



ACIP

Newton Elementary School

Dale County Board of Education

Mr. Patrick Reed
523 South College Street
Newton, AL 36352

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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?

Newton Elementary School is located in the rural town of Newton, Alabama in the southern part of Dale County. According to the US Census Bureau, the town has a total area of 14.7 square miles with .4 miles being water.

According to the 2010 census, Dale County has a total population of 50,251 with a racial make-up of 74% white/Caucasian and 26% non-white. Newton has a population of 1,511 people with 80.1% being white/Caucasian and 19.9% non-white. Of the current population the median household age is 39, while the estimated median household income for Newton residents in 2011 was \$33,010.

Newton Elementary school has a total of one building principal and 31 employees of which 21 are certified personnel. The certified personnel consists of classroom teachers, a physical education teacher, reading coach, speech therapist, special education teacher, library media specialist and a counselor. All of which all these individuals are highly qualified/certified. We also have 9 support personnel to include cafeteria workers, instructional aides, custodians, a school nurse and a secretary/bookkeeper.

Newton Elementary presently has 269 students enrolled in grades K-6. The school has enjoyed a steady increase in student population over the past five years. To be exact, the student population has increased by 58 students during this time frame. This is approximately a 22% increase from five years ago when the student population was 211 students. The school is made up of 78% white and 22% non-white students which closely correlates to the 2010 census data for the town of Newton. The majority of the student population is from low-income families which is reflected by 71% of our enrollment qualifying for free/reduced meals.

School's Purpose

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

The mission statement for Newton Elementary school states that our purpose is to produce students who are prepared to begin the next level of learning with self-confidence and the desire to succeed. We will achieve this by providing an appropriate curriculum taught by an innovative and nurturing staff in a positive and caring environment. As a school, we make sure our teachers have ample professional development opportunities and can use skills gained through these opportunities in the classroom. Our school has been designated as an AMSTI school since 2008 and all of our teachers have received AMSTI training, some in multiple grade levels. The majority of these teachers also received bridge training for updated kits during the 2016 and 2017 summer break. Our school follows the Positive Behavior Support (PBS) model for behavior. We use this program to reward positive behavior in the areas responsibility, respectfulness and resourcefulness.

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.

Newton Elementary school strives to keep up with the ever-changing world of technology by implementing new technologies when applicable. In the past three years we have updated our computer lab to include 30 CPUs equipped with Windows 10 operating systems. Additionally, all computers in our building have been updated to the Windows 10 operating system. We have also installed document cameras and ceiling projectors in each classroom. All teachers have laptops to be used for instruction. We have also installed various access points within the school that gives us full wireless capabilities. Students and teachers are all able to use chromebooks during instruction and learning thanks to the 4 chromebook carts that we have available. Each cart consists of 30 chromebooks and our goal is to have a 1:1 ration of chromebooks to students. Finally, we completed our interactive board initiative to equip each classroom with interactive boards during the summer of 2018. In the area of academics, Newton Elementary school has ranked near the top each year in DIBELS and ACT ASPIRE/Scantron scores as compared to other schools in the county and surrounding area. We have also been a designated AMSTI school since 2008. All of our teachers have received training, including refresher training during the summers of 2016 and 2017 in their respective grade levels.

Additional Information

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

Currently, Newton Elementary School is an ARI school. The Alabama Reading Initiative (ARI) is a statewide K-12 initiative managed by the Department of Education. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students. The Alabama Reading Initiative provides differentiated levels of support, including professional development, onsite support, and school coaches to over 1,000 schools. The initiative focuses intensely on three aspects of the teaching of reading: preventing reading difficulties, identifying struggling readers and intervening to help them become proficient readers, and expanding the reading power of all students. Newton Elementary is also an AMSTI school. The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies. Finally, NES has a very active Alumni association that works hand in hand with the school administration and teachers. They were instrumental in securing the funding and overseeing the construction of our multipurpose gymnasium located on campus. Additionally, this group funded the purchase of a digital sign in an effort to increase parent and community communication. Our partnership with the alumni has been vital in helping our school improve each year.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

In May 2018, teachers were presented with copies of the 2017-2018 ACIP. Suggestions were then requested regarding strategies to keep, delete or amend. The Continuous Improvement Planning Team met to review any suggestions made by the staff and to review the school's current mission statement. The planning team met in September to determine which elements needed to be included in the current plan and to review state academic assessments. Those elements that required continued monitoring during the 2017-2018 school year were addressed. The team analyzed and disaggregated standardized assessment data, School Incident Report data, PLP data, and other local data to identify strengths and weaknesses in the overall school program. The team also reviewed the results of all available data and drafted a plan for continuous school improvement. The draft was shared with all stakeholders and the plan was completed. The finalized plan was then sent to the district school board for approval. The CIP committee (leadership team) is made up of teachers, the principal, counselor and a parent. The members are responsible for decision-making regarding the CIP and distributing the information to the stakeholders of the school. The committee will meet at the end of the year to discuss the effectiveness of the plan. Progress of CIP goals are monitored throughout the school year and communicated with as needed.

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

The Continuous Improvement Planning Team is made up of representatives from different grade levels as well as the principal, the counselor, and a parent/community representative. The selected members are responsible for any decision-making (program or financial) regarding the CIP and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure that students' needs are identified and that all available community resources are being utilized.

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

Copies of the CIP will be located in the Federal Programs Coordinator's office, principal's office, and library. The plan will also be posted on the Newton Elementary School website. The plan will be discussed with parents during designated parent meetings. Quarterly meetings/reviews are held to discuss and review the CIP. If a parent disagrees with any aspect or component of the Newton Elementary School Parent Involvement Policy/Plan, that parent can express their concerns to the school or contact the Federal Programs Coordinator at the central office.

