

ACIP

McDavid-Jones Elementary School

Mobile County Board of Education

Mrs. Susan Jill Dickinson, Principal
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Citronelle, AL 36522

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Executive Summary

Introduction

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

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

Description of the School

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

McDavid-Jones Elementary School currently serves 888 students in Pre-K through 5th grade. The racial demographic for the school consists of approximately 75% White/Caucasian students and 14% Black/African American students with the remaining 11% being Native American, Asian, and Hispanic students.

Faculty, staff, and support personnel include 2 administrators, 1.5 counselors, 1 media specialist, a bookkeeper, 2 registrars, 11 cafeteria workers, a nurse, a part-time plant manager, 18 bus drivers, 12 paraprofessionals, 2 parent organizers, 7 custodians, and 54 teachers. Racial demographics for all staff members consist of 10% Black/African American, 13% Native American, and 77% White.

The school is located on a major highway in a rural area just outside the small town of Citronelle in Mobile County, Alabama. We are one of 88 schools in the Mobile County Public Schools System. The majority of our students are transported by bus from an area that is approximately 189 square miles. Changes over the last three years include the additional Pre-K unit, and 4 additional computer labs were established along with a Rolling iPad Lab for Kindergarten and a student laptop mobile station that can be checked out by teachers. We also added a broadcast team in 2017-2018.

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

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

School's Purpose

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

Mission Statement:

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

Vision Statement:

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

Motto:

We are lifelong learners, learning as we grow.

We expect our students to be lifelong learners who can and do learn as they grow. To facilitate their learning, we provide a number of opportunities such as Pre-K programs, 2 science labs, 2 media centers, Classroom in the Forest/Forest in the Classroom, a summer reading program, STEM Camp in the summer, School-wide 4-H program, Junior Master Gardener Club, National Elementary Honor Society, Parenting Center/Workshops, transition programs, a nature trail, Outdoor Learning Center, extended day tutoring, and departmentalization in the upper grades. We also provide extracurricular activities such as a performing Arts Club, Show Choir, and an after-school care program where students have access to technology and can get help with homework.

We believe that all students can and do learn. We understand that students learn in different ways. Through a variety of instructional methods, we strive to provide each student an opportunity to increase their academic abilities and content knowledge during their tenure at McDavid-Jones. Our faculty and staff also makes every effort to provide our students with a variety of opportunities to participate in activities that interest them.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the fall of 2017, McDavid-Jones established a Broadcast team. Using equipment provided by the district, we began broadcasting morning announcements in September of 2017. Fifth grade students auditioned for the team, and 12 members were selected and divided into two teams that would serve on a weekly rotation. Each team member learned all aspects of being on the broadcast team, both on the anchor desk and behind the scenes.

In August of 2018, McDavid-Jones was one of 200 schools across the state of Alabama to be named a Bicentennial School. With that distinction, we received a monetary award that will allow us to purchase additional equipment for the broadcast room. The equipment will be used to produce and share the accomplishments of famous Alabamians along with information about treasured locations in Alabama through the research projects of our students. The information will be shared with community stakeholders of McDavid-Jones.

In June of 2018, McDavid-Jones hosted STEM Camp in a partnership with AM/NS Calvert and Mobile Area Education Foundation. There were 110 students in grades 4 and 5 who attended the camp. Students learned coding, using a 3-D printer, game design, and programming/flying drones. Participation in STEM Camp 2017 resulted in the acquisition of a 3-D printer for our school. We will also receive 4 drones for hosting the camp for 2018.

McDavid-Jones continually strives to connect and communicate with parents. In the fall of 2017, McDavid-Jones began using ClassDojo, a free app that allows the school to communicate with parents. With ClassDojo, teachers kept parents up to date regarding behavior, school work, and attendance. Messaging via teacher to class, teacher to individual parents, parent to administrators, and school leaders to the general school population are possible through ClassDojo. March 2018 reports showed 722 parents using ClassDojo. For the school year, there was a total of 19,233 parent views of posts on the School Story for ClassDojo. The translation tool for parents who are limited in English was used 65 times.

Also added in the fall of 2017, was an app for our school that would serve as an additional tool of communication between school and home. Using Title 1 parenting funds, we purchased the app for one year. Parents can use the app to make temporary transportation changes or send parent notes when students are absent. They can also check the school calendar, check bus routes, get lunch/breakfast menus, get links to social media and school website accounts, get Booster Club news, and contact the school. The app is free for parents to use. We are able to use analytical data provided by the app to see how many times it was downloaded to devices and how many times parents clicked on the various sections of the application. Between ClassDojo and our school app, there was a tremendous increase in school to home and home to school communications.

McDavid-Jones provides a GED class for parents through Title 1 Parenting. The program began in the summer of 2010. As of December 2017, there have been 66 parents/former students to successfully complete the program. Most have gone on to college or technical school; some have taken better jobs. In 2013, McDavid-Jones received a commendation from Goodwill Easter Seals (our GED partner) for our commitment, compassion, and dedication to adult education. It has been a positive and rewarding opportunity for the families of McDavid-Jones and for the community of Citronelle.

National Elementary Honor Society at McDavid-Jones. The first induction ceremony of our new chapter was held in October of 2016. We have since inducted 78 students who have met the qualifications of a National Elementary Honor Society Student. Qualifications include satisfactory attendance, above average in academics, and exemplary conduct.

Since 2014, we have implemented additional ways to communicate with our stakeholders through free resources that are available to us. We use School Messenger, Facebook, Twitter and our school website to let parents and other stakeholders know what is going on at our school. Our school Facebook page is an invaluable resource. Analytical data shows how many followers were reached by a post as well as how many parents comment on or share a post. Data reveals that parents are more likely to go to our social media pages for information than they do our school website.

Additional Information

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

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

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

We are also one of the first schools to have a school-wide Junior Master Gardener program. Parent volunteers receive training at the beginning of the school year that will empower them to lead classes in the 4-H, Classroom in the Forest/Forest in the Classroom, and Junior Master Gardner programs. McDavid-Jones is the only school in the state of Alabama participating in CIF, 4H, and JMG programs through the Alabama Cooperative Extension Service.

"Faithful Friends" mentoring is now in its eighth year. People from the faith-based community along with other community stakeholders come and visit with our students who need extra encouragement. They help build the self-esteem of our students. Mentors encourage students to attend school every day. This program is offered to third through fifth grade students.

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

McDavid-Jones implemented a Bring Your Own Device program in 2017-2018. Because of that, we have established two Tech Teams. These teams include students in 5th grade and 2nd grade who are tech perceptive, dependable, and responsible. They assist with lab startups in the morning and with shut down in the afternoon. The breakfast patrol and the Tech Teams will give our students an opportunity to enhance their leadership skills, and it will prepare them to be leaders after they leave McDavid-Jones.

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

We recently celebrated our 27th year as "Partners in Education" with Arkema. Over the years Arkema provided our school with playground equipment, computers, books, ramp for our handicapped students, painted our stage, painted our cafeteria, and provided many other needs for our school. Arkema recognizes our students for quarterly and yearly honor awards, such as "A", "AB" Honor Roll, and Perfect Attendance. Arkema employees participate in "Read Across America" Day and read to many classes in Pre-K as well as in grades K-2. They also help sponsor a summer reading program for all students. Arkema also provides gifts for needy students at Christmas.

Each year in February, McDavid-Jones holds a special program in recognition of Black History Month. There is a special guest speaker and we have special music usually provided by our local high school. Last year, in cooperation with our broadcast team, we showcased the accomplishments of a variety of Black Americans in our history through presentations such as videos that were streamed through the broadcast. In addition, we had special presentations for Black History Month from our anchors on the broadcast team. We had some very positive feedback regarding our efforts in highlighting famous black Americans in our history! Teachers reported seeing their students more

attentive and engaged during the video presentations, making these more educationally beneficial for our students! We plan to extend our presentations next year by using some interviews conducted by our broadcast teams.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

In August, the ACIP committee, which consists of administration, core academic teachers, resource personnel, parents, and our School Improvement Specialist met to review the 2017-2018 test data to discern the degree to which the goals and objectives of the improvement plan for our school had been met. The information was shared with faculty and interested parents. The ACIP team met and analyzed all available data to determine which strategies were successful and which strategies needed to be modified or omitted. Additionally, the team suggested strategies, professional development, and budget requirements that would be needed to help reach the stated goals. When the draft was completed, faculty and parents were invited to review the ACIP snapshot to suggest modifications or revisions. Stakeholders were invited to participate and were notified in person as to what their role would be and when meetings would be held.

