



ACIP

Oscar W. Adams Elementary School

Gadsden City Board of Education

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Gadsden, AL 35903

TABLE OF CONTENTS

Executive Summary

| | |
|--|---|
| Introduction..... | 2 |
| Description of the School..... | 3 |
| School's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 7 |
| Additional Information | 8 |

Improvement Plan Stakeholder Involvement

| | |
|-----------------------------------|----|
| Introduction..... | 10 |
| Improvement Planning Process..... | 11 |

Student Performance Diagnostic

| | |
|--------------------------------------|----|
| Introduction..... | 14 |
| Student Performance Data..... | 15 |
| Evaluative Criteria and Rubrics..... | 16 |
| Areas of Notable Achievement..... | 17 |
| Areas in Need of Improvement..... | 19 |
| Report Summary..... | 20 |

2017-2018 ACIP Assurances

Introduction 22

ACIP Assurances 23

Plan for ACIP

Overview 25

Goals Summary 26

 Goal 1: All students will increase their reading proficiency..... 27

 Goal 2: All students will become proficient in Math..... 28

Activity Summary by Funding Source 30

Stakeholder Feedback Diagnostic

Introduction 33

Stakeholder Feedback Data 34

Evaluative Criteria and Rubrics 35

Areas of Notable Achievement..... 36

Areas in Need of Improvement..... 39

Report Summary 42

2017-2018 Title I Schoolwide Diagnostic

Introduction 44

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 45

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 47

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 60

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 61

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 62

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 64

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 68

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 69

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 71

Component 10: Evaluation (Sec.1114(b)(3))..... 72

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction..... 74

FTE Teacher Units..... 75

Administrator Units..... 76

Assistant Principal..... 77

Counselor..... 78

Librarian..... 79

Career and Technical Education Administrator..... 80

Career and Technical Education Counselor..... 81

Technology..... 82

Professional Development..... 83

EL Teachers..... 84

Instructional Supplies..... 85

Library Enhancement..... 86

Title I 87

Title II 89

Title III 90

Title IV 91

Title V 92

Career and Technical Education-Perkins IV 93

Career and Technical Education-Perkins IV 94

Other 95

Local Funds 96

2017-2018 Parent and Family Engagement

Introduction 98

Parent and Family Engagement 99

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?

Oscar Adams Elementary, one of 8 elementary schools in the Gadsden City School System, is located in the eastern section of Gadsden, Alabama at the corner of Highway 431 and Highway 278. The school is located centrally between two low income public housing complexes. Adams Elementary has a population of 418 students which consists of the following demographics: 61% African American students; 26% Hispanic students; 13% White students, 0.24% Native American Indian students. Oscar Adams is a Title I school which serves an OSR Pre-K through grade 5.

The Headstart Pre-K program is also housed at our school. The student body represents a low socio-economic level with the strongest indicator being the student population of 93.5% who currently qualify for free and reduced breakfast and lunch.

Oscar Adams serves all elementary level students in the Gadsden City area with moderate to severe disabilities. There are 3 certified teachers and 3 support personnel who are responsible for the education and care of these students. There are also 2 teachers who serve students with mild learning disabilities. Oscar Adams Elementary has 32 certified teachers and 9 support personnel.

Oscar Adams is an Alabama Reading Initiative School. A full time Instructional Coach is employed to train and assist teachers in meeting the needs of all students, specifically those who are at-risk. The Instructional Coach facilitates grade level collaboration and provides professional development in Strategic Teaching Components to enhance instruction and student learning.

Oscar Adams Elementary has a thriving Fine Arts program. All students in grade K-5 are provided general music classes weekly. A strings program is provided for the fifth grade classes. Art classes are provided for two grade levels per semester.

Oscar Adams has a full time counselor who provides services to all students. The counselor provides guidance classes, individual counseling, small group counseling, crisis intervention, and responsive services. When needed, the counselor refers students and their families to community agencies. This year Adams also has the privilege of having additional agency counselors here weekly to provide services to students who are under the care of mental health agencies on an outpatient basis. One of the additional counselors is funded through a grant secured by the district.

Oscar Adams provides a structured Physical Education (P.E.) program for all students. There is a full time certified P.E. teacher, as well as a certified itinerant P.E. teacher, who provides the physical activities which promote a healthy lifestyle to all students. From the support of the Carol White Physical Education grant, Adams has been able to acquire additional playground equipment and technology equipment to help promote a more healthy lifestyle for students by decreasing the number of students suffering from childhood obesity and tracking their progress in accomplishing that goal.

Oscar Adams Elementary has an itinerant EL liaison and translator. The EL liaison provides support to both teachers and students. The goal of this support is to improve the teachers' instruction of EL students and to increase the academic success of those students. The total number of EL students has increased from 102 to 108.

Oscar Adams Elementary provides an EDGE after school tutoring and enrichment program for grades K-5 five days per week. Tutoring is provided by personnel from the school and 21st Century. EDGE is offered to all students who can pay a nominal fee to cover the cost of snack and supplies.

Due to the high at-risk student population as well as the culturally diverse demographics of students, Oscar Adams Elementary presents a challenging yet rewarding environment. Many students enter Oscar Adams Elementary with many challenges such as poverty, limited world experiences, language delays, and broken family structures. The staff continually strives to offer valuable opportunities and experiences to enhance student learning and develop lifelong learners.

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.

VISION:

Empowering All Through Educational Opportunities

MISSION:

To prepare and inspire all students to become college and career ready through learning, serving, and excelling.

BELIEFS:

Trust among all stakeholders is vital.

Expectations influence accomplishments because all students have the capacity to learn.

A school-community partnership is essential.

Change (transformation) creates opportunity.

High-performing leadership makes visions reality.

LEADERSHIP FOR SUCCESS: STRATEGIC PLAN

Educational decisions should be based on the best interests of children.

Every child deserves educational opportunities that prepare him/her to compete at national and international levels.

All children have the right to equitable and adequate educational opportunities.

ELEMENTS OF EDUCATIONAL PRIORITIES:

Safe and disciplined schools

Quality teachers and effective school leaders

Challenging learning opportunities

TO ACCOMPLISH OUR MISSION:

Oscar Adams Elementary is committed to excellence by enhancing student learning opportunities, providing professional leadership, encouraging stakeholder involvement, maintaining a safe and disciplined school, and providing resources and support.

OSCAR ADAM'S GOALS:

I. Enhance Student Learning Opportunities

- a. Meet or exceed the requirements of Adequate Yearly Progress, as mandated by the State Department of Education
- b. Actively engage all students in a challenging curriculum while implementing Alabama College and Career Readiness standards and the Common Core standards.
- c. Use school data to better meet the educational needs of students.

II. Professional Leadership

- a. Provide progressive and relevant professional development.
- b. Continue to build upon leadership development and support.