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 | | 18-19 Student Performance Data Doc Sub-group data 2017-18 |

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

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

DIBELS reading from the 2017-2018 school year indicates a reading strength with 92% of students meeting the composite benchmark. Results from the Spring 2018 SCANTRON math assessment indicates the area of measurement as a strength. The Scantron reading assessment indicates the area of nonfiction is a strength.

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

Trends are difficult to establish due to the uncertainty of the state assessment testing protocol. The state assessment has changed numerous times in recent years. However, the Scantron reading assessment indicates that reading nonfiction text shows a positive trend in performance with all 3-6 grade levels meeting their benchmark goal. The Scantron math assessment indicates that all grades 3-6 met their benchmark goal in the area of measurement.

Which area(s) indicate the overall highest performance?

2017-2018 Scantron data indicated that sixth grade math had the overall highest performance with a 90% proficiency rate. Fifth grade reading had the overall highest performance with 58% proficiency and sixth grade reading with 59% proficiency.

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

There is a 52% achievement gap in Reading between General Ed. and Special Ed. students.

There is a 44% achievement gap in Math between General Ed. and Special Ed. students.

There is a 60% achievement gap in Reading between White and Black students.

There is a 33% achievement gap in Reading between White and Black students.

There is a 7% achievement gap in Reading between Female and Male students.

There is a 4% achievement gap in Reading between Female and Male students.

These results are from the first year of Scantron implementation. We are unable to establish trends due to a different achievement test being used during the previous school year.

Between which subgroups is the achievement gap closing?

There is a 52% achievement gap in Reading between General Ed. and Special Ed. students.

There is a 44% achievement gap in Math between General Ed. and Special Ed. students.

There is a 60% achievement gap in Reading between White and Black students.

There is a 33% achievement gap in Reading between White and Black students.

There is a 7% achievement gap in Reading between Female and Male students.

There is a 4% achievement gap in Reading between Female and Male students.

These results are from the first year of Scantron implementation. We are unable to establish the closing of gaps due to a different achievement test being using during the previous school year.

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

The Scantron math data indicates an overall weakness in the area of geometry. Other recent data such as the ACT ASPIRE and STRIDE data correlates with the SCANTRON data in consistently identifying geometry as an area of weakness.

Areas in Need of Improvement

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

Third grade vocabulary, long passages, and fiction are below the expected levels of performance.

Fourth grade vocabulary and long passages are below the expected levels of performance.

Third grade numbers and operations and geometry are below the expected levels of performance.

Fourth grade geometry and data analysis & probability are below the expected levels of performance.

Fifth grade geometry and algebra are below the expected levels of performance.

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

According to the SCANTRON data, geometry and vocabulary show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Geometry and vocabulary indicate the overall lowest performance in each grade level in reading and math in grades 3-6. Third grade reading is an area of concern demonstrating the school's lowest performing reading proficiency rate at 39% proficiency.

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

Newton Elementary School does not have enough students in subgroup areas to establish subgroup populations.

Between which subgroups is the achievement gap becoming greater?

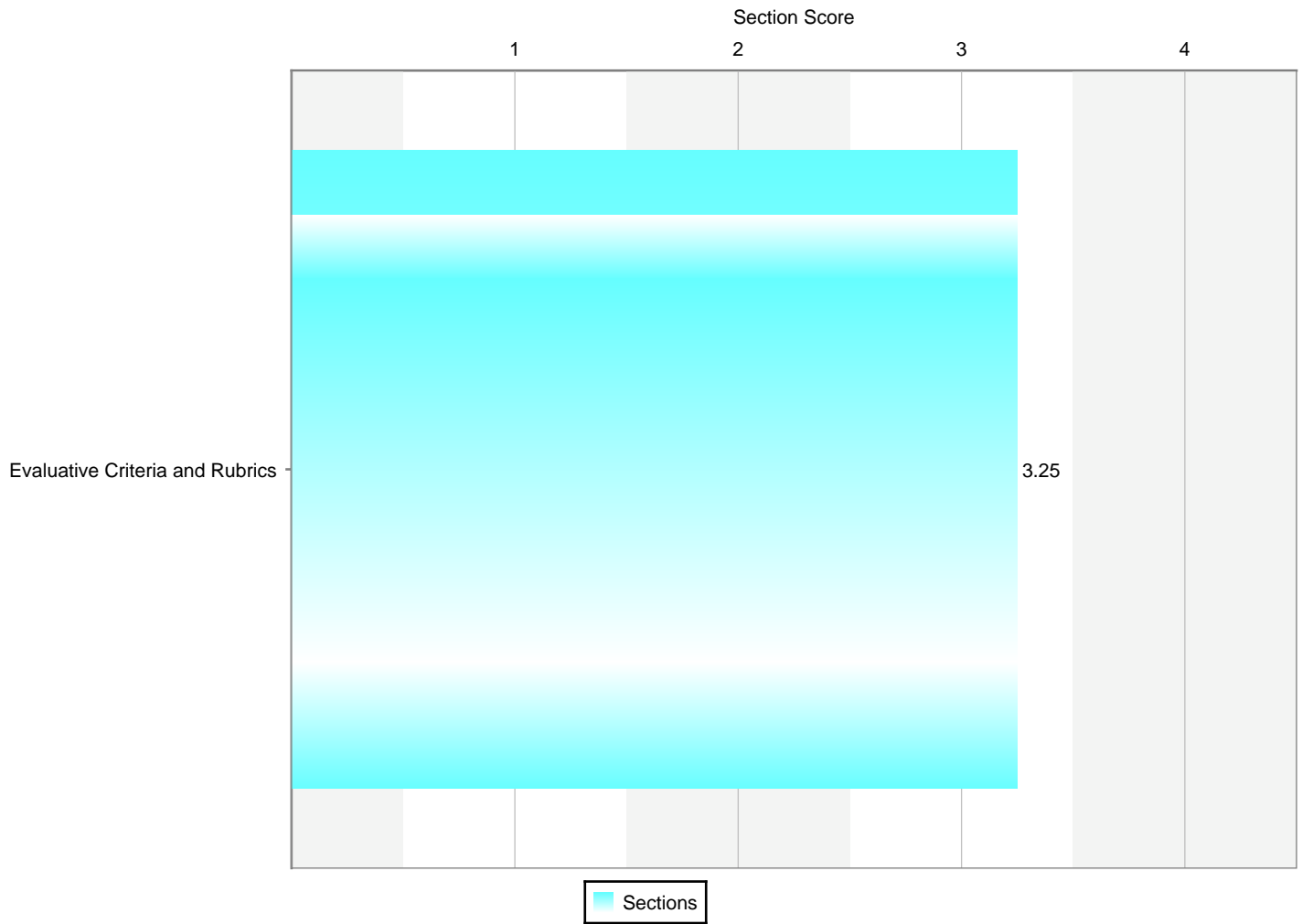
Newton Elementary School does not have enough students in subgroup areas to establish subgroup populations.