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

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

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

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

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

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

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The data used for evaluation are the Fall 2018 administration of the Scantron Performance Series assessments for Reading, Math, and Science, 2017-2018 Scantron Assessments Data, and DIBELS assessments for Spring 2018. Student performance data is attached.	Student Performance Data Baseline Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Scantron Performance Series Grade 3 Reading ~ gained 156 points (mean scale score 2321 to 2477)

Scantron Performance Series Grade 3 Math ~ gained 146 points (mean scale score 2227 to 2373)

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

Scantron Performance Series for reading indicated a positive trend overall with an aggregate score showing a 131 point gain (mean scale score 2462 to 2593).

Scantron Performance Series for math also indicated a positive trend overall with an aggregate score showing a 118 point gain (mean scale score 2343 to 2461).

Which area(s) indicate the overall highest performance?

Scantron Grade 3 Reading ~ Fiction ~ 2509 SS

Scantron Grade 4 Reading ~ Nonfiction ~ 2613 SS

Scantron Grade 5 Reading ~ Fiction ~ 2734 SS

Scantron Grade 3 Math ~ Data Analysis & Probability ~ 2423 SS

Scantron Grade 4 Math ~ Measurement ~ 2494 SS

Scantron Grade 5 Math ~ Measurement ~ 2586 SS

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

Native American demographic group consists of 31 students who took the tests. 47% of this group met their annual growth targets. Overall, this group made a 146 point gain in scaled scores going from 2396 to 2539.

Between which subgroups is the achievement gap closing?

Native American students ~ 47% of 31 students met growth targets in Reading.

African American students ~ 37% of 58 students met growth targets in Reading.

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

There were no other sources for comparison.

Areas in Need of Improvement

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

Scantron Performance Series for Grade 5 Reading and Math showed the lowest gains.

~ Reading scores for 5th grade indicate a 3.6% gain in scaled scores going from 2612 to 2706.

~ Math scores for 5th grade indicate a 3.7% gain in scaled scores going from 2442 to 2533.

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

Math and Reading for Grade 5

Which area(s) indicate the overall lowest performance?

Scantron Grade 3 Reading ~ Vocabulary ~ 2460 SS

Scantron Grade 4 Reading ~ Vocabulary ~ 2568 SS

Scantron Grade 5 Reading ~ Vocabulary ~ 2679 SS

Scantron Grade 3 Math ~ Numbers & Operations ~ 2306 SS

Scantron Grade 4 Math ~ Algebra ~ 2436 SS

Scantron Grade 5 Math ~ Numbers & Operations ~ 2489 SS

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

2 Asian students tested ~ 50% met growth targets ~ 1 student

8 Hispanic students tested ~ 19% met growth targets ~ 2 students

31 Native American students tested ~ 46% met growth targets ~ 12 students

57 African American students tested ~ 36% met growth targets ~ 20 students

Between which subgroups is the achievement gap becoming greater?

African American group ~ only 20 students out of 57 met growth targets ~ 36%

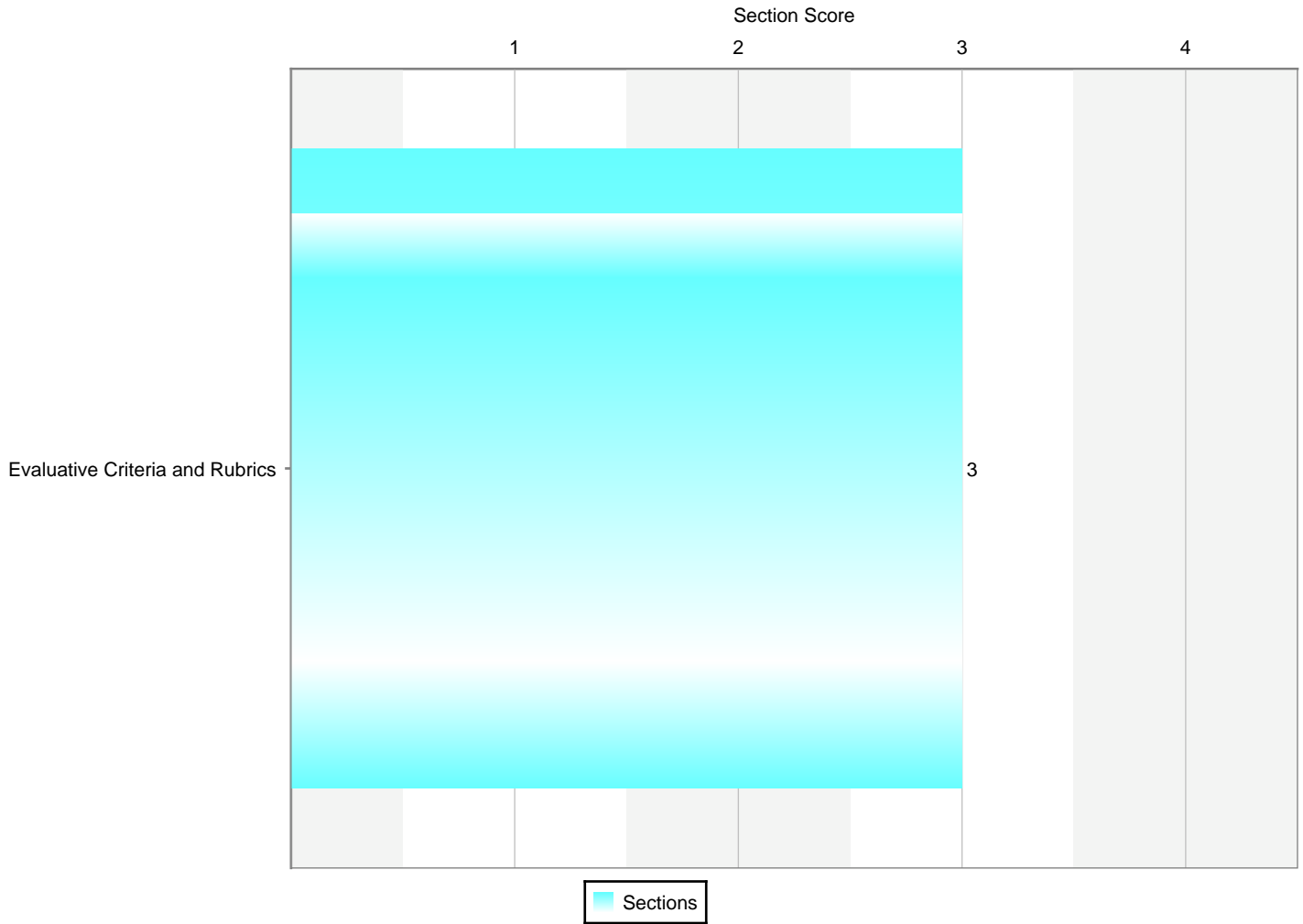
Native American group ~ 14 students out of 31 met growth targets ~ 46%

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

There were no other sources for comparison.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

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

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Parent Compact is attached along with the signature page for this assurance.	Signature page 2018-2019 Parent Compact

2018-2019 McDavid-Jones Elementary

Overview

Plan Name

2018-2019 McDavid-Jones Elementary

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2018-2019 ~ Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.	Objectives: 5 Strategies: 5 Activities: 16	Academic	\$3003941
2	2018-2019 ~ Prepare and Support Teachers to Graduate College- and Career-Ready Students.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$11363
3	2018-2019 ~ Provide digital tools and resources to all educators and students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$44240
4	2018-2019 ~ Prepare and support students through student support services.	Objectives: 3 Strategies: 5 Activities: 7	Organizational	\$519472

Goal 1: 2018-2019 ~ Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets with a baseline scaled score of 2296 for grade 3, 2487 for grade 4, and 2591 for grade 5 in Reading by 05/24/2019 as measured by the Scantron Performance Series Reading assessment.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$2838331	State Funds, State Funds, State Funds, State Funds	Special Education teachers, K-5 teachers, Administrators, Other certified positions
Activity - Implement Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Accelerated Reader daily.	Academic Support Program	08/06/2018	05/24/2019	\$60802	State Funds, State Funds	K-5 Teachers, Resource teachers, Librarian
Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Tutoring, Academic Support Program	01/15/2019	05/16/2019	\$13500	Title I Part A	Title 1 Facilitator, Tutors
Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

McDavid-Jones Elementary School

The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Parents are encouraged to come read with their children.	Parent Involvement, Academic Support Program	06/03/2019	06/28/2019	\$1000	Title I Part A	Teachers, Paraprofessionals
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Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use STAR Reading universal screenings to determine reading levels and to gauge progress for their students.	Academic Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	All K-5 teachers and Resource teachers

Activity - DIBELS Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring.	Academic Support Program	08/13/2018	05/24/2019	\$0	No Funding Required	All K-2 teachers and Resource teachers, DIBELS assessment team

Activity - Utilize Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Moby Max MobyMax as an additional resource for reading. Moby Max can be used for progress monitoring, goal setting, fluency practice, and as a motivation tool.	Academic Support Program	08/06/2018	05/24/2019	\$0	Other	All K-5 teachers and Resource teachers

Activity - Literacy Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plain Talk About Literacy and Learning Conference	Academic Support Program, Professional Learning	02/03/2019	02/07/2019	\$5980	Title II Part A	Selected staff

Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets with a baseline scaled score of 2217 for grade 3, 2342 for grade 4, and 2441 for grade 5 in Mathematics by 05/24/2019 as measured by the Scantron Performance Series Math assessment.

