they collaborate with teachers while putting it together. They may also contact us through our school website or social media such as Facebook Messenger.

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)

Our teachers have knowledge of state and local academic standards. They are able to discuss these standards with parents at any time and during meetings. Our instructional assistant who serves as an interpreter for the school is a member of the community and a liaison between the school and Hispanic community.

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)

Materials are available to be checked out from the parental involvement resource room at our school. Parents can contact our teachers and

teachers will send home extra help in any content area. Some of our teachers use Seesaw and YouTube to record lessons so that the parent can view them to see how subject matter is being taught. That way they can help their child at home.

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)

Teachers and staff send home information in Spanish and English. Information is given through our school website, Facebook, and Twitter. Our school website is updated multiple times per week. Important information is posted to Facebook and Twitter. Parents are asked for their input on activities such as Harvest Festival and Field Day. PTF is a way for them to become involved in school activities.

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

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

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

All information sent home is available in English and Spanish. There is always an interpreter available at school and at meetings in the evening to meet the needs of the parents.

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

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

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

All information sent home is available in English and Spanish. There is always an interpreter available at school and at meetings in the evening to meet the needs of the parents.

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))

All information sent home is available in English and Spanish. There is always an interpreter available at school and at meetings in the evening to meet the needs of the parents. There is an EL assistant fluent in Spanish that also has times scheduled in her daily schedule for interpreting.