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

SCANTRON data is consistent with other recent data resources such as ACT ASPIRE and STRIDE in indicating geometry as a weakness.

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 stakeholder groups are represented on the leadership team to include: Principal, teachers, counselor, instructional coach, bookkeeper, parents and community leaders. Patrick Reed - Principal, Haley Johnson -KG, Jessica Daniels - Guidance Counselor, Barbara Logan - Bookkeeper, Holly Rollins - 5th/6th, Lisa Brackett - 3rd, Amber McNeal - Library/Media, Kim Tharpe - Instructional Coach, Kristen Whitman PTO President/Parent. | ACIP Team Sign In Sheet |

| 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 | Board Policy (see attached) | Policy 3.44 Policy 5.01 |

| 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 | There are no local school employees that handle these responsibilities. Mr. Chuck Walker oversees these duties from the Central Office. Mr. Chuck Walker 202 South Highway 123 Suite E Ozark, Al 36360. | |

| 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 | See attached Parental Involvement Plan and Parents Right to Know. | Consolidated Plan |

ACIP

Newton Elementary School

| 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 | See attached School/Parent Compact. | NES School-Parent Compact |

Plan for ACIP 2018-19

Overview

Plan Name

Plan for ACIP 2018-19

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | We will reestablish a Parent/Teacher Organization at Newton Elementary School. | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$2250 |
| 2 | All NES students will become proficient in reading | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$27500 |
| 3 | All NES student will become proficient in math | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$5000 |
| 4 | All students at NES students will be proficient in writing. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$1000 |

Goal 1: We will reestablish a Parent/Teacher Organization at Newton Elementary School.

Measurable Objective 1:

collaborate to increase parent participation through the reestablishment of an active PTO by 04/30/2019 as measured by evidence of sign-in sheets that include at least 10 participants.

Strategy 1:

Parental Involvement - A PTO President has been nominated. She has reached out to parents and garnered interest in membership. The PTO president will strategically plan meetings to follow functions with high parental attendance, such as Cookies with Caregivers, Thanksgiving Lunch, Newton Fun Run, and Honors Day. Meeting agendas and parental sign in sheets will be used to document and track parental involvement.

Category: Other - Implement Parental Involvement Plan

Research Cited: <http://schoolengagement.org/school-engagement-services/parent-engagement/>

Research states that children are more successful when their parents are actively involved with school and staff.

| Activity - Decision Making | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| The Parent Teacher Organization will collaborate to enhance the social and learning climates of the school. | Parent Involvement | 08/09/2018 | 04/30/2019 | \$0 | No Funding Required | Patrick Reed, Principal Barbara Rhodes, 2nd Grade Teacher Kristin Whitman, PTO President Holly Rollins, Parent and Teacher |
| Activity - Parental Involvement Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Principal will attend trainings related to parental involvement. | Professional Learning | 08/09/2018 | 04/30/2019 | \$750 | Title I Part A | Principal |
| Activity - Parental Information Publications | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents will be provided with information to help them connect life at home with life at school. | Parent Involvement | 08/09/2018 | 04/30/2019 | \$1500 | Title I Part A | Principal |

Goal 2: All NES students will become proficient in reading

Measurable Objective 1:

demonstrate a proficiency on Scantron Performance Series vocabulary portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy 1:

Focus on Reading Vocabulary - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in reading vocabulary

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, Webb's DOK

| Activity - Teach Reading Vocabulary Skills | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| Teachers will use instructional software, hardware, and classroom supplies to focus on teaching reading vocabulary using various strategies including but not limited to, word walls, Quizlet, graphic organizers, make sense strategies, Flocabulary, and ARI explicit vocabulary lesson | Academic Support Program | 08/10/2018 | 05/15/2019 | \$26000 | Title I Part A | Principal, Reading Coach, Teachers |
| Activity - Target Weakest Reading Standards in Kindergarten | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will conduct preliminary assessments of prerequisite early literacy skills. | Academic Support Program | 07/23/2018 | 05/15/2019 | \$1500 | Title I Part A | Principal, Reading Specialist, Teachers |

Goal 3: All NES student will become proficient in math

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series geometry portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy 1:

Focus on Geometry - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in geometry.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eureka Math, Moby Max, Zearn

| Activity - Teach Geometry Skills | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--------------------|
| Teachers will use Eureka Math and Zearn Math materials that are printed and copied at the local school. | Academic Support Program | 08/10/2018 | 05/15/2019 | \$5000 | Title I Part A | Principal Teachers |

Goal 4: All students at NES students will be proficient in writing.