III. Stakeholder Involvement

a. Use multiple communication avenues to maintain and enhance opportunities to educate the community and parents on programs and services offered to students of Adams Elementary.

b. Develop, maintain, and enhance collaboration and relationships with stakeholders.

IV. Safe and Disciplined Schools

a. Provide a safe learning and working environment.

b. Develop and maintain effective communication with parents.

c. Reinforce positive student behavior interventions.

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.

NOTABLE ACHIEVEMENTS:

In the past, a visiting committee referred to Oscar Adams Elementary as "Gadsden's Best Kept Secret". The staff of this school is dedicated to the profession of education and to the students they serve. The staff considers all of the needs of each individual child and strives to meet them. The entire staff is highly qualified.

The school has received the Clean Campus Award from Keep Etowah Beautiful Committee for several years and received the Beautification Award from the city of Gadsden in 2013. Students participated in the Go Green Campaign to promote a cleaner Earth. Each year the Student Council leads a drive to raise money for Breast Cancer research and maintains an ink recycling program. The Beta Club led a school wide drive "Pennies for Patients" to raise funds for Leukemia research. The Beta Club also participated in the March of Dimes annual fundraiser. Adams Elementary participates in the County Food Drive each year. In order to improve communication between teachers, students, and parents, faculty is participating in an ongoing book study of A Framework for Understanding Poverty by Ruby K. Payne, Ph.D. Recognition was given this past year to students who earned enough Accelerated Reading points to be in the AR High Points Club, Multiplication & Spelling Bee. We also had a student receive the Ben Carson Scholarship Award.

Oscar Adams teachers have had extensive technology training. There is a set of Chromebooks for each classroom Grades 3 - 5. Three carts of classroom sets of laptops are available for student use in grades K-2. Students in grades 1-2 have been provided an iPad for use in school. There is also a classroom set of iPads for use by grades K. Teachers utilize technology daily in their instruction using computers, projectors, ELMOs, MIMIOs, Interwrite boards, and iPads. For student, parent and teacher use, there are 12 computers available in the library. A computer lab was funded by a technology grant and created during the summer of 2014.

AREAS FOR IMPROVEMENT FOR THE NEXT THREE YEARS:

- A. Teachers will continue to participate in professional development related to technology in order to enhance teaching and learning strategies.
- B. Teachers will continue to participate in professional development related to effective classroom management and discipline practices.
- C. Students will continue to meet or exceed standards in Reading and Math as determined by the State Department of Education.
- D. Teachers will continue to improve implementation of the instruction of Alabama College and Career Readiness standards and the Common Core standards in math and in English language arts.
- E. In order to include and engage parents, community and business partnerships, we will improve our efforts to promote and provide more encompassing and inclusive communication resources.

Additional Information

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

One area in which Adams has experienced growth is in our level of parental involvement. Research has shown that an increase in parental involvement correlates positively with increased student performance.

Communication Avenues:

Adams utilizes the following communication resources to keep parents informed and provide opportunities for feedback: communication folders in which we send newsletters, calendars, progress reports, flyers, surveys, weekly graded papers and conduct; marquee announcements; a school website and Facebook page; Schoolcast announcements; mobile apps such as Remind; the media; and phone calls and conferences.

Opportunities for Stakeholder Participation:

Adams has the following events/activities to encourage participation: Special event luncheons; quarterly parental involvement trainings and meetings based on parent convenience; Parent Involvement Month and Day; Parent Forums with classroom teachers; recognition of multicultural diversity in our school population; Christmas Program, and Field Day. The Parent Teacher Organization (PTO) sponsors fundraisers, a book fair, school dances, talent shows, Christmas shop, Clean up days, and student recognition events.

Academic Achievement:

Adams promotes academic achievement by creating a monthly calendar for consistent monitoring of student progress. Scantron and Star are the screening and progress monitoring tools for our Response to Instruction (RTI) process.

There is an opportunity for after school tutoring through the EDGE program. Classworks has been purchased by the school district for use in the elementary and middle schools as an intervention and enrichment software strategy used to address differentiated needs of students in the areas of reading and math. STRIDE Academy is a program offered for parents and students to use at home to reinforce math and reading skills. Three Title I intervention paraprofessionals work with students in all grade levels on reading and math skills. Oscar Adams Elementary has long range goals to enhance student learning and achievement.

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.

A Bilingual Parent Survey of the Parent Involvement Plan was distributed in the school wide communication folders in April 2017. All surveys were written in a language parents could understand, and all surveys turned in were included in the results and in the ensuing review and evaluation discussion.

All Parents were invited to attend the 5/9/17 Parent Involvement Meeting and the 9/29/17 Annual Title I Parent Meeting. The meetings were publicized through flyers and calendars sent home with every student in their communication folder, and through the school sign, bulletin boards, schoolcast voice and text notifications, and announcements. All notices were in a language parents could understand. A translator was present at the meetings.

At the 5/9/17 Parental Involvement Meeting, parents and staff reviewed the 2016-2017 Parental Involvement Survey results and conducted the Annual Evaluation of the Content and Effectiveness of the LEA Parental Involvement Plan and School Parental Involvement Plan. At the 9/29/17 Annual Title I Parent Involvement Meeting, parents learned about their parental rights, components of the Title I program, and the Improvement Plan process. The EL paraprofessional was there to translate in Spanish and facilitate understanding of the Plan and the Title I program.

Volunteers from the 5/9/17 Parental Involvement Evaluation meeting and the 9/29/17 Annual Title I Parent Meeting formed the Parent ACIP committee. This committee met on 9/29/17 after the Annual Title I Parent meeting to develop the 2017-2018 Parental Engagement Plan, ACIP goals, and School-Parent Compact and to discuss the TI budget. They used the results of the Spring 2017 Parent Survey, Staff Comprehensive Needs Survey, and the Annual Evaluation to write the 2017-2018 Parental Involvement Plan. The plan was written, reviewed, implemented and evaluated by a group of people including groups representing racial and ethnic minorities, economically disadvantaged, disabled, limited English proficiency, and limited literacy.

A Comprehensive Needs Survey was given to all members of the faculty on 9/25/17. This survey was given to assess the school's strengths and weaknesses, EL concerns and needs, school culture and learning environment needs, professional development needs, and gather input on the parental engagement plan and the Title I budget.

When the draft is completed, faculty and staff will review the plan, make needed adjustments and then share with the district roundtable team. The finalized ACIP will be sent to the Gadsden City Board for approval and signature. Any suggested changes will be reviewed and decisions made by the school leadership team and faculty/staff.