Strategy 1:

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

Guide to ensure coverage of all skills, standards, and concepts related to mathematics.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Special Education teachers, K-5 teachers

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math.	Tutoring, Academic Support Program	01/15/2019	05/16/2019	\$0	Title I Part A	Title 1 Facilitator, Tutors

Activity - Implement Math Workstations/Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will begin with a fluency center by end of 1st Quarter. All teachers will implement the use of workstations/centers during math instruction by May, 2019. Documentation of implementation will include lesson plans and observations.	Academic Support Program	08/06/2018	05/24/2019	\$29752	State Funds	All K-5 teachers and Resource teachers

Activity - Intentional Teaching of Mathematical Practice Standards (MPS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will emphasize the designated MPS in a grade-level appropriate manner each quarter as well as the indicated content standards. Students will complete a task and/or test items as part of their quarterly Teacher-Made End of Quarter Test (EQT). Quarter 1 for grades 1-5: MP1 – Make sense of problems & persevere in solving them and MP6 – Attend to Precision Quarter 2 for grades K-5: MP2 – Reasons abstractly and quantitatively and MP3 – Construct viable arguments and critique the reasoning of others Quarter 3 for grades K-5: MP4 – Model with mathematics and MP5 – Use appropriate tools strategically Quarter 4 for grades K-5: MP7 – Look for and make use of structure and MP8 – Look for and express regularity in repeated reasoning	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	All K-5 teachers and Resource teachers

Measurable Objective 3:

100% of Fifth grade students will increase student growth by meeting their individual growth targets with a baseline scaled score of 2498 for grade 5 in Science by 05/24/2019 as measured by the Scantron Performance Series Science assessment.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly)	Academic Support Program	08/06/2018	05/24/2019	\$37926	Title I Part A	Teachers in grades 4 & 5, Instructional Paraprofessional

Measurable Objective 4:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 05/24/2019 as measured by the state required ACCESS for ELs assessment.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Appropriate Accommodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will provide appropriate accommodations on activities and assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0	District Funding	Teachers of EL students

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0	District Funding	Teachers of EL students

Measurable Objective 5:

50% of All Students will collaborate to use critical thinking skills to plan and conduct research, prepare reports, complete assignments and in English Language Arts by 05/24/2019 as measured by final products/ performance that demonstrate mastery of State Course of Study standards.

Strategy 1:

Project Based Learning PD - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS-S 4, CCRS Literacy Standards; Plan2020 p. 14, 26, 54

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.	Academic Support Program, Technology, Professional Learning	08/06/2018	05/24/2019	\$16650	State Funds	Administrators, Teachers

Goal 2: 2018-2019 ~ Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards by 05/24/2019 as measured by classroom observations and walk-throughs.

Strategy 1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards.

Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans. Agendas, PLCIA's, and sign in sheets will also be used as documentation of professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.	Professional Learning	08/06/2018	05/24/2019	\$11363	State Funds, Title I Part A	Administrators, District Personnel, Faculty

Activity - Alabama Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will complete the Alabama Mentoring Program requirements with the aide of a qualified mentor.	Recruitment and Retention, Professional Learning	08/06/2018	05/24/2019	\$0	State Funds	Mentors, New teachers, Administrators

Activity - Online Mentoring Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will complete online mentoring training as provided by the district.	Recruitment and Retention, Professional Learning	08/06/2018	05/24/2019	\$0	District Funding	Mentors, Administrators

Measurable Objective 2:

collaborate to increase use of digital media in core classroom instruction to engage students through technology rich lessons by 05/24/2019 as measured by Discovery Education digital literacy project, lesson plans, and/or surveys.

Strategy 1:

Provide Digital Media PD - Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Best Practices

Activity - Teacher Training PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Academic Support Program, Technology, Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	Administrators, teachers

Goal 3: 2018-2019 ~ Provide digital tools and resources to all educators and students.**Measurable Objective 1:**

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive digital content and by 05/24/2019 as measured by classroom/student observations and decreased usage of paper and hard-copy materials.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Academic Support Program, Technology	08/06/2018	05/24/2019	\$44240	Title I Part A	Administrator, K-5 teachers, Special Education teachers, Intervention teachers

Goal 4: 2018-2019 ~ Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2019 as measured by attendance data reports from Chalkable Student Information Systems (INow)..

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/06/2018	05/24/2019	\$390524	District Funding, Title I Part A	Attendance paraprofessional, Administrator s, Resource Staff, Teachers, Support Personnel, Music teacher
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Strategy 2:

Implement Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities will be given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff will lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms.

McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 5 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

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

Elementary to Middle School Transitions

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

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS

Activity - Implement Transition Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement transition activities for home to school, year to year, and elementary school to middle school.	Academic Support Program	08/06/2018	07/31/2019	\$1592	Title I Part A	Teachers, administrators

Strategy 3:

Decrease Chronic Absenteeism - We will make all effort to reduce chronic student absenteeism by recognizing good and improved attendance, by engaging students and parents, and by closely monitoring the attendance of students who have excessive absences. We will also provide professional development for faculty to reinforce the responsibilities that apply to all of us regarding student attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Decrease Chronic Absenteeism	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McDavid-Jones' faculty will engage parents, build relationships with students, recognize good and improved attendance, and closely monitor the attendance of students who have excessive absences.	Parent Involvement, Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	All K-5 teachers Administrators

Measurable Objective 2:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases by 05/24/2019 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, OSEP

Activity - PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/06/2018	05/24/2019	\$107748	State Funds, Title I Part A	PBIS team, Administrators, Faculty and Staff, Retracted Paraprofessional, Counselors

Activity - Use Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the school Problem Solving Team to monitor and address interventions for students who have been referred for excessive and recurring problem behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	PST team

Measurable Objective 3:

demonstrate a behavior of providing opportunities for parental involvement and adult education by 05/24/2019 as measured by attendance logs, quarterly baseline data reports, agendas and sign in sheets.

Strategy 1:

Parental Involvement - We will provide a variety of opportunities for parents to be involved in their child's education through volunteering and/or through attending adult education classes.