Measurable Objective 1:

demonstrate a proficiency of 80% in grade level writing standards by 05/15/2019 as measured by a teacher created standards based rubric.

Strategy 1:

Focus on Writing Strategies - Teachers will use strategic methods and strategies from Being a Writer Curriculum to increase students' writing proficiency.

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

Research Cited: National Writing Project, Core Knowledge (CKLA)

| Activity - Continuous Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|------------------------------------|
| Quarterly professional development sessions focusing on the four modes of writing. | Professional Learning | 07/16/2018 | 05/15/2019 | \$1000 | Title I Part A | Teachers, Reading Coach, Principal |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------|------------|------------|-------------------|---|
| Continuous Professional Development | Quarterly professional development sessions focusing on the four modes of writing. | Professional Learning | 07/16/2018 | 05/15/2019 | \$1000 | Teachers, Reading Coach, Principal |
| Teach Geometry Skills | Teachers will use Eureka Math and Zearn Math materials that are printed and copied at the local school. | Academic Support Program | 08/10/2018 | 05/15/2019 | \$5000 | Principal Teachers |
| Teach Reading Vocabulary Skills | Teachers will use instructional software, hardware, and classroom supplies to focus on teaching reading vocabulary using various strategies including but not limited to, word walls, Quizlet, graphic organizers, make sense strategies, Flocabulary, and ARI explicit vocabulary lesson | Academic Support Program | 08/10/2018 | 05/15/2019 | \$26000 | Principal, Reading Coach, Teachers |
| Target Weakest Reading Standards in Kindergarten | Teachers will conduct preliminary assessments of prerequisite early literacy skills. | Academic Support Program | 07/23/2018 | 05/15/2019 | \$1500 | Principal, Reading Specialist, Teachers |
| Parental Involvement Professional Development | Principal will attend trainings related to parental involvement. | Professional Learning | 08/09/2018 | 04/30/2019 | \$750 | Principal |
| Parental Information Publications | Parents will be provided with information to help them connect life at home with life at school. | Parent Involvement | 08/09/2018 | 04/30/2019 | \$1500 | Principal |
| Total | | | | | \$35750 | |

No Funding Required

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

ACIP

Newton Elementary School

| | | | | | | |
|-----------------|---|--------------------|------------|------------|--------------|--|
| Decision Making | The Parent Teacher Organization will collaborate to enhance the social and learning climates of the school. | Parent Involvement | 08/09/2018 | 04/30/2019 | \$0 | Patrick Reed, Principal Barbara Rhodes, 2nd Grade Teacher Kristin Whitman, PTO President Holly Rollins, Parent and Teacher |
| | | | | | 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? | No | Parents were informed about the online parent survey through Remind (our school/parent communication route). Teacher and student surveys were completed online during school. | Stakeholder Diagnostic Data Document |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

For the parent survey the highest level of satisfaction or approval was in the following area:

The kinds of things your child is most often doing while in school is "listening to the teacher"(79%).

For the elementary student survey the highest level of satisfaction or approval was in the following area:

In general, what you think of your teachers was "fun" (93%).

For the teacher survey the highest level of satisfaction or approval was in the following areas:

The expectations for students at your school was students are learning (100%) and students are able to explain (100%).

The following word or phrase best describes what you think of your colleagues: caring (100%)

In general, what do students most often do in your classroom: work with others (95%)

Describe the best interaction you have with other teachers at your school: collaborative (90%)

In general, how do you feel at work: supported (90%)

Describe the physical space in which you spend the most of your time while at your school: comfortable (85%)

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

It was difficult to assess parental trends due to the surveys being different this year. However, we noticed that parents generally feel that the staff is supportive and helpful which correlates to the previous year's survey which rated effective communication and high expectations high. Also, last year, the parent survey showed that parents felt a variety of teaching and learning strategies were important. This correlates to this year's parental survey which indicated that parents felt that students are listening to the teacher, thinking, and working with others.

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

We also ask our parents to complete a Title I parent survey each year. The Title I parent survey provides our parents with an opportunity to voice their concerns as well as provide input on areas they would like to see improvement. The Title I survey findings are consistent with the findings from the Advanced Ed parent survey. The findings show that parents feel that their interactions with school staff are respectful and helpful.

Areas in Need of Improvement

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

For the parent survey the lowest level of satisfaction or approval was in the following areas:

In general, what kinds of things do the teachers in your school say to students: repeat what you said (5%)

What are the kinds of things your child is most often doing while at school: giving project demonstrations (3%)

For the student survey the lowest level of satisfaction or approval was in the following areas:

In general, what do you think of your teachers: lazy (3%)

In general, what do you most often do while in class at school: make presentations (3%)

How do you feel at school: angry (6%)

For the teacher survey the lowest level of satisfaction or approval was in the following areas:

What is the kind of thing that you say to your students: What are you doing? (10%)

How do you feel when trying to complete your responsibilities while at work? relaxed (10%)

What is the following word or phrase best describes what you think of your colleagues: curious (5%)

What do students most often do in your classroom: memorize (5%)

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

It was difficult to assess parental trends due to the surveys being different this year. However, it does seem that parents feel the need for increased individualized student learning. We have recently addressed this issue by participating in a technology workshop with Dr. Buddy Weldon (Troy University). We learned about Google Classroom which allows students to work on assignments individually. In addition, the faculty participated in a district-wide technology presentation which concentrated on individualized student programs like Quizlet.