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

Leadership Team:

STAFF:

Tomasina Smitherman, Principal

Tiffany Sayles, Counselor

Lisa Day, Title I Parent Liaison

ACIP

Oscar W. Adams Elementary School

Michelle Brooks, Special Education Teacher

Emily Wilson, 4th Grade Teacher

PARENT COMMITTEE:

Larameka Wynn

Shalamar Washington

Shanna Sayles

Rod Freeman

Justine Allen

All Faculty participated through surveys and faculty meetings, and other parents and community members participated through attending Parent Involvement Meetings to evaluate and develop the ACIP.

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

In October, the 2017-2018 ACIP will be published and made available to parents, faculty and community members. An ACIP summary and copy of the Parental Engagement Plan will be sent to all parents. The ACIP Leadership Team and Faculty will meet throughout the year in grade level meetings to review overall goals and the assessment data. All faculty members, parents, and community members will be given opportunities to contribute ideas and concerns with our ACIP plan through regular faculty meetings and parent involvement meetings.

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 Student Performance Data is the ACT Aspire results. | ACT Aspire ACT Aspire ACT Aspire |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

Areas of Notable Achievement

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

The highest percentage of students achieving Ready Level in Reading was 24.00% in 4th grade.

The highest percentage of students achieving Ready Level in Mathematics was 37.00% in 3rd grade.

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

Reading score percentages of students scoring in the Ready Level increased in 3rd grade.

Reading score percentages of students scoring in the Ready Level increased in 4th grade.

Math score percentages of students scoring in the Ready Level increased in 3rd grade.

Math score percentages of students scoring in the Ready Level increased in 4th grade.

Which area(s) indicate the overall highest performance?

The area of the overall highest performance was in 3rd grade Math with 37.00% of students achieving Ready Level.

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

In Math, 3rd grade and 4th grade students increased their performance.

In Reading, 3rd grade and 4th students increased their performance.

Between which subgroups is the achievement gap closing?

According to the 2017 ACT Aspire data, the achievement gap is closing in 3rd grade by 1% and 4th grade reading by 13%.

According to the 2017 ACT Aspire data, the achievement gap is closing in 3rd grade by 5% and 4th grade math by 16%.

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

When comparing STAR data results with ACT Aspire results, there is a trend that a larger percentage of all students score in the Ready level in Math than in Reading.

Areas in Need of Improvement

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

The lowest percentage of students achieving Ready Level in Reading was 10.00% in 5th grade.

The lowest percentage of students achieving Ready Level in Math was 5.00% in 5th grade.

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

There is a negative trend in performance for Math for 5th grade:

* A decrease in the percentage of Ready students by 21% in 5th grade.

There is a negative trend in performance for Reading for 5th grade:

*A decrease in the percentage of Ready students by 3% in 5th grade.

Which area(s) indicate the overall lowest performance?

The lowest overall level of performance was in 5th grade reading with 10.00% of the students scoring in the Ready Level.

The lowest overall level of performance was in 5th grade math with 5.00% of the students scoring in the Ready Level.

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

In analyzing the ACT Aspire data, 5th grade showed a decrease in the percentage of Ready students in Math. In Reading, 5th grade showed a decrease in the percentage of Ready students.

Between which subgroups is the achievement gap becoming greater?

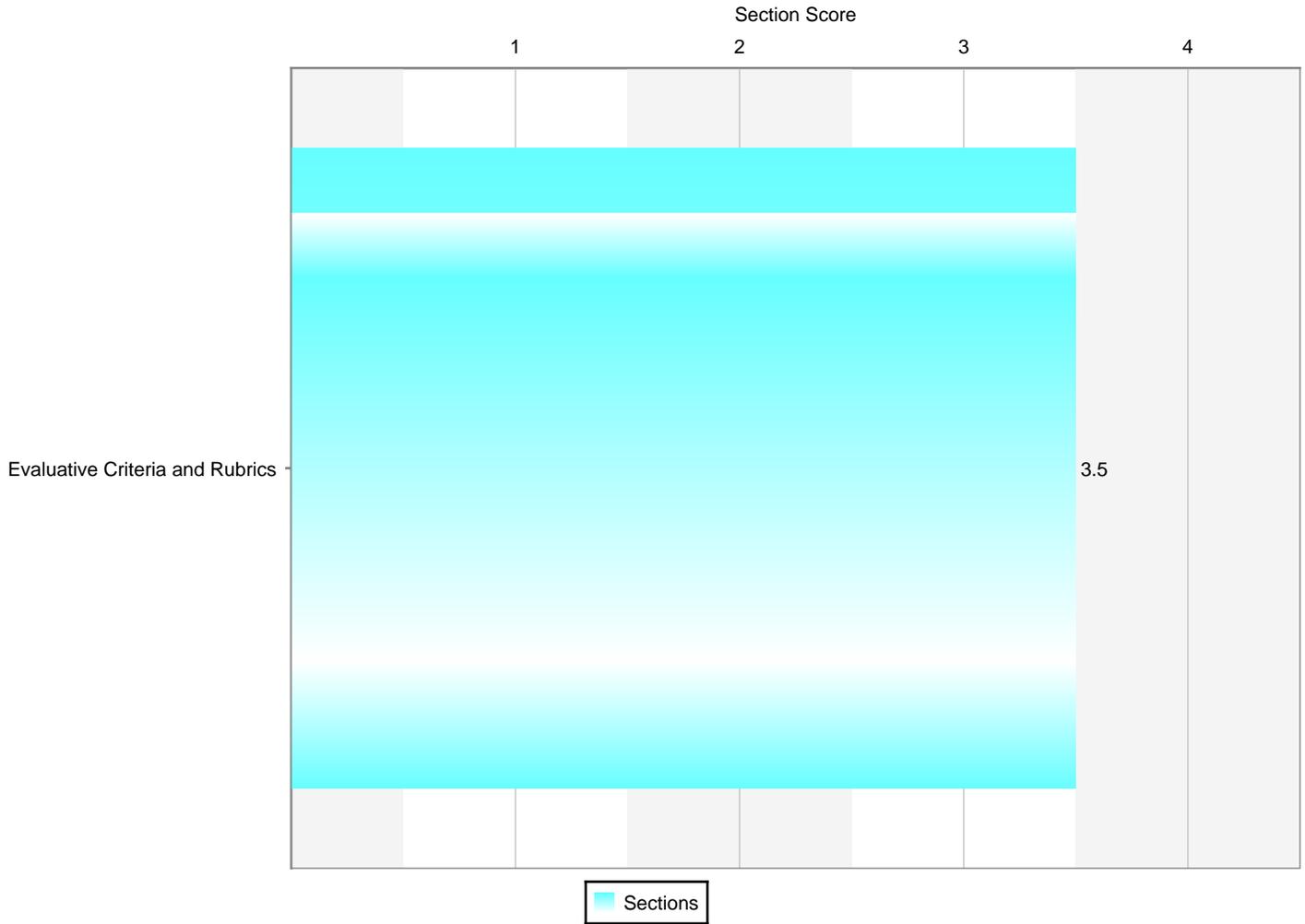
In Math, the percentage of students in 5th grade who scored in the In Need of Support range increased by 21%.