Category: Develop/Implement Student and School Culture Program

Research Cited: GED Testing Service,LLC

Activity - Parent Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use parent organizers to promote and increase parental involvement by providing support, coordination, and dissemination of information to parents that will improve student achievement.	Community Engagement, Parent Involvement, Academic Support Program	08/06/2018	05/24/2019	\$13608	Title I Part A	Parent organizers, administrators, Title 1 Facilitator
Activity - GED Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to encourage students to graduate on time, we will provide opportunities for school and community stakeholders to complete a basic high school education through a partnership with Goodwill Easter Seals.	Community Engagement, Parent Involvement, Academic Support Program	10/16/2018	05/16/2019	\$6000	Title I Part A	Current and retired teachers, Title 1 Facilitator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intentional Teaching of Mathematical Practice Standards (MPS)	Teachers will emphasize the designated MPS in a grade-level appropriate manner each quarter as well as the indicated content standards. Students will complete a task and/or test items as part of their quarterly Teacher-Made End of Quarter Test (EQT). Quarter 1 for grades 1-5: MP1 – Make sense of problems & persevere in solving them and MP6 – Attend to Precision Quarter 2 for grades K-5: MP2 – Reasons abstractly and quantitatively and MP3 – Construct viable arguments and critique the reasoning of others Quarter 3 for grades K-5: MP4 – Model with mathematics and MP5 – Use appropriate tools strategically Quarter 4 for grades K-5: MP7 – Look for and make use of structure and MP8 – Look for and express regularity in repeated reasoning	Academic Support Program	08/06/2018	05/24/2019	\$0	All K-5 teachers and Resource teachers
Decrease Chronic Absenteeism	McDavid-Jones' faculty will engage parents, build relationships with students, recognize good and improved attendance, and closely monitor the attendance of students who have excessive absences.	Parent Involvement, Academic Support Program	08/06/2018	05/24/2019	\$0	All K-5 teachers Administrators
Implement Cycle of Instruction with PST/RTI	K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0	Special Education teachers, K-5 teachers
Teacher Training PD	Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Academic Support Program, Technology, Professional Learning	08/06/2018	05/24/2019	\$0	Administrators, teachers

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McDavid-Jones Elementary School

DIBELS Assessments	K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring.	Academic Support Program	08/13/2018	05/24/2019	\$0	All K-2 teachers and Resource teachers, DIBELS assessment team
Use Problem Solving Team	Use the school Problem Solving Team to monitor and address interventions for students who have been referred for excessive and recurring problem behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$0	PST team
STAR Reading	All teachers will use STAR Reading universal screenings to determine reading levels and to gauge progress for their students.	Academic Support Program	08/20/2018	05/24/2019	\$0	All K-5 teachers and Resource teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Moby Max	All teachers will use Moby Max MobyMax as an additional resource for reading. Moby Max can be used for progress monitoring, goal setting, fluency practice, and as a motivation tool.	Academic Support Program	08/06/2018	05/24/2019	\$0	All K-5 teachers and Resource teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Attendance	Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/06/2018	05/24/2019	\$375257	Attendance paraprofessional, Administrator, Resource Staff, Teachers, Support Personnel, Music teacher
Professional Learning	During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0	Teachers of EL students

ACIP

McDavid-Jones Elementary School

Appropriate Accommodations	Teachers of EL students will provide appropriate accommodations on activities and assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0	Teachers of EL students
Online Mentoring Training	Mentors will complete online mentoring training as provided by the district.	Recruitment and Retention, Professional Learning	08/06/2018	05/24/2019	\$0	Mentors, Administrators
Total					\$375257	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Conference	Plain Talk About Literacy and Learning Conference	Academic Support Program, Professional Learning	02/03/2019	02/07/2019	\$5980	Selected staff
Total					\$5980	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day	Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Tutoring, Academic Support Program	01/15/2019	05/16/2019	\$13500	Title 1 Facilitator, Tutors
Use Science Resources	Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly)	Academic Support Program	08/06/2018	05/24/2019	\$37926	Teachers in grades 4 & 5, Instructional Paraprofessional
Parent Organizers	Use parent organizers to promote and increase parental involvement by providing support, coordination, and dissemination of information to parents that will improve student achievement.	Community Engagement, Parent Involvement, Academic Support Program	08/06/2018	05/24/2019	\$13608	Parent organizers, administrators, Title 1 Facilitator
Professional Development	The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.	Professional Learning	08/06/2018	05/24/2019	\$2000	Administrators, District Personnel, Faculty

ACIP

McDavid-Jones Elementary School

Extended Day	Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math.	Tutoring, Academic Support Program	01/15/2019	05/16/2019	\$0	Title 1 Facilitator, Tutors
GED Classes	In an effort to encourage students to graduate on time, we will provide opportunities for school and community stakeholders to complete a basic high school education through a partnership with Goodwill Easter Seals.	Community Engagement, Parent Involvement, Academic Support Program	10/16/2018	05/16/2019	\$6000	Current and retired teachers, Title 1 Facilitator
Use Digital Resources	Students will use digital-based resources to enhance learning experiences in all content areas.	Academic Support Program, Technology	08/06/2018	05/24/2019	\$44240	Administrator, K-5 teachers, Special Education teachers, Intervention teachers
PBIS Team	The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/06/2018	05/24/2019	\$22900	PBIS team, Administrator s, Faculty and Staff, Retract Paraprofessional, Counselors
Increase Attendance	Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/06/2018	05/24/2019	\$15267	Attendance paraprofessional, Administrator s, Resource Staff, Teachers, Support Personnel, Music teacher
Summer Reading Program	The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Parents are encouraged to come read with their children.	Parent Involvement, Academic Support Program	06/03/2019	06/28/2019	\$1000	Teachers, Paraprofessionals
Implement Transition Strategies	Implement transition activities for home to school, year to year, and elementary school to middle school.	Academic Support Program	08/06/2018	07/31/2019	\$1592	Teachers, administrators
Total					\$158033	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alabama Mentoring Program	New teachers will complete the Alabama Mentoring Program requirements with the aide of a qualified mentor.	Recruitment and Retention, Professional Learning	08/06/2018	05/24/2019	\$0	Mentors, New teachers, Administrators
Implement Math Workstations/Centers	All teachers will begin with a fluency center by end of 1st Quarter. All teachers will implement the use of workstations/centers during math instruction by May, 2019. Documentation of implementation will include lesson plans and observations.	Academic Support Program	08/06/2018	05/24/2019	\$29752	All K-5 teachers and Resource teachers
Implement Accelerated Reader	All teachers will implement Accelerated Reader daily.	Academic Support Program	08/06/2018	05/24/2019	\$55466	K-5 Teachers, Resource teachers, Librarian
Project Based Learning	Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.	Academic Support Program, Technology, Professional Learning	08/06/2018	05/24/2019	\$16650	Administrators, Teachers
Implement Accelerated Reader	All teachers will implement Accelerated Reader daily.	Academic Support Program	08/06/2018	05/24/2019	\$5336	K-5 Teachers, Resource teachers, Librarian
Implement Cycle of Instruction with PST/RTI	K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$100203	Special Education teachers, K-5 teachers, Administrators, Other certified positions
PBIS Team	The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/06/2018	05/24/2019	\$84848	PBIS team, Administrators, Faculty and Staff, Retracting Paraprofessional, Counselors

ACIP

McDavid-Jones Elementary School

Professional Development	The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.	Professional Learning	08/06/2018	05/24/2019	\$9363	Administrators, District Personnel, Faculty
Implement Cycle of Instruction with PST/RTI	K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$2577112	Special Education teachers, K-5 teachers, Administrators, Other certified positions
Implement Cycle of Instruction with PST/RTI	K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$94140	Special Education teachers, K-5 teachers, Administrators, Other certified positions
Implement Cycle of Instruction with PST/RTI	K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$66876	Special Education teachers, K-5 teachers, Administrators, Other certified positions
Total					\$3039746	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback analysis is attached.	Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

The areas which had the highest approval rating were:

Section 1: Purpose and Direction ~ 4.00

Section 2: Governance and Leadership ~ 4.00

Section 3: Teaching and Assessing for Learning ~ 4.00

Parents indicated that our school's purpose statement is clearly focused on student success, that our school provides opportunities for stakeholders to be involved, and that teachers provide challenging work and an equitable curriculum that meets the academic needs of their children.

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

The areas which indicated a trend toward increasing stakeholder satisfaction are:

Section 1: Purpose and Direction ~ 4.00

Section 2: Governance and Leadership ~ 4.00

Section 3: Teaching and Assessing for Learning ~ 4.00

We had high marks in these areas the previous year.

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

There were no other sources for comparison.

Areas in Need of Improvement

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

The areas with the lowest approval rating were:

Section 4: Resources and Support Systems ~ 2.00

Parents indicated a belief that our school does not provide a safe learning environment. Parents also indicated that our school does not provide opportunities for students to participate in the activities that interest them, and that our school provides less than excellent support services such as counseling and career planning.

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

The areas showing a trend toward decreasing approval are:

Section 4: Resources and Support Systems ~ 2.00

We also received low approval ratings in this area the previous year.

What are the implications for these stakeholder perceptions?