What are the implications for these stakeholder perceptions?

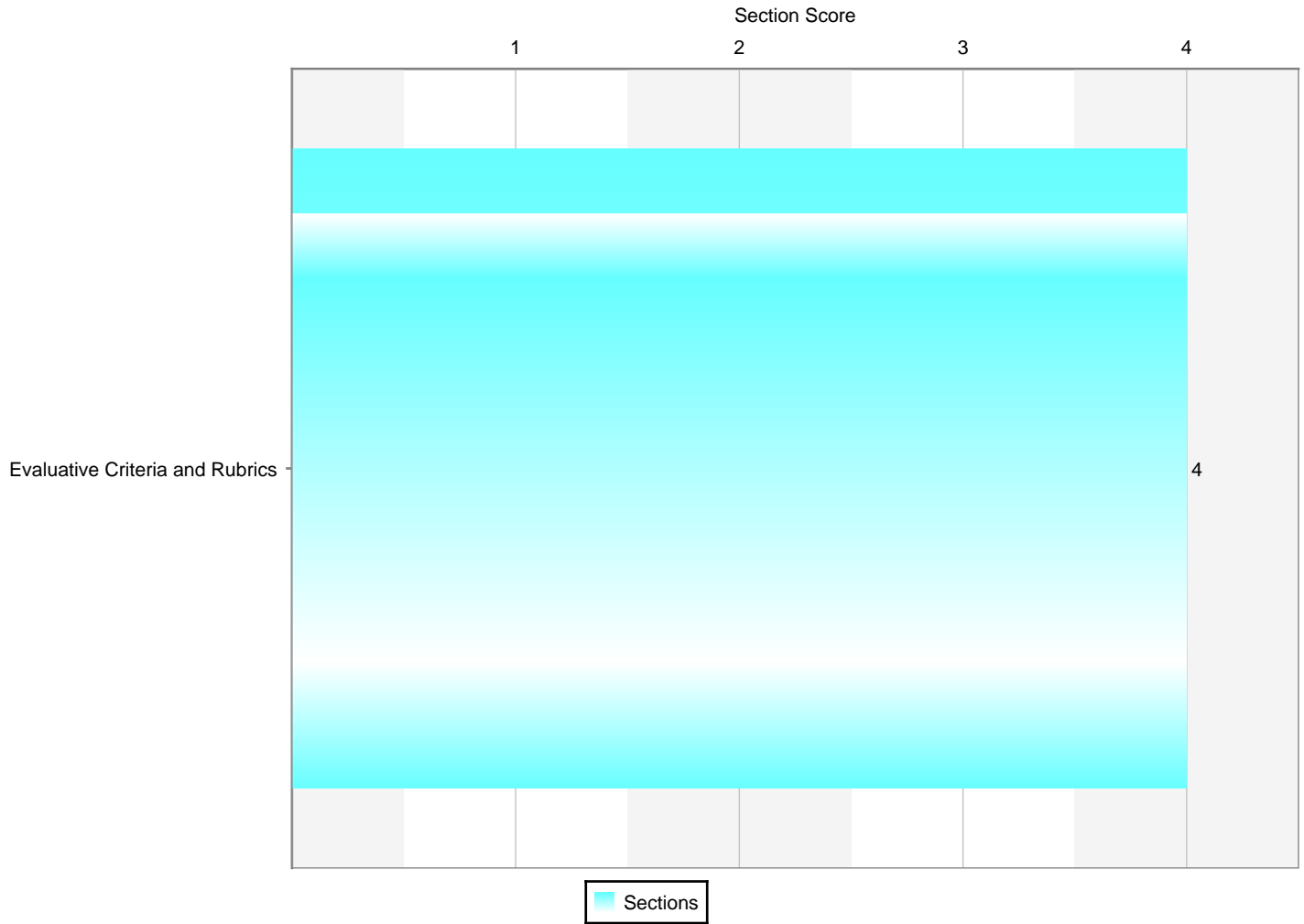
The implications for stakeholder perception, concerning a need for increased individualized student learning, follow. Our faculty feels there is a weakness in that area. We are implementing several professional development opportunities to assist in strengthening this area. We have recently addressed this issue by participating in a technology workshop with Dr. Buddy Weldon (Troy University). We learned about Google Classroom which allows students to work on assignments individually. In addition, the faculty participated in a district-wide technology presentation which concentrated on individualized student programs like Quizlet.

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

All surveys we have conducted indicate a want or desire for increased individualized student learning.

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?

The comprehensive needs assessment utilized various instruments to formulate needed data. These instruments included Renaissance Learning, STAR, DIBELS, ACCESS, AAA, Scantron, Moby Max, Lexia, INOW, Educate Alabama and surveys. Teachers analyzed assessment data to determine strengths and weaknesses concerning the school.

What were the results of the comprehensive needs assessment?

The strength and weaknesses were identified according to the student assessment data (including ELL students). INOW and Educate Alabama data was analyzed and strengths and weaknesses were determined in the areas of student discipline, student attendance, teacher attendance, and teacher turnover. For perception of the school and our needs, surveys were taken from stakeholders and analyzed. Analysis of the curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities were also conducted.

What conclusions were drawn from the results?

There is a need for improvement across grade levels in reading and math. ELL students are making consistent progress according to the ACCESS assessment. All teachers are highly certified. Attendance is consistent for students and teachers.

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

Newton Elementary School administers the State of Alabama mandated tests annually. In August, teachers were asked to review test data from DIBELS and Scantron their respective grade and identify strengths, weaknesses, or gaps in the curriculum. Teachers made recommendations to the school leadership team on input for school environment. We have analyzed our proficiency in reading and math at each grade level, and we have targeted students in need of intervention. Teachers in K-6 are implementing Core Knowledge Language Arts Curriculum. In addition, K-6 is currently in the fourth year of implementing Eureka Math.

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

The results of our needs assessment dictate our professional learning goals. Our school focus for the 2018-2019 school year is show continued growth implementing rigorous questioning and strategies that correlate with Webb's Depth of Knowledge. Teachers are collaborating to implement literacy across the curriculum. We have implemented a monthly comprehension strategy focus for students in grades third through sixth grade. Social Studies and Science teachers are teaching the monthly comprehension strategy, patterned from the comprehension toolkit. In all grade levels, we are implementing a quarterly writing focus based on the modes of writing endorsed by the National Writing Project, which utilizes Being a Writer from the Center for the Collaborative Classroom. Teachers are also collaborating across grades to meet students' math needs. In grades third through sixth grade students are using Zearn, a digital math component that
SY 2018-2019

complements the Eureka Math curriculum. Within this component students work at their own pace and the component is used as a remediation resource, as well as a supplement to the core curriculum. Grades kindergarten through second grade have implemented a multi-sensory, developmental appropriate daily review of foundation math skills.

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

An in depth analysis of DIBELS and Scantron results are conducted with teachers and the instructional coach. The strengths and weaknesses of each grade level are noted. Professional Development is designed to improve areas of weakness in each grade level.

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

We are a Title I School. Technology is used to assist the learning of all students. Accommodations are made as needed for children who are disadvantaged. ELL students are accommodated according to IELP results. IEPs are allowed to ensure special service students' needs are met.

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:

All NES students will become proficient in reading

Measurable Objective 1:

demonstrate a proficiency on Scantron Performance Series vocabulary portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Reading Vocabulary - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in reading vocabulary

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, Webb's DOK

| Activity - Target Weakest Reading Standards in Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will conduct preliminary assessments of prerequisite early literacy skills. | Academic Support Program | 07/23/2018 | 05/15/2019 | \$1500 - Title I Part A | Principal, Reading Specialist, Teachers |

| Activity - Teach Reading Vocabulary Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|------------------------------------|
| Teachers will use instructional software, hardware, and classroom supplies to focus on teaching reading vocabulary using various strategies including but not limited to, word walls, Quizlet, graphic organizers, make sense strategies, Flocabulary, and ARI explicit vocabulary lesson | Academic Support Program | 08/10/2018 | 05/15/2019 | \$26000 - Title I Part A | Principal, Reading Coach, Teachers |

Goal 2:

All NES student will become proficient in math

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series geometry portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Geometry - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in geometry.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eureka Math, Moby Max, Zearn

| Activity - Teach Geometry Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--------------------|
| Teachers will use Eureka Math and Zearn Math materials that are printed and copied at the local school. | Academic Support Program | 08/10/2018 | 05/15/2019 | \$5000 - Title I Part A | Principal 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:

We will reestablish a Parent/Teacher Organization at Newton Elementary School.

Measurable Objective 1:

collaborate to increase parent participation through the reestablishment of an active PTO by 04/30/2019 as measured by evidence of sign-in sheets that include at least 10 participants.

Strategy1:

Parental Involvement - A PTO President has been nominated. She has reached out to parents and garnered interest in membership. The PTO president will strategically plan meetings to follow functions with high parental attendance, such as Cookies with Caregivers, Thanksgiving Lunch, Newton Fun Run, and Honors Day. Meeting agendas and parental sign in sheets will be used to document and track parental involvement.

Category: Other - Implement Parental Involvement Plan

Research Cited: <http://schoolengagement.org/school-engagement-services/parent-engagement/>

Research states that children are more successful when their parents are actively involved with school and staff.

| Activity - Decision Making | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| The Parent Teacher Organization will collaborate to enhance the social and learning climates of the school. | Parent Involvement | 08/09/2018 | 04/30/2019 | \$0 - No Funding Required | Patrick Reed, Principal Barbara Rhodes, 2nd Grade Teacher Kristin Whitman, PTO President Holly Rollins, Parent and Teacher |

Goal 2:

All NES students will become proficient in reading

Measurable Objective 1:

demonstrate a proficiency on Scantron Performance Series vocabulary portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Reading Vocabulary - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in reading vocabulary

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, Webb's DOK

| Activity - Teach Reading Vocabulary Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|------------------------------------|
| Teachers will use instructional software, hardware, and classroom supplies to focus on teaching reading vocabulary using various strategies including but not limited to, word walls, Quizlet, graphic organizers, make sense strategies, Flocabulary, and ARI explicit vocabulary lesson | Academic Support Program | 08/10/2018 | 05/15/2019 | \$26000 - Title I Part A | Principal, Reading Coach, Teachers |

| Activity - Target Weakest Reading Standards in Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will conduct preliminary assessments of prerequisite early literacy skills. | Academic Support Program | 07/23/2018 | 05/15/2019 | \$1500 - Title I Part A | Principal, Reading Specialist, Teachers |

Goal 3:

All NES student will become proficient in math

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series geometry portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Geometry - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in geometry.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eureka Math, Moby Max, Zearn

ACIP

Newton Elementary School

| Activity - Teach Geometry Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--------------------|
| Teachers will use Eureka Math and Zearn Math materials that are printed and copied at the local school. | Academic Support Program | 08/10/2018 | 05/15/2019 | \$5000 - Title I Part A | Principal Teachers |

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

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

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

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

Goal 1:

All NES students will become proficient in reading

Measurable Objective 1:

demonstrate a proficiency on Scantron Performance Series vocabulary portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Reading Vocabulary - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in reading vocabulary

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, Webb's DOK

| Activity - Target Weakest Reading Standards in Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will conduct preliminary assessments of prerequisite early literacy skills. | Academic Support Program | 07/23/2018 | 05/15/2019 | \$1500 - Title I Part A | Principal, Reading Specialist, Teachers |

ACIP

Newton Elementary School

| Activity - Teach Reading Vocabulary Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|------------------------------------|
| Teachers will use instructional software, hardware, and classroom supplies to focus on teaching reading vocabulary using various strategies including but not limited to, word walls, Quizlet, graphic organizers, make sense strategies, Flocabulary, and ARI explicit vocabulary lesson | Academic Support Program | 08/10/2018 | 05/15/2019 | \$26000 - Title I Part A | Principal, Reading Coach, Teachers |

Goal 2:

All NES student will become proficient in math

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series geometry portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Geometry - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in geometry.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eureka Math, Moby Max, Zearn

| Activity - Teach Geometry Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--------------------|
| Teachers will use Eureka Math and Zearn Math materials that are printed and copied at the local school. | Academic Support Program | 08/10/2018 | 05/15/2019 | \$5000 - Title I Part A | Principal Teachers |

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

All NES students will become proficient in reading

Measurable Objective 1:

demonstrate a proficiency on Scantron Performance Series vocabulary portion as evidenced by 80% of our students reaching benchmark goal by 05/15/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Reading Vocabulary - Teachers will use strategic methods and strategies from integration of knowledge and ideas PD to increase students' depth of knowledge in reading vocabulary

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, Webb's DOK

| Activity - Target Weakest Reading Standards in Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will conduct preliminary assessments of prerequisite early literacy skills. | Academic Support Program | 07/23/2018 | 05/15/2019 | \$1500 - Title I Part A | Principal, Reading Specialist, Teachers |

| Activity - Teach Reading Vocabulary Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|------------------------------------|
| Teachers will use instructional software, hardware, and classroom supplies to focus on teaching reading vocabulary using various strategies including but not limited to, word walls, Quizlet, graphic organizers, make sense strategies, Flocabulary, and ARI explicit vocabulary lesson | Academic Support Program | 08/10/2018 | 05/15/2019 | \$26000 - Title I Part A | Principal, Reading Coach, Teachers |

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

NES provides results printed in native language and interpreter if needed

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.

Each grade level has a teacher expert in each academic area. For example, grades 3-6 are departmentalized in order to develop teacher expertise in subject areas

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?

We have 6 new teachers on staff which equates to a teacher turnover rate of 30% due to retirements and teacher relocation.

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

The average of key teaching personnel is 10 years.

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

Recruitment strategies include the principal going to intern orientation at the local university and we also have a strategic partnership with the local university that helps with intern placements. Retention strategies include team building activities, duty free lunches, teacher appreciation week which help to improve teacher morale and work climate.

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.

The data received from Scantron performance series guides professional development to strengthen instruction which ultimately increases student achievement.

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

Teachers attended a writer's workshop called "Being a Writer" to help improve student's writing. Teachers collaborate with the instructional coach to develop a monthly comprehension focus, a quarterly writing focus, and math focused on grade level needs. The principal attends various Council of Leadership in Alabama Schools (CLAS) meetings. He also attends monthly principal's meetings at the district level to collaborate with fellow principals to increase student learning. The paraprofessionals attend a restraint training and the school secretary attends a conference training once a year.

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

New teachers are mentored by their grade level teachers along with the school principal and counselor. Inexperienced teachers are assigned a teacher mentor who supports that teacher and helps them in their first year. Opportunities are provided to showcase good teaching practices through grade level, faculty meeting, and teacher and teacher mentoring.

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

Professional development is ongoing as we attend monthly grade level meetings to discuss the writing focus and planned professional development throughout the year, and in classroom coaching.

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:

We will reestablish a Parent/Teacher Organization at Newton Elementary School.

Measurable Objective 1:

collaborate to increase parent participation through the reestablishment of an active PTO by 04/30/2019 as measured by evidence of sign-in sheets that include at least 10 participants.

Strategy1:

Parental Involvement - A PTO President has been nominated. She has reached out to parents and garnered interest in membership. The PTO president will strategically plan meetings to follow functions with high parental attendance, such as Cookies with Caregivers, Thanksgiving Lunch, Newton Fun Run, and Honors Day. Meeting agendas and parental sign in sheets will be used to document and track parental involvement.

Category: Other - Implement Parental Involvement Plan

Research Cited: <http://schoolengagement.org/school-engagement-services/parent-engagement/>

Research states that children are more successful when their parents are actively involved with school and staff.

| Activity - Decision Making | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| The Parent Teacher Organization will collaborate to enhance the social and learning climates of the school. | Parent Involvement | 08/09/2018 | 04/30/2019 | \$0 - No Funding Required | Patrick Reed, Principal Barbara Rhodes, 2nd Grade Teacher Kristin Whitman, PTO President Holly Rollins, Parent and Teacher |

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?

All teachers participate in monthly data meetings to analyze state assessment data and progress monitoring.

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?

Teachers and instructional coach participate in monthly data meetings to analyze scores from Scantron, DIBELS, MobyMax, and STAR Reading and monthly progress monitoring data. Teachers use reports to target students for intervention and RTI.

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?

Several tiers of intervention are provided to students daily. All students receive tier 1 instruction in the College and Career Ready Standards. Teachers use formative assessment to provide tier II support within the general education classroom. Targeted students are provided tier III instruction. Interventions through the use of computer based intervention programs and small group instruction with the speech, media specialist, and reading specialist with a multi-sensory research based curriculum. In addition, special needs are served by the special education teacher and her paraprofessionals.

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

Students are provided tier II interventions through the use of small group, individualized, computer based, and peer tutors.

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.

Intervention is provided to identified students prior to the school day beginning each morning. Students are given the opportunity to attend after school tutoring in the spring. Summer school is provided for students in danger of failure.

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.

After school tutoring, daily intervention, and summer school opportunities are provided. ELL students use Rosetta Stone, Special students receive services according to their IEP.

**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.

Testing data and surveys are analyzed and used to determine best practices and programs to achieve goals and meet mastery of standards.

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

The instructional coaches meet regularly with the district curriculum coordinator to analyze data and share instructional resources among schools.

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

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

Implementation is evaluated by testing data and surveys.

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?

Monthly data meetings

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

Teachers, Instructional Coach and the principal analyze data results in monthly data meetings.

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

Data is presented to the faculty and staff. Grade level meetings are conducted to gain teacher input. A committee compiles all the data and designs a school wide plan. The final plan is approved by the entire faculty.

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. | 15.42 |

Provide the number of classroom teachers.

15.42

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 763882.28 |

Total

763,882.28

Administrator Units

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

Provide the number of administrators.

1

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 85618.15 |

Total

85,618.15

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

.5

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 26292.5 |

Total

26,292.50

Librarian

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

Provide the number of Librarians.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 52585.0 |

Total

52,585.00

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. | 5376.0 |

Total

5,376.00

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. | 1613.0 |

Total

1,613.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Instructional Supplies. | 9606.0 |

Total

9,606.00

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. | 1723.0 |

Total

1,723.00

Title I

| Label | Question | Value |
|-------|---|----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 64884.25 |

Provide a brief explanation and breakdown of expenses.

Salary and Benefits = \$34,024.19

Other = \$30,860.06

Title II

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

Provide a brief explanation and a breakdown of expenses.

Distributed at central office.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Distributed at central office.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Distributed at central office.

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.

Distributed at central office.

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.

Distributed at central office.

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.

Distributed at central office.

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

Provide a brief explanation and breakdown of expenses.

Distributed at central office.

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))

Parents are invited to attend a "Cookies with Caregivers" meeting. All guardians/parents are invited to attend. At this meeting, parents/guardians are informed that Newton Elementary School is a Title I school, the requirements met, and what the 1% is set aside for. A power point is displayed, parents are surveyed, and are given a copy of the LEA plan and the Parental Involvement Plan. Two meetings are held so that all parents/guardians have an opportunity to attend (K - 2 & 3 - 6).

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))

Meetings are scheduled at different times. Parents are given an opportunity to fill out surveys and needs assessments for the school. Funds are used to provide opportunities for training and participation in the initiatives outlines in the school improvement plan.

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))

Two Title I meetings are held annually. A monthly calendar of events is sent out to all parents. Teachers use apps such as RemindMe, Class Dojo and Notify Me to communicate daily with parents. The school uses SchoolCast and a webpage to keep families and the community informed. Events are posted weekly on a digital sign that placed in front of the school. Teachers hold regular conferences and use communication folders to increase parent involvement.

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))

The Title I committee is composed of administrators, teachers and parents. A meeting is held in May of each year to review the compact, make suggestions and make revisions. The new compact is created and distributed at the beginning of the new school year.

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

Parents are given surveys twice per school year in which they rank needs, and provide comments or suggestions on the School Improvement Plan. The Plan is readily available to parents in the front office, at parent meetings and on the school web site.

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)

Parents are given a copy of the School-Parent Compact yearly and asked to sign it signifying their commitment to working in partnership with the school and their child to ensure student success. Students also sign the compact as a commitment to share the responsibility in their own education. Each teacher is given the responsibility to explain the compact to students. The compacts are used during conferences. Parents are provided with information regarding the Title I program, curriculum, and student data at the Title I meetings. Parents are invited to regularly scheduled Open House meetings to visit classrooms and share in student successes. Some grade levels provide brochures with grade level standards as well. Parents are informed on how to use the STI Home Portal to access grades. A newsletter, Home/School Connection, is sent out monthly. Parents without computer access at home are invited to use the school's computer lab. Teachers in grades 1-6 send home communication folders weekly, progress reports, report cards, DIBELS data reports and Scantron Performance Series Test reports.

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)

Parents are invited to regularly scheduled Open House meetings to visit classrooms and share in student successes. Some grade levels provide brochures with grade level standards and the National PTA document for parents is given out as well. Parents are informed on how to use the STI Home Portal to access grades. A newsletter, Home/School Connection, is sent out monthly. Parents without computer access

at home are invited to use the school's computer lab. Teachers in grades 1-6 send home communication folders weekly, progress reports, report cards, DIBELS data reports and Scantron Performance Series Tests.

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)

A new PTO president has communicated with the school the desire to improve the responsibilities of the PTO. This organization has been non-existent over the past few years. The school is committed to helping her get the PTO more involved in the betterment of the school. Newton Elementary is also committed to utilizing Title I funds to provide handbooks for students and 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 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)

A new PTO president has communicated with the school the desire to improve the responsibilities of the PTO. This organization has been non-existent over the past few years. The school is committed to helping her get the PTO more involved in the betterment of the school. Newton Elementary is also committed to utilizing Title I funds to provide handbooks for students and 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)

A new PTO president has communicated with the school the desire to improve the responsibilities of the PTO. This organization has been

non-existent over the past few years. The school is committed to helping her get the PTO more involved in the betterment of the school. Newton Elementary is also committed to utilizing Title I funds to provide handbooks for students and 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))

Information is provided to parents in the native language through the use of translating apps and programs. Translators from the community are invited to attend meetings when necessary. Parents are welcome to bring a friend, family member, or someone they prefer to translate to meetings.