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

When comparing STAR data results with ACT Aspire results for all students, there is a larger percentage of In Need of Support students for Reading than for Math.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

| 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 | GCS signature page | Assurances Smoots/Perry |

| 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 | GCS signature page | Assurances Smoots/Perry |

| 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 | Parental Engagement Plan | Parental Engagement Plan |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|-----------------------|-----------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | School Parent Compact | Title I Compact |

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

2017-2018

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 | All students will increase their reading proficiency. | Objectives: 1 Strategies: 3 Activities: 5 | Academic | \$4370 |
| 2 | All students will become proficient in Math. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$65000 |

Goal 1: All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/18/2018 as measured by the Scantron.

Strategy 1:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - STAR Testing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---------------------|
| Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies | Direct Instruction | 08/07/2017 | 05/18/2018 | \$4370 | Title I Part A | All Certified Staff |

Strategy 2:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and Scantron, and use before, during, and after reading strategies in every class.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Differentiated Instruction will be provided through small group intervention based on student needs. A behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 | No Funding Required | Certified Staff |

| Activity - Using Various Reading Materials and Methods | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Oscar W. Adams Elementary School

| | | | | | | |
|---|--------------------|------------|------------|-----|---------------------|-----------------|
| Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 | No Funding Required | Certified Staff |
|---|--------------------|------------|------------|-----|---------------------|-----------------|

Strategy 3:

Technology - Use iPads, laptops, chromebooks, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - Classworks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction. | Technology | 08/07/2017 | 05/18/2018 | \$0 | Other | Certified Staff and Paraprofessionals |

| Activity - Technology Applications and Websites | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, chromebooks, laptops, desktop computers, Smart Tables, clickers, etc. | Technology | 08/07/2017 | 05/18/2018 | \$0 | State Funds | Certified Staff and Paraprofessionals |

Goal 2: All students will become proficient in Math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in CCRS math standards in Mathematics by 05/11/2017 as measured by Scantron scorers for grades 3-8.

Strategy 1:

Strategic teaching - Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

| Activity - Instructional Coach | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|--------------------|-------------------|
| The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month. | Professional Learning, Academic Support Program | 08/09/2017 | 05/11/2018 | \$65000 | Title I Schoolwide | Chance Goodwin |

Strategy 2:

Teach Practice - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and CCRS standards as adopted by the Alabama State Department

| Activity - Math Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. | Direct Instruction | 08/09/2017 | 05/11/2018 | \$0 | No Funding Required | Classroom teachers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------------|---|---------------|------------|------------|-------------------|---------------------------------------|
| Technology Applications and Websites | Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, chromebooks, laptops, desktop computers, Smart Tables, clickers, etc. | Technology | 08/07/2017 | 05/18/2018 | \$0 | Certified Staff and Paraprofessionals |
| Total | | | | | \$0 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|--------------------|------------|------------|-------------------|---------------------|
| STAR Testing | Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies | Direct Instruction | 08/07/2017 | 05/18/2018 | \$4370 | All Certified Staff |
| Total | | | | | \$4370 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|---------------|------------|------------|-------------------|---------------------------------------|
| Classworks | Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction. | Technology | 08/07/2017 | 05/18/2018 | \$0 | Certified Staff and Paraprofessionals |
| Total | | | | | \$0 | |

ACIP

Oscar W. Adams Elementary School

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|--|---|------------|------------|-------------------|-------------------|
| Instructional Coach | The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month. | Professional Learning, Academic Support Program | 08/09/2017 | 05/11/2018 | \$65000 | Chance Goodwin |
| Total | | | | | \$65000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------|------------|------------|-------------------|--------------------|
| Using Various Reading Materials and Methods | Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 | Certified Staff |
| Differentiated Instruction | Differentiated Instruction will be provided through small group intervention based on student needs. A behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 | Certified Staff |
| Math Practice | Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. | Direct Instruction | 08/09/2017 | 05/11/2018 | \$0 | Classroom teachers |
| Total | | | | | \$0 | |

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--------------------------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | No | I used AdvancEd surveys. | |

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

Areas of Notable Achievement

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

Teacher - Overall Score: (20 respondents)

C4 My lessons are based on high expectations for students. 3.95

C1 I base decisions in my classroom on the strategic direction of my school. 3.85

C12 I use formative assessments to monitor student progress. 3.85

C2 My actions, in and out of the classroom, are aligned to the strategic direction of the school. 3.80

C7 My lessons provide opportunities for students to be actively engaged in their learning. 3.80

Students Climate/Culture School Survey

C1 Which four of the following words or phrases best describe, in general, what you think of your teachers? 0.92

24 % Fun

21% Honest

20% Caring

17% Active

C2 Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? 0.67

18% Listen to teacher

17% Take tests

14% Complete Worksheets

12% Work with others

C3 Which four of the following words would best describe, in general, how you feel while at school? 0.67

18% Happy

18% Excited

10% Tired

9% Bored/Interested

Parents

C3 Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? 0.94

19% Respectful

17% Supportive

16% Trusting

17% Helpful

C1 Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students? 0.53

15% You got it right

12% We will be working on

11% You will be working on

11% You are learning...

C2 Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? 0.40

20% Listening to the teacher

16% Working with others

11% Completing Worksheets

12% Taking tests

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

Teacher - Overall Score: (20 respondents)

C4 My lessons are based on high expectations for students. 3.95

C1 I base decisions in my classroom on the strategic direction of my school. 3.85

C12 I use formative assessments to monitor student progress. 3.85

C2 My actions, in and out of the classroom, are aligned to the strategic direction of the school. 3.80

C7 My lessons provide opportunities for students to be actively engaged in their learning. 3.80

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20% Listening to the teacher

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11% Completing Worksheets

12% Taking tests

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

The surveys were all used in the AdvanEd program.

Areas in Need of Improvement

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

*Teacher

C5 Learning goals are different for each student in my class/course. 3.10

C6 My lessons include opportunities for students to express individual creativity. 3.15

D4 I use a formal process to measure the success of the implementations of curriculum, instruction, and educational programs for my students. 3.35

D1 I participate in targeted professional learning activities designed to meet the individual needs of my students. 3.40

C8 I structure lessons, tasks and activities that require students' use of digital tools for learning. 3.45

*Student Climate & Culture

C3 Which four of the following words would best describe, in general, how you feel while at school? 0.67 Least Percentage

2% Afraid

3% Lonely

4% Angry

6% Confused/Encouraged

C2 Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? 0.67 Least Percentage

1% Make presentations

3% Complete long projects

3% Complete short projects

3% Memorize

C1 Which four of the following words or phrases best describe, in general, what you think of your teachers? 0.92 Least Percentage

1% Lazy

1% Don't care

2% Fake

2% Unfair

C2 Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? 0.40 Least Percentage

1% Giving project demonstrations

1% Completing long projects

3% Making presentations

4% Completing brief projects

C1 Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students? 0.53 Least Percentage

1% You should do it this way

- 3% Repeat what you say
- 4% What are you doing?
- 4% You could do it this way.