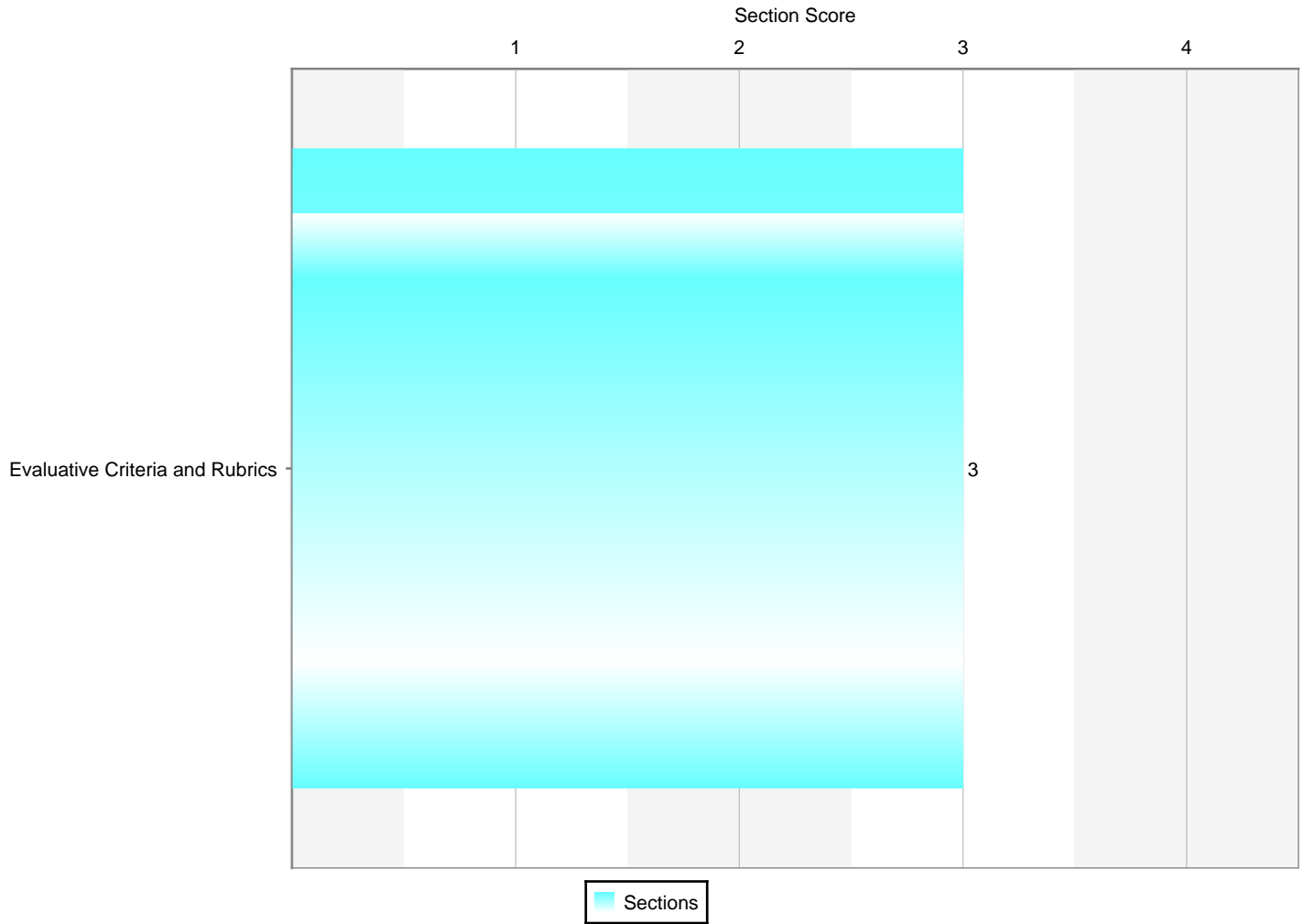
Based on the data in the surveys, faculty and staff at McDavid-Jones will need to implement a plan that will continue to foster positive relationships between the school and the community, and increase parental involvement. Faculty and staff should find ways to provide opportunities for students to participate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

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

There were no other sources for comparison.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

At the end of the school year the ACIP committee, which consisted of administration, core academic teachers, resource personnel, and parents, met to review the 2017-2018 test data to discern the degree to which the goals and objectives of the improvement plan for our school had been met. The ACIP team analyzed all available data to determine where the areas of focus would need to be. Additionally, the team suggested strategies, professional development, and budget requirements that would be needed to help reach the stated goals.

What were the results of the comprehensive needs assessment?

Scantron scores for 2017-2018 revealed...

- ~ 3rd grade Reading increased by 156 scale score points from fall to spring ~ 2227 to 2373 SS
- ~ 4th grade Reading increased by 142 scale score points from the fall to spring ~ 2359 to 2477 SS
- ~ 5th grade Reading increased by 94 scale score points from the fall to spring ~ 2442 to 2533 SS

A comparison of math scores from the fall screening to the spring screening showed the following:

- ~ 3rd grade increased by 146 scale score points ~ 2227 to 2373 SS
- ~ 4th grade increased by 118 scale score points ~ 2359 to 2477 SS
- ~ 5th grade increased by 91 scale score points ~ 2442 to 2533 SS

A comparison of science scores for 5th grade from the fall screening to the spring screening showed that grade 5 gained 100 scale score points from fall to spring in 2017-2018 ~ 2481 to 2581 SS

In a comparison of our Scantron data from 2017-2018, the team concluded the following...

1. All grades made gains in mean scale scores.
2. 3rd grade students made the greatest gains.
3. 5th grade students made the least gains.

Our goals for improvement will include consideration of individual students meeting growth targets for all students in all demographic groups. Assessment data will further be used to determine areas where we need to reinforce instruction as well as to see what areas we are strongest in and take into consideration the strategies we used that were most successful.

What conclusions were drawn from the results?

It was concluded by the committee that strategies will need to be put in place to address the areas of weakness shown in their analysis of the assessment data. These will include academic strategies for reading and for math. These will also include organizational/student support strategies for improving daily attendance. Problem Solving teams will be used to address and make recommendations that will target the needs of students who are in need of interventions.

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

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

Information included the following:

- ~Parent Perception: Parents indicated a need for increased communication.
- ~Student Achievement: DIBELS Data indicated that there is a higher percentage of students in K-2 that are below benchmark.
- ~State Assessment Data indicated that there is a greater need for Reading and Math intervention.
- ~School Programs: Classroom in the Forest/Forest in the Classroom, 4-H, and Junior Master Gardner programs should continue.
- ~Attendance Data: Unexcused absences, tardies, and early dismissals are excessive. Rate of chronic absences is too high.
- ~Demographic Data: There are more white students than any other race.

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

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

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

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

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

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

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

support is provided as needs are identified. We implement the RtI system using data to make decisions about intervention.

TIER I:

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

TIER II:

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

Students in Tier II are not required to be in Tier III. Progress must be monitored and documented.

TIER III:

Students in Tier III must also be in Tier II unless otherwise specified due to extreme situations. Tier II students will be assessed multiple times during the year to determine progress made. Tier III students will have significant academic deficits that need more intensive instruction; these students are normally greater than one year behind academically. Data must be present that identifies the deficit areas for the students who are at-risk. All intervention must be documented with progress monitoring. While in Tier III students are to work in deficit areas and not work on material or topics taught during Tier I. This time is not a homework or classwork help session.

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

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

Goal 1:
2018-2019 ~ Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:
100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets with a baseline scaled score of 2217 for grade 3, 2342 for grade 4, and 2441 for grade 5 in Mathematics by 05/24/2019 as measured by the Scantron Performance Series Math assessment.

Strategy1:
Increase Math Achievement - All teachers will implement the use of math strategies to enhance math instruction and/or provide interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments and EQT's will be used to monitor progress. Teachers will refer to the MCPSS Curriculum Guide to ensure coverage of all skills, standards, and concepts related to mathematics.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Implement Math Workstations/Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will begin with a fluency center by end of 1st Quarter. All teachers will implement the use of workstations/centers during math instruction by May, 2019. Documentation of implementation will include lesson plans and observations.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math.	Tutoring Academic Support Program	01/15/2019	05/16/2019	\$0 - Title I Part A	Title 1 Facilitator, Tutors

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Special Education teachers, K-5 teachers

Activity - Intentional Teaching of Mathematical Practice Standards (MPS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will emphasize the designated MPS in a grade-level appropriate manner each quarter as well as the indicated content standards. Students will complete a task and/or test items as part of their quarterly Teacher-Made End of Quarter Test (EQT). Quarter 1 for grades 1-5: MP1 – Make sense of problems & persevere in solving them and MP6 – Attend to Precision Quarter 2 for grades K-5: MP2 – Reasons abstractly and quantitatively and MP3 – Construct viable arguments and critique the reasoning of others Quarter 3 for grades K-5: MP4 – Model with mathematics and MP5 – Use appropriate tools strategically Quarter 4 for grades K-5: MP7 – Look for and make use of structure and MP8 – Look for and express regularity in repeated reasoning	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Measurable Objective 2:

100% of Fifth grade students will increase student growth by meeting their individual growth targets with a baseline scaled score of 2498 for grade 5 in Science by 05/24/2019 as measured by the Scantron Performance Series Science assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly)	Academic Support Program	08/06/2018	05/24/2019	\$37926 - Title I Part A	Teachers in grades 4 & 5, Instructional Paraprofessional

Measurable Objective 3:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 05/24/2019 as measured by the state required ACCESS for ELs assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Appropriate Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide appropriate accommodations on activities and assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

Measurable Objective 4:

100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets with a baseline scaled score of 2296 for grade 3, 2487 for grade 4, and 2591 for grade 5 in Reading by 05/24/2019 as measured by the Scantron Performance Series Reading assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

ACIP

McDavid-Jones Elementary School

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Parents are encouraged to come read with their children.	Academic Support Program Parent Involvement	06/03/2019	06/28/2019	\$1000 - Title I Part A	Teachers, Paraprofessionals

Activity - Implement Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader daily.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	K-5 Teachers, Resource teachers, Media personnel

Activity - Utilize Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use Moby Max MobyMax as an additional resource for reading. Moby Max can be used for progress monitoring, goal setting, fluency practice, and as a motivation tool.	Academic Support Program	08/06/2018	05/24/2019	\$0 - Other	All K-5 teachers and Resource teachers

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	Special Education teachers, K-5 teachers, Administrators

Activity - DIBELS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	All K-2 teachers and Resource teachers, DIBELS assessment team

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use STAR Reading universal screenings to determine reading levels and to gauge progress for their students.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

ACIP

McDavid-Jones Elementary School

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Tutoring Academic Support Program	01/15/2019	05/16/2019	\$13500 - Title I Part A	Title 1 Facilitator, Tutors

Goal 2:

2018-2019 ~ Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards by 05/24/2019 as measured by classroom observations and walk-throughs.

Strategy1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards. Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans. Agendas, PLCIA's, and sign in sheets will also be used as documentation of professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Activity - Online Mentoring Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentors will complete online mentoring training as provided by the district.	Professional Learning Recruitment and Retention	08/06/2018	05/24/2019	\$0 - District Funding	Mentors, Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.	Professional Learning	08/06/2018	05/24/2019	\$2000 - Title I Part A	Administrators, District Personnel, Faculty

Activity - Alabama Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will complete the Alabama Mentoring Program requirements with the aide of a qualified mentor.	Recruitment and Retention Professional Learning	08/06/2018	05/24/2019	\$0 - State Funds	Mentors, New teachers, Administrators

Goal 3:

2018-2019 ~ Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive digital content and by 05/24/2019 as measured by classroom/student observations and decreased usage of paper and hard-copy materials.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Academic Support Program Technology	08/06/2018	05/24/2019	\$44240 - Title I Part A	Administrator, K-5 teachers, Special Education teachers, Intervention teachers

Goal 4:

2018-2019 ~ Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2019 as measured by attendance data reports from Chalkable Student Information Systems (INow)..

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/06/2018	05/24/2019	\$15267 - Title I Part A	Attendance paraprofessional, Administrators, Resource Staff, Teachers, Support Personnel

Strategy2:

Implement Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities will be given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff will lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms.

McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 5 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

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

Elementary to Middle School Transitions

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

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS

Activity - Implement Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement transition activities for home to school, year to year, and elementary school to middle school.	Academic Support Program	08/06/2018	07/31/2019	\$1592 - Title I Part A	Teachers, administrators

Measurable Objective 2:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases by 05/24/2019 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, OSEP

ACIP

McDavid-Jones Elementary School

Activity - PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/06/2018	05/24/2019	\$22900 - Title I Part A	PBIS team, Administrators, Faculty and Staff, Retract Paraprofessional

Activity - Use Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the school Problem Solving Team to monitor and address interventions for students who have been referred for excessive and recurring problem behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	PST team

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:

2018-2019 Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets in Mathematics by 05/24/2019 as measured by the Scantron Performance Series Math assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math.	Academic Support Program Tutoring	01/15/2019	05/16/2019	\$0 - Title I Part A	Title 1 Facilitator, Tutors

ACIP

McDavid-Jones Elementary School

Activity - Intentional Teaching of Mathematical Practice Standards (MPS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will emphasize the designated MPS in a grade-level appropriate manner each quarter as well as the indicated content standards. Students will complete a task and/or test items as part of their quarterly Teacher-Made End of Quarter Test (EQT). Quarter 1 for grades 1-5: MP1 – Make sense of problems & persevere in solving them and MP6 – Attend to Precision Quarter 2 for grades K-5: MP2 – Reasons abstractly and quantitatively and MP3 – Construct viable arguments and critique the reasoning of others Quarter 3 for grades K-5: MP4 – Model with mathematics and MP5 – Use appropriate tools strategically Quarter 4 for grades K-5: MP7 – Look for and make use of structure and MP8 – Look for and express regularity in repeated reasoning	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Activity - Implement Math Workstations/Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will begin with a fluency center by end of 1st Quarter. All teachers will implement the use of workstations/centers during math instruction by May, 2019. Documentation of implementation will include lesson plans and observations.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Special Education teachers, K-5 teachers

Measurable Objective 2:

100% of Fifth grade students will increase student growth by meeting their individual growth targets in Science by 05/24/2019 as measured by the Scantron Performance Series Science assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

ACIP

McDavid-Jones Elementary School

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly)	Academic Support Program	08/06/2018	05/24/2019	\$37926 - Title I Part A	Teachers in grades 4 & 5, Instructional Paraprofessional

Measurable Objective 3:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 05/24/2019 as measured by the state required ACCESS for ELs assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

Activity - Appropriate Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide appropriate accommodations on activities and assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

Measurable Objective 4:

100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets in Reading by 05/24/2019 as measured by the Scantron Performance Series Reading assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Utilize DIBELS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	All K-2 teachers and Resource teachers, DIBELS assessment team

Activity - Utilize STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use STAR Reading universal screenings to determine reading levels and to gauge progress for their students.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Tutoring Academic Support Program	01/15/2019	05/16/2019	\$13500 - Title I Part A	Title 1 Facilitator, Tutors

Activity - Implement Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader daily.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	K-5 Teachers, Resource teachers, Media personnel

Activity - Utilize Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use Moby Max MobyMax as an additional resource for reading. Moby Max can be used for progress monitoring, goal setting, fluency practice, and as a motivation tool.	Academic Support Program	08/06/2018	05/24/2019	\$0 - Other	All K-5 teachers and Resource teachers

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Parents are encouraged to come read with their children.	Parent Involvement Academic Support Program	06/03/2019	06/28/2019	\$1000 - Title I Part A	Teachers, Paraprofessionals

ACIP

McDavid-Jones Elementary School

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	Special Education teachers, K-5 teachers, Administrators

Goal 2:

2018-2019 Goal 2: Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards by 05/24/2019 as measured by classroom observations and walk-throughs.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.	Professional Learning	08/06/2018	05/24/2019	\$2000 - Title I Part A	Administrators, District Personnel, Faculty

Activity - Online Mentoring Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentors will complete online mentoring training as provided by the district.	Professional Learning Recruitment and Retention	08/06/2018	05/24/2019	\$0 - District Funding	Mentors, Administrators

Activity - Alabama Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will complete the Alabama Mentoring Program requirements with the aide of a qualified mentor.	Professional Learning Recruitment and Retention	08/06/2018	05/24/2019	\$0 - State Funds	Mentors, New teachers, Administrators

Goal 3:

2018-2019 Goal 3: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive digital content and by 05/24/2019 as measured by classroom/student observations and decreased usage of paper and hard-copy materials.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Academic Support Program Technology	08/06/2018	05/24/2019	\$44240 - Title I Part A	Administrator, K-5 teachers, Special Education teachers, Intervention teachers

Goal 4:

2018-2019 Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2019 as measured by attendance data reports from Chalkable Student Information Systems (INow)..

Strategy1:

Implement Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities will be given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff will lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms.

McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 5 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

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

Elementary to Middle School Transitions

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

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS

Activity - Implement Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement transition activities for home to school, year to year, and elementary school to middle school.	Academic Support Program	08/06/2018	07/31/2019	\$1592 - Title I Part A	Teachers, administrators

Strategy2:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/06/2018	05/24/2019	\$15267 - Title I Part A	Attendance paraprofessional, Administrators, Resource Staff, Teachers, Support Personnel

Measurable Objective 2:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases by 05/24/2019 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, OSEP

ACIP

McDavid-Jones Elementary School

Activity - Use Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the school Problem Solving Team to monitor and address interventions for students who have been referred for excessive and recurring problem behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	PST team

Activity - PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/06/2018	05/24/2019	\$22900 - Title I Part A	PBIS team, Administrators, Faculty and Staff, Retract Paraprofessional

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:

2018-2019 Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets in Mathematics by 05/24/2019 as measured by the Scantron Performance Series Math assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Intentional Teaching of Mathematical Practice Standards (MPS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will emphasize the designated MPS in a grade-level appropriate manner each quarter as well as the indicated content standards. Students will complete a task and/or test items as part of their quarterly Teacher-Made End of Quarter Test (EQT). Quarter 1 for grades 1-5: MP1 – Make sense of problems & persevere in solving them and MP6 – Attend to Precision Quarter 2 for grades K-5: MP2 – Reasons abstractly and quantitatively and MP3 – Construct viable arguments and critique the reasoning of others Quarter 3 for grades K-5: MP4 – Model with mathematics and MP5 – Use appropriate tools strategically Quarter 4 for grades K-5: MP7 – Look for and make use of structure and MP8 – Look for and express regularity in repeated reasoning	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Activity - Implement Math Workstations/Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will begin with a fluency center by end of 1st Quarter. All teachers will implement the use of workstations/centers during math instruction by May, 2019. Documentation of implementation will include lesson plans and observations.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Special Education teachers, K-5 teachers

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction in math.	Tutoring Academic Support Program	01/15/2019	05/16/2019	\$0 - Title I Part A	Title 1 Facilitator, Tutors

Measurable Objective 2:

100% of Fifth grade students will increase student growth by meeting their individual growth targets in Science by 05/24/2019 as measured by the Scantron Performance Series Science assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, STEMscopes, Studies Weekly)	Academic Support Program	08/06/2018	05/24/2019	\$37926 - Title I Part A	Teachers in grades 4 & 5, Instructional Paraprofessional

Measurable Objective 3:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 05/24/2019 as measured by the state required ACCESS for ELs assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

Activity - Appropriate Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide appropriate accommodations on activities and assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

Measurable Objective 4:

100% of Third, Fourth and Fifth grade students will increase student growth by meeting their individual growth targets in Reading by

05/24/2019 as measured by the Scantron Performance Series Reading assessment.

Strategy1:

Increase Reading Achievement - All teachers will implement the use of reading and/or writing strategies to enhance reading/writing instruction and/or provide

interventions as needed for students in need of targeted instruction. Scantron Performance Series assessments, DIBELS assessments, Wonders assessments and EQT's will be used to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - Utilize Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use Moby Max MobyMax as an additional resource for reading. Moby Max can be used for progress monitoring, goal setting, fluency practice, and as a motivation tool.	Academic Support Program	08/06/2018	05/24/2019	\$0 - Other	All K-5 teachers and Resource teachers

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program will run for three weeks at two days per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested lists. Parents are encouraged to come read with their children.	Parent Involvement Academic Support Program	06/03/2019	06/28/2019	\$1000 - Title I Part A	Teachers, Paraprofessionals

Activity - Utilize STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use STAR Reading universal screenings to determine reading levels and to gauge progress for their students.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All K-5 teachers and Resource teachers

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Tutoring Academic Support Program	01/15/2019	05/16/2019	\$13500 - Title I Part A	Title 1 Facilitator, Tutors

ACIP

McDavid-Jones Elementary School

Activity - Implement Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader daily.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	K-5 Teachers, Resource teachers, Media personnel

Activity - Utilize DIBELS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers will use DIBELS assessments to monitor progress and guide instruction. Benchmark assessments will be given in the fall, winter, and spring.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	All K-2 teachers and Resource teachers, DIBELS assessment team

Activity - Implement Cycle of Instruction with PST/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet regularly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	Special Education teachers, K-5 teachers, Administrators

Goal 2:

2018-2019 Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases by 05/24/2019 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, OSEP

Activity - Use Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the school Problem Solving Team to monitor and address interventions for students who have been referred for excessive and recurring problem behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	PST team

ACIP

McDavid-Jones Elementary School

Activity - PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/06/2018	05/24/2019	\$22900 - Title I Part A	PBIS team, Administrators, Faculty and Staff, Retract Paraprofessional

Measurable Objective 2:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2019 as measured by attendance data reports from Chalkable Student Information Systems (INow)..

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/06/2018	05/24/2019	\$15267 - Title I Part A	Attendance paraprofessional, Administrators, Resource Staff, Teachers, Support Personnel

Strategy2:

Implement Transition Strategies - Home/Daycare to School Transition

The local Head Start program and nearby daycare facilities will be given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff will lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms.

McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 5 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site

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

Elementary to Middle School Transitions

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

will be used to determine their class placement when they enter Lott Middle.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS

Activity - Implement Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement transition activities for home to school, year to year, and elementary school to middle school.	Academic Support Program	08/06/2018	07/31/2019	\$1592 - Title I Part A	Teachers, administrators

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

Goal 1:

2018-2019 Goal 1: Engage and Empower the learner through high quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

17% of English Learners students will increase student growth by meeting/exceeding the State APLA with a .5 gain in English Language Arts by 05/24/2019 as measured by the state required ACCESS for ELs assessment.

Strategy1:

Provide individualized instruction for EL students - English Learners will meet or exceed the state APLA with at least a .5 gain on the ACCESS for ELs through the

effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English. Students will receive appropriate accommodations on activities and assessments.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first semester of the school year, teachers of EL students will engage in a minimum of one professional learning session lead by the district staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

Activity - Appropriate Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide appropriate accommodations on activities and assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0 - District Funding	Teachers of EL students

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

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

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

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

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

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

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

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**What is the school's teacher turnover rate for this school year?**

There are 58 certified teachers at McDavid-Jones, an increase of 4 allocated units from the previous year of 54. We have added 13 new teachers this year who filled a vacancy due to retirement, resignation, or reassignment. (Turnover rate 22.4%) That includes 4 who retired, 5 who moved to other schools, and the teacher units that were added this year.

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

At McDavid-Jones, there are 22 teachers who hold a Bachelor's degree, 34 teachers who have earned Master's degrees, and 2 teachers who have earned an Education Specialist degree (Ed.S).

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

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

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

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

In consideration of data results from DIBELS assessments, Scantron assessments, and classroom assessments, professional development for the faculty and staff will include activities that are directly related to the goals and objectives of 2018-2019 Continuous Improvement Plan for McDavid-Jones. Professional development activities include follow-up sessions for Problem Solving Teams, the implementation of Response to Instruction, and the implementation of progress monitoring for DIBELS assessments. Technology sessions include a training on the use of Class Dojo, Chalkable Gradebooks, Chalkable PD, the school website, and a Review 360 refresher. Additional professional development sessions for the year will also be high-quality, effective, and research-based professional development in the areas of technology, curriculum, attendance, behavior, and pacing. McDavid-Jones will also provide STEM PD that will prepare teachers to use computer labs for STEM lessons.

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

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

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

DIBELS Assessments for K-2 teachers refresher

Review 360 refresher

Digital Literacy Training

Class Dojo

School Website and OCR requirements

PST and Rti implementation and documentation

New Teacher and Mentor Training

Turnaround sessions for math and reading facilitated by lead teachers

STEM training in technology facilitated by MAEF

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

Mentor teachers are assigned to teachers who are new to the school or new to a grade level. Mentors are expected to meet with their mentees on a weekly basis to ensure compliance of policies and knowledge of procedures. We have three teachers who are new first-year teachers. They will participate in district training for new teachers. The mentors will also participate in professional development activities designed to help them be more beneficial to the new teachers with whom they are working.

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

Mentors are expected to meet with their mentees on a weekly basis to ensure compliance of policies and knowledge of procedures at the local school and local district levels. Teachers are also given opportunities for ongoing professional development in the areas of technology, attendance, discipline, curriculum, intervention, and pacing.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

2018-2019 Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 05/24/2019 as measured by attendance data reports from Chalkable Student Information Systems (INow)..

Strategy1:

Implement Transition Strategies - Home/Daycare to School Transition

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Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS

ACIP

McDavid-Jones Elementary School

Activity - Implement Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement transition activities for home to school, year to year, and elementary school to middle school.	Academic Support Program	08/06/2018	07/31/2019	\$1592 - Title I Part A	Teachers, administrators

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

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

Grade level teams meet monthly to review assessments and determine successful instructional and behavioral strategies. The Problem Solving Team (PST) members meet monthly to review academic success and areas of need for students identified through the Response to Instruction (Rtl) process. The team members may recommend further interventions or referrals. In addition to the PST and the ACIP committees, McDavid-Jones has a Library committee, a Technology committee, a Science PLT, a Math PLT, a Reading PLT and a Leadership team. These committees consist of teachers and staff from all grade levels that provide input in decision making. We also have lead teachers in the areas of reading, math, and science who attend district trainings then share what they have learned with the rest of the faculty.

The ACIP Committee will meet once per quarter or more as needed to review progress toward identified goals.

A PBIS team has been established to address recurring incidents and to prevent any new referrals pertaining to discipline.

Data from statewide assessments is considered by all committees as a tool to determine needs for our students. Teachers participate in every aspect of the planning and decision-making processes that utilize the results of the statewide academic assessments to determine needs and programs for the school.

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

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

Extended learning opportunities are provided for additional academic assistance. The students for the program are identified through PST teams and RtI referrals along with 4th quarter EQT's (2017-2018) and Scantron assessments. Universal screenings through Scantron and DIBELS assessments are also used to identify students who are in need of assistance. Those students in the lower below average range on Scantron data and are making failing grades are given priority. Teacher input is also considered for student placement in the program. After school tutorial services are offered a minimum of two days per week to identified students for additional instruction in Reading and Math, grades 3-5.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

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

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

Extended learning opportunities are provided for additional academic assistance. The students for the program are identified through PST teams and RTI referrals along with fourth quarter EQTs and Scantron assessments. Universal screenings using the Scantron assessment for reading and math is a resource that provides important diagnostic information for identifying areas of need for our students. Teacher input is also considered for student placement in the program. After school tutorial services are offered a minimum of two days per week to identified students for additional instruction in Reading and Math, grades 3-5. Students are encouraged to use educational websites to help with academic practice and enrichment at home. There are several links on the district website that provide additional practice for our students. Parents are encouraged to contact teachers or our parent organizers for support with homework or other needs. Parents are also encouraged to visit the district website and look for Parent Resource tab for additional resources.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

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

areas of need (uniforms, supplies, eyeglasses, food). Parents may also be referred to local social service providers, charities, and agencies.

McDavid-Jones has established a mentoring program involving community volunteers and disadvantaged students to encourage, motivate, and build self-esteem for the students. The list of underserved students is generated at the district level and disseminated to the local school. The list of students for McDavid-Jones is housed in the registrar's office.

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

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

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

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

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

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

Our school coordinates federal, state, and local funds in a manner that supports the programs of the school and the needs of our students. Federal funds provide two paraprofessionals who either manage the attendance programs at our school or who serve as an instructional aide. Both paraprofessionals may also provide assistance in the computer labs or in an alternative classroom.

Federal funds provide parent organizers who coordinate parent programs, maintain parenting documentation that is related to compacts, partnership conferences, and contact logs. Federal funds are used to provide and replace technology hardware that would otherwise be unavailable. Extended day programs, summer programs, and adult education programs are made possible through federal funding. Federal funding is also used to provide a no charge breakfast and lunch program for all students. Accommodations for Homeless students are also provided through available funding.

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

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

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

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

There are several resources McDavid-Jones can use to evaluate the implementation of the school-wide program. Using Scantron, we can evaluate the progress of all students to determine the degree to which our students are making progress. STAR reading assessments can also be used to monitor the progress of our students.

DIBELS data is used to provide information about the progress of students in K-2. There are 3 screening periods per school year, but progress is monitored on a more frequent basis.

End-of-Quarter (EQT) assessments will be used to evaluate progress each quarter. INow and Review/Behavior 360 are used as evaluation tools to determine the success and implementation of the school-wide program in the areas of attendance and behavior.

The ACIP committee will meet at least once per quarter to review data and initiate any necessary changes.

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

The school staff and the ACIP committee will review the results from the State's annual assessments and use the data as an additional resource to evaluate the achievement levels for students in grades 3-5. Spring 2017 was the first time students in the local district were exposed to the Scantron Performance series assessments.

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

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

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

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

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.	51.71

Provide the number of classroom teachers.

50.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2577112.0

Total

2,577,112.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	94140.0

Total

94,140.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	66876.0

Total

66,876.00

Counselor

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

Provide the number of Counselors.

1.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	84848.0

Total

84,848.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55466.0

Total

55,466.00

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.	16650.0

Total

16,650.00

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.	9363.0

Total

9,363.00

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.	29752.0

Total

29,752.00

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.	5336.0

Total

5,336.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	158032.0

Provide a brief explanation and breakdown of expenses.

Title 1 ~ Part A Total ~ \$158,032

Staff ~ \$76,092.00

Instructional Paraprofessional, Attendance/Retract Paraprofessional, 2 Parent Organizers

Parent Organizers ~ \$13,608

Programs ~ \$20,500

Extended Day, GED Class, Summer Reading program

Staff Development ~ \$2,000

Computer Hardware ~ \$44,240

Will replace computers in the 5th grade lab, purchase teacher and student laptops

Instructional Supplies ~ \$1,592

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	5980.0

Provide a brief explanation and a breakdown of expenses.

Plain Talk Literacy Conference ~ New Orleans, Louisiana ~ February 2019

Dues and Fees ~ \$2,980

Travel ~ \$3,000

Total budgeted \$5,980

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	375256.7

Provide a brief explanation and breakdown of expenses.

LOCAL REVENUES

01 Teacher	1.00		48,849.00 ~ Music Teacher
10 Aide	3.00		64,725.00 ~ Spec Ed Paraprofessionals
19 Suppl/OT/Other			250.00 ~ Partner in Education Liaison
21 Health Insurance			38,400.00
22 Retirement			14,125.00
23 Social Security			7,057.00
24 Medicare			1,650.00
25 Unemployment			45.00
37 Utilities			200,155.70
LOCAL REVENUES TOTAL	4.00		375,256.70

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

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

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

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

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

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

(3) Parenting funds are used to facilitate an adult education partnership with Goodwill Easter Seals. Classes begin in October and will be continued through May of the following year. The program includes classes that will help parents prepare to take the test to earn a GED, a General Education Diploma. (\$6,000)

(4) Title 1 funds are also used to employ parent organizers who are instrumental in the organization of parent volunteers, who work with the Title 1 facilitator in planning and executing parenting meetings at least once per quarter, who distribute and collect parenting documentation and parent contact logs. The parent organizers are also responsible for the distribution and collection of the parent compact forms. (\$13,608)

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

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

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

McDavid-Jones Elementary School revised its school-parent compact in May of 2018. The new compact was developed through a coordinated effort of school staff members, our school's Parent Coordinators, parent representatives, and administrators. All parents will be given a copy of the new compact at the annual parents' meeting. The compact will be explained to the parents. Their signature on the compact will indicate the commitment of the parents to working in partnership with the school to ensure that their children are successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility for explaining the compact to the students and for obtaining the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

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

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

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

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

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

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

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

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

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

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

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

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

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

McDavid-Jones Elementary School coordinates its parent involvement program for all parents including ELL and special education students. Resource teachers are involved in the parenting activities to provide the assistance as needed. To the extent practicable, information related to school and parent programs, meetings, and other activities will be sent to the parents of participating children in a format and in a language the parents can understand. Parents who are non-English speaking can use a translation tool on ClassDojo to view messages that are posted by teachers and administrators.

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

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

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

McDavid-Jones will provide reasonable support for parental involvement activities and make every effort to work with parents in meeting their

requests as related to their involvement in their children's education. Our parent organizers can help provide information to parents in a language they understand. Parent Advisory Committee meetings also allow parents to submit input or requests about concerns they may have regarding involvement in parental activities provided by our school.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

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

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

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