C3 Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? 0.94 Least Percentage

- 1% Uncomfortable
- 1% Useless
- 4% Empowering
- 4% Brief

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

*Teacher

- C5 Learning goals are different for each student in my class/course. 3.10
- C6 My lessons include opportunities for students to express individual creativity. 3.15
- D4 I use a formal process to measure the success of the implementations of curriculum, instruction, and educational programs for my students. 3.35
- D1 I participate in targeted professional learning activities designed to meet the individual needs of my students. 3.40
- C8 I structure lessons, tasks and activities that require students' use of digital tools for learning. 3.45

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Percentage

1% Uncomfortable

1% Useless

4% Empowering

4% Brief

What are the implications for these stakeholder perceptions?

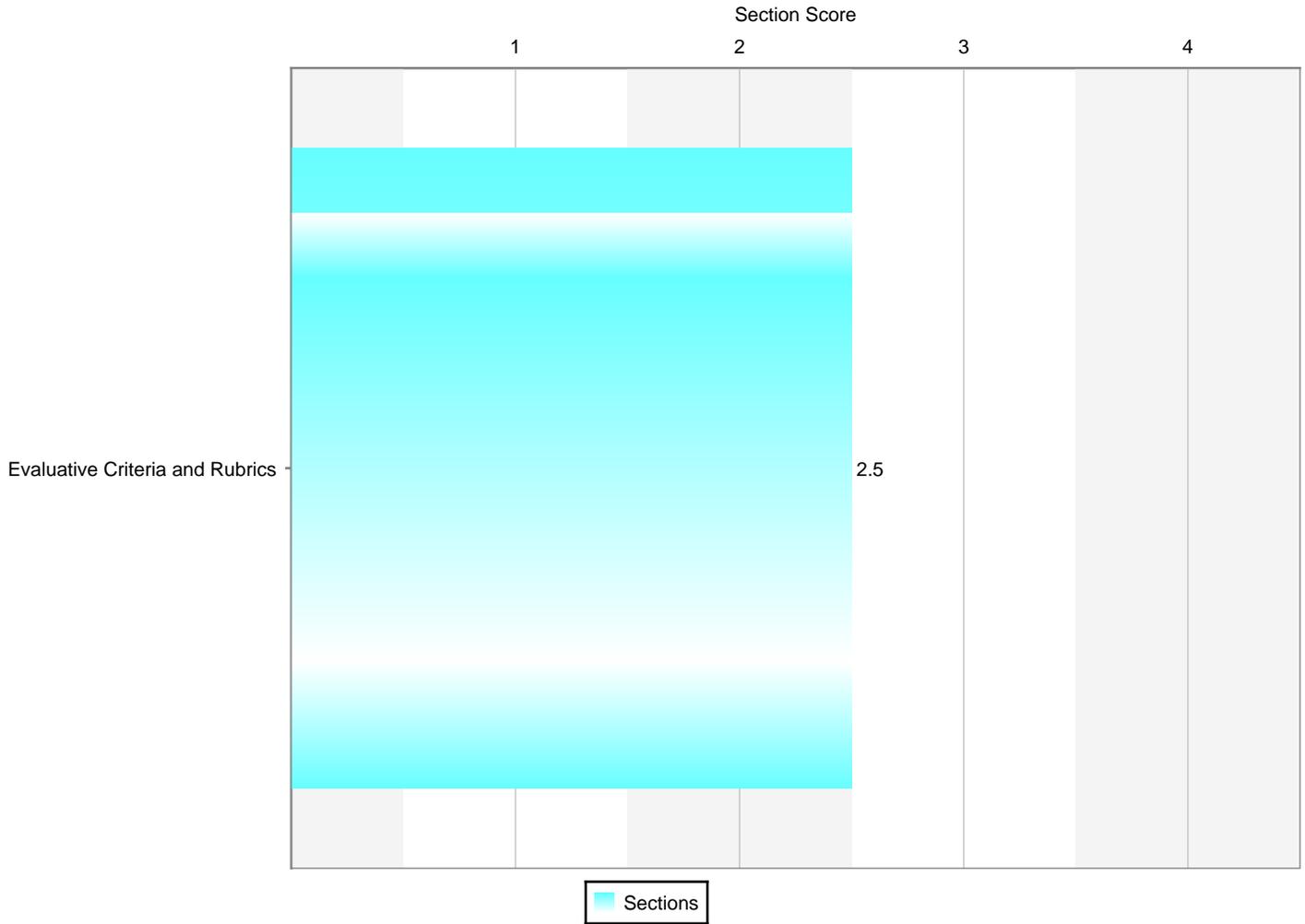
See AdvanEd Surveys-Parent/Student/Teacher Responses 2017-2018

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

See AdvanEd Surveys 2017-2018

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Relevant data (DIBELS, AAA, ACCESS, ACT Aspire) was collected and presented to the staff at a August 28, 2017 Faculty Meeting. In our analysis of the data, gaps in student achievement were identified. The staff completed surveys on concerns and needs for EL students, school culture and learning environment, professional development, budget needs and parental involvement. The leadership team met and used the information to draft a CIP. The draft was then presented to teachers and parents to review at a October 2017 faculty and parent meetings.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment revealed that our needs are still focused on the areas of teaching and learning to increase the number and percentage of students achieving proficiency or mastering of standards in reading and math. The ACCESS data revealed the need to continue to increase the number and percentage of students reaching English language proficiency.

EDUCATE AL data revealed that teachers require, and express an interest in, pursuing continued professional development in the areas of using technology resources and facilitating learners' individual and collaborative use of technology and self-assessment of their technological proficiency.

Teacher survey results revealed a need for professional development in communicating and working with all parents and especially EL parents and EL students. Professional development in reading, math and vocabulary strategies for all students is a need. Teachers also see a need additional strategies to implement our school-wide discipline plan.

In the area of budget planning, staff members see a need for additional technology equipment and instructional support and a need for more iPads and upgrades to existing technology equipment.

What conclusions were drawn from the results?

The following goals were drafted as a result of the conclusions of the Needs Assessment:

1. Engagement and empowerment of learners through technology
2. Professional development throughout the school year in teaching and learning methodology for all students
3. Increase in the number and percentage of student mathematical proficiency
4. Increase in the number and percentage of student reading proficiency
5. Continuance of EL students' adequate progress in language acquisition
6. Technology professional development for teachers throughout the school year
7. Preparation and Supporting teachers and Leaders to help graduate college-and career ready students
8. Professional development in communication with parents
9. Increase in student participation in after-school learning activities

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

The need for continued professional development, the need for analysis of schoolwide classroom management practices and disciplinary procedures and improvement in math and reading proficiency remains a priority.

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

The goals developed relate to the programs provided as a result of the needs being addressed.

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

Data Sources used for analysis are listed as follows:

1. ACT Aspire Test Results
2. ACCESS Test for Results for EL students
3. EDUCATE AL annual reports
4. STAR Results for Reading and Math
5. TECHNOLOGY Survey Data
6. Stakeholder Survey Data
7. Locally created survey data feedback
8. Parental Involvement Questionnaire Data
9. Title II Professional Development Needs Survey

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

Goals were written based on multiple sources of data which included state accountability test results, formative assessments, progress monitoring data, stakeholder input surveys, and technology survey data. All these sources encompass and address student needs as well as parent, faculty and staff needs.

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

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

Goal 1:

All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/18/2018 as measured by the Scantron.

Strategy1:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and Scantron, and use before, during, and after reading strategies in every class.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Differentiated Instruction will be provided through small group intervention based on student needs. A behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

ACIP

Oscar W. Adams Elementary School

| Activity - Using Various Reading Materials and Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - STAR Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---------------------|
| Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies | Direct Instruction | 08/07/2017 | 05/18/2018 | \$4370 - Title I Part A | All Certified Staff |

Strategy3:

Technology - Use iPads, laptops, chromebooks, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

| Activity - Technology Applications and Websites | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---------------------------------------|
| Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, chromebooks, laptops, desktop computers, Smart Tables, clickers, etc. | Technology | 08/07/2017 | 05/18/2018 | \$0 - State Funds | Certified Staff and Paraprofessionals |

| Activity - Classworks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---------------------------------------|
| Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction. | Technology | 08/07/2017 | 05/18/2018 | \$0 - Other | Certified Staff and Paraprofessionals |

Goal 2:

All students will become proficient in Math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in CCRS math standards in Mathematics by 05/18/2017 as measured by Scantron scorers for grades 3-5.

Strategy1:

Strategic teaching - Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

| Activity - Instructional Coach | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|------------------------------|-------------------|
| The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month. | Academic Support Program Professional Learning | 08/07/2017 | 05/18/2018 | \$65000 - Title I Schoolwide | Chance Goodwin |

Strategy2:

Teach Practice - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state

ACIP

Oscar W. Adams Elementary School

dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and CCRS standards as adopted by the Alabama State Department

| Activity - Math Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Classroom teachers |

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

Goal 1:

All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/18/2018 as measured by the Scantron.

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| Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Differentiated Instruction will be provided through small group intervention based on student needs. A behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - STAR Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
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Strategy3:

Technology - Use iPads, laptops, chromebooks, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

| Activity - Technology Applications and Websites | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
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| Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, chromebooks, laptops, desktop computers, Smart Tables, clickers, etc. | Technology | 08/07/2017 | 05/18/2018 | \$0 - State Funds | Certified Staff and Paraprofessionals |

| Activity - Classworks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---------------------------------------|
| Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction. | Technology | 08/07/2017 | 05/18/2018 | \$0 - Other | Certified Staff and Paraprofessionals |

Goal 2:

All students will become proficient in Math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in CCRS math standards in Mathematics by 05/18/2017 as measured by Scantron scorers for grades 3-5.

Strategy1:

Teach Practice - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and CCRS standards as adopted by the Alabama State Department

| Activity - Math Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Classroom teachers |

Strategy2:

Strategic teaching - Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

| Activity - Instructional Coach | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|------------------------------|-------------------|
| The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month. | Academic Support Program Professional Learning | 08/07/2017 | 05/18/2018 | \$65000 - Title I Schoolwide | Chance Goodwin |

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)**

Goal 1:

All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/18/2018 as measured by the Scantron.

Strategy1:

Technology - Use iPads, laptops, chromebooks, classroom computers and computer lab to access resources to teach, reinforce and review

ACIP

Oscar W. Adams Elementary School

skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - Technology Applications and Websites | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---------------------------------------|
| Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, chromebooks, laptops, desktop computers, Smart Tables, clickers, etc. | Technology | 08/07/2017 | 05/18/2018 | \$0 - State Funds | Certified Staff and Paraprofessionals |

| Activity - Classworks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---------------------------------------|
| Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction. | Technology | 08/07/2017 | 05/18/2018 | \$0 - Other | Certified Staff and Paraprofessionals |

Strategy2:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and Scantron, and use before, during, and after reading strategies in every class.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Differentiated Instruction will be provided through small group intervention based on student needs. A behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

ACIP

Oscar W. Adams Elementary School

| Activity - Using Various Reading Materials and Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - STAR Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---------------------|
| Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies | Direct Instruction | 08/07/2017 | 05/18/2018 | \$4370 - Title I Part A | All Certified Staff |

Goal 2:

All students will become proficient in Math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in CCRS math standards in Mathematics by 05/18/2017 as measured by Scantron scorers for grades 3-5.

Strategy1:

Strategic teaching - Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

ACIP

Oscar W. Adams Elementary School

| Activity - Instructional Coach | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|------------------------------|-------------------|
| The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month. | Academic Support Program Professional Learning | 08/07/2017 | 05/18/2018 | \$65000 - Title I Schoolwide | Chance Goodwin |

Strategy2:

Teach Practice - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and CCRS standards as adopted by the Alabama State Department

| Activity - Math Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Classroom teachers |

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

All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/18/2018 as measured by the Scantron.

Strategy1:

Technology - Use iPads, laptops, chromebooks, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

| Activity - Classworks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---------------------------------------|
| Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction. | Technology | 08/07/2017 | 05/18/2018 | \$0 - Other | Certified Staff and Paraprofessionals |

| Activity - Technology Applications and Websites | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---------------------------------------|
| Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, chromebooks, laptops, desktop computers, Smart Tables, clickers, etc. | Technology | 08/07/2017 | 05/18/2018 | \$0 - State Funds | Certified Staff and Paraprofessionals |

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - STAR Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---------------------|
| Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies | Direct Instruction | 08/07/2017 | 05/18/2018 | \$4370 - Title I Part A | All Certified Staff |

Strategy3:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and Scantron, and use before, during, and after reading strategies in every class.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Differentiated Instruction will be provided through small group intervention based on student needs. A behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

| Activity - Using Various Reading Materials and Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

Goal 2:

All students will become proficient in Math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in CCRS math standards in Mathematics by 05/18/2017 as measured by Scantron scorers for grades 3-5.

Strategy1:

Strategic teaching - Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

ACIP

Oscar W. Adams Elementary School

| Activity - Instructional Coach | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|------------------------------|-------------------|
| The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month. | Academic Support Program Professional Learning | 08/07/2017 | 05/18/2018 | \$65000 - Title I Schoolwide | Chance Goodwin |

Strategy2:

Teach Practice - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and CCRS standards as adopted by the Alabama State Department

| Activity - Math Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Classroom teachers |

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

Adams Elementary will provide opportunities for the participation of parents with limited English proficiency. An EI parent liaison/translator will provide, as much as is possible, translations for meetings, conferences, visits, phone calls, notes, flyers and other communications.

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

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

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

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

Teacher candidates are interviewed, recommended for employment, and hired only if they are highly qualified.

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?

This year the school has 3 new teachers.

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

85% of our teachers have at least a Master's degree.

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).

Adams is in compliance with the requirements of section 1114 and 1119 of "ESSA" due to the fact that all teachers and intervention aides working with students are qualified to assume responsibilities for students to meet academic achievement standards. This information is maintained at the Gadsden City Board of Education's Central Office and is available to any member of the general public on request.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

The following professional development activities have been, and/or are being, provided to faculty and staff to assist them in implementing instructional strategies and formative assessments that monitor student progress in the proficiency and mastery of College and Career Ready Standards:

1. Renaissance Place Training - STAR Reading, STAR Math
2. Classworks Training
3. ASSIST Training
4. STRIDE Academy Training
5. College and Career Ready Standards Training
6. UMathX
7. Scantron

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

Opportunities for training for faculty and staff are offered at the LEA (District Level) as well as at the individual school level. Many opportunities for professional development are provided through the e-learning online professional development site. Additional training is needed in the use of iPads, laptops, 3D printers, Smart Tables, Group Response Systems (clickers), Classworks, Stride, and in the use of existing technology. This training will enable us to address the needs of students benefiting from Response to Instruction strategies, to embrace emerging technology, to enhance student productivity and communication skills, and to explore applications of higher order thinking skills. Additional training in the use of technology resources is provided through the reading series by Scott-Foresman. In house training is provided to the staff on technology, Renaissance programs, UMathX, Stride, STI, reading and math strategies and improving communication with parents.

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

At this time, there is one first-year teacher at Adams. The teacher mentoring program that is offered by Gadsden City Schools affords on-going support for experienced teachers transferring to Adams, as well as for new, inexperienced teacher. The system mentoring program also includes training for both mentors and new teachers. Weekly meetings are required. Mentors are responsible for maintaining documents, such as contact logs. These forms notate dates, focus, and length of each meeting. The mentor should conduct observations of the new teacher and also provide opportunities for the new teacher to observe in his/her classroom. Observing a veteran teacher allows the new teacher to view how various classroom tasks are performed, how to maintain classroom order and discipline, and how to implement effective instructional practices.

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

Opportunities will be provided throughout the year for ongoing professional development based on the needs of teachers as they are implementing research-based instructional practices. Student performance data will be analyzed through examining progress monitoring assessment and weekly assessment results. Lesson plans will also be reviewed for areas of improvement as needed through professional development activities.

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:

All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/18/2018 as measured by the Scantron.

Strategy1:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - STAR Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---------------------|
| Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies | Direct Instruction | 08/07/2017 | 05/18/2018 | \$4370 - Title I Part A | All Certified Staff |

Strategy2:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and Scantron, and use before, during, and after reading strategies in every class.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Differentiated Instruction will be provided through small group intervention based on student needs. A behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

| Activity - Using Various Reading Materials and Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Certified Staff |

Strategy3:

Technology - Use iPads, laptops, chromebooks, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI

| Activity - Classworks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---------------------------------------|
| Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction. | Technology | 08/07/2017 | 05/18/2018 | \$0 - Other | Certified Staff and Paraprofessionals |

ACIP

Oscar W. Adams Elementary School

| Activity - Technology Applications and Websites | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---------------------------------------|
| Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, chromebooks, laptops, desktop computers, Smart Tables, clickers, etc. | Technology | 08/07/2017 | 05/18/2018 | \$0 - State Funds | Certified Staff and Paraprofessionals |

Goal 2:

All students will become proficient in Math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in CCRS math standards in Mathematics by 05/18/2017 as measured by Scantron scorers for grades 3-5.

Strategy1:

Strategic teaching - Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

| Activity - Instructional Coach | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|------------------------------|-------------------|
| The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month. | Academic Support Program Professional Learning | 08/07/2017 | 05/18/2018 | \$65000 - Title I Schoolwide | Chance Goodwin |

Strategy2:

Teach Practice - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and CCRS standards as adopted by the Alabama State Department

ACIP

Oscar W. Adams Elementary School

| Activity - Math Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. | Direct Instruction | 08/07/2017 | 05/18/2018 | \$0 - No Funding Required | Classroom teachers |

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

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

The following opportunities will be provided to gather feedback and receive input from faculty members regarding the practices needed to improve performance on statewide academic assessments:

1. Full Staff Faculty Meetings
2. Grade Level Meetings
3. Leadership Team Meetings
4. Teacher Surveys

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?

Relevant data (DIBELS, AAA, ACCESS, ACT Aspire, Scantron, and STAR) is collected and presented to the staff at Problem Solving Team meetings. In our analysis of the data, gaps in student achievement are identified. The staff works collectively to brainstorm ideas to be included in the Response to Intervention Team Plans (RTI). Students are then placed in Tier Groupings based on academic and behavioral needs and reviewed monthly to analyze progress or decline.

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?

Timely, effective additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards through the Response to Intervention Team. Students are assigned to Tier II or Tier III academic or behavioral groups in order to receive additional interventions and instruction to address academic deficiencies. Additional intervention and instruction is provided through inclusion opportunities with resource personnel, pull-out instruction from additional resource personnel, or additional software and website program practice (e.g. Classworks, Stride, UMathX, Scantron, Math Facts in a Flash, Think Central, Renaissance Programs and Scott Foresman resources) through technology resources, such as the desktop computer, chromebook, laptop, Smart Table, or an iPad. Use of a part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that negatively impact academic performance. This will help to decrease student absenteeism due to out-of-school suspensions and chronic truancy.

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.

The following additional resources and programs are provided for Adams students beyond the regular school day to provide opportunities for the most academically needy students to receive support and reinforcement of academic skills:

1. EDGE - 21st Century community education after-school program that includes a homework assistance component as well as an enrichment component on Monday - Friday until 5:30 p.m.
2. Parent Teacher Resource Center - Resource Center materials available to teachers, parents and students for make and take, duplicated or short-term borrowed materials to address academic deficiencies or to enhance enrichment content.
3. Homework - assigned daily or as needed to supplement in-class daily instruction
4. Internet-based skills practice through Classworks, Stride Academy, Think Central, UMathX, Scantron, etc.

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.

Migrant students are identified upon enrollment through an Agricultural Survey which assesses whether the student qualifies for migrant services. Homeless students are identified upon enrollment by the parent identifying themselves as residing in a shelter or living with another family on a Survey. These students are referred to the school counselor and Homeless Liaison. These students are guaranteed access to the same services and programs as other students and all supplies and personal needs will be met so there will not be any barriers for the student. Special Education services are provided by the district and appropriate procedures in accordance with federal and state laws and regulations. The schools utilize a Response to Intervention team to identify students who are at-risk both academically and behaviorally. The RTI team considers each student carefully to determine need for referral for special education testing. Once a student is referred for testing, parents are notified for permission to test. An IEP team convenes to determine eligibility for services and develop the IEP.

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.

* Title I- For the 2017-2018 school year Title I money will be used for personnel to employ two full-time Title I Paraprofessionals (for academic intervention and parental involvement), and one part-time Title I Paraprofessionals (one for technology assistance and academic intervention). An EL Paraprofessional will be utilized as an interpreter to communicate with parents of EL students and to provide EL instruction with those students. An LEA instructional coach will serve all Title I schools. Also money will be utilized for a nurse, computer technician, parent involvement, stipends for tutors for parents and students, technology, equipment rental and materials/supplies. Money for professional development will be utilized for substitutes, stipends, travel and registration.

* Title II - Professional Development - The state provides professional development funding to the school based on the number of teacher units assigned to that school. The LEA has a professional development plan which delineates professional development opportunities provided directly to system personnel. The principal has discretion in the expenditure of professional development funds to best meet the needs of the school. School Improvement and Title I allocations are also utilized for professional development in ongoing research-based professional development opportunities.

* Title III - English Language Learners- Title III funds are used to meet the academic goals for ELL students. During registration, each student completes a Home Language Survey. A student whose parents identify that a language other than English is spoken in the home will be assessed using the LAS in order to determine their English language proficiency level. A parent must give permission for the student to be tested. The parent will be notified of the student's classification and qualifying status for the program within ten (10) days of the evaluation. If the student qualifies for the program, the parent must sign a permission or denial for ELL services. LEP students receive tutoring services from the ELL teacher. All resources and materials used for instruction are scientifically research-based.

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)?

* Title IV provides funds for effective programs that have been scientifically research-based. Our Title IV programs help to increase the knowledge of drugs to reduce incidents of tobacco, drug, and alcohol use and/or possession, and to increase knowledge to reduce incidents of violence. Get Real about Violence is a scientifically research-based program that Adams has implemented. In addition to Get Real about Violence, the counselor provides numerous activities to promote safe and drug-free environment for students, including counseling and guidance on drug awareness, drug education, making healthy choices, bullying, conflict resolution, and Red Ribbon Week.

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

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

The evaluation of the schoolwide program is done through the monthly PST meetings. These meetings are scheduled by grade levels and divided by team committee member representatives from each grade level. During the monthly meetings each student's progress is analyzed for increases or decreases. The rate of progress, or lack of, helps us determine as a school whether our interventions are addressing the needs.

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 utilizes the PST, and grade level and faculty meetings to analyze data from our progress monitoring assessments that are assigned weekly and monthly as well as the data from annual 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?

If the number of students achieving proficiency standards has increased, the program has been effective. If the number of students achieving proficiency standards has decreased, we then look at subgroups and see which group has the greatest decline and then start analyzing specific goals, objectives and activities that relate specifically to those sub-groups of students.

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

The process for evaluating and revising the plan will be to schedule a monthly analysis of the plan that correlates with the PST meetings therefore having data sources and intervention information readily available for review.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 23.83 |

Provide the number of classroom teachers.

24.34

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1297741.0 |

Total

1,297,741.00

Administrator Units

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

Provide the number of administrators.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 80974.0 |

Total

80,974.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 51302.0 |

Total

51,302.00

Librarian

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

Provide the number of Librarians.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 55944.0 |

Total

55,944.00

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. | 5569.0 |

Total

5,569.00

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. | 2042.0 |

Total

2,042.00

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. | 11098.0 |

Total

11,098.00

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. | 801.0 |

Total

801.00

Title I

| Label | Question | Value |
|-------|---|-----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 222900.57 |

Provide a brief explanation and breakdown of expenses.

Adams Elementary School FY 18 Allocation:

Substitutes 700.00
 Other Purchased Services 3,300
 Telephone 300.00
 Student Classroom Supplies 10,816.58
 Instructional Software 8,000.00
 Books/Periodicals 1,000.00
 Furniture and Fixtures 3,000.00
 Non-Cap Audio/Video 5,500.00
 Non-Cap Computer Hardware 23,500.00
 Other Non-Cap Equipment 2,000.00

PROFESSIONAL DEV EXPENDITURES

Travel - In-State 3,000.00
 Travel - Out-of-State 2,000.00
 Other Travel and Training - Registration 2,000.00
 Other Purchased Services 12,000.00
 Staff Training Supplies 1,500.00

Student Support-Parental Involvement
 General Supplies 3,000.00

Instructional Personnel
 Instructional Assistants 63,926.50
 Other Compensation 5,000.00
 Insurance and Benefits 46,727.22

Student Support-Personnel
 Consulting teachers - Hawkins 3,086.44
 Insurance and Benefits 998.51

Instructional Support-Personnel

ACIP

Oscar W. Adams Elementary School

Computer Tech Staff - Beavers, Deck, Hardin 1,746.93

Insurance and Benefits 731.81

Professional Dev -Personnel

Consulting Teacher - Goodwin 6,151.76

Insurance and Benefits 1,992.82

Rental: 10,922.00

Total \$222,900.57

Title II

| Label | Question | Value |
|-------|--|----------|
| 1. | Professional Development Activities. Provide the total. | 322360.0 |

Provide a brief explanation and a breakdown of expenses.

Administrative Allowance \$1,676.27

Professional Development Training \$37,995.89

Non-public \$23,386.50

Class Size Reduction Units \$124,004.99

District Staff for Professional Development \$135,296.35

Title III

| Label | Question | Value |
|-------|---|---------|
| 1. | For English Learners. Provide the total. | 57189.0 |

Provide a brief explanation and a breakdown of expenses.

The district provides an EL coordinator who oversees the entire EL Program including the core. (1) Certified EL teacher at (.10FTE's); (1) Paraprofessional at (.25 FTE's) rotating among schools to ensure supplemental services for teachers and students. Required Professional Development for school staff, district EL staff will be provided through SDE SAMUEL trainings as well as local training.

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. | 65935.9 |

Provide a brief explanation and breakdown of expenses.

Program specific equipment needed to upgrade programs in the district. Equipment purchases will focus on program quality improvement. Most of the items are required for continued BIC program certification. Needed classroom technology upgrades are included here. \$5,454.50 for VEX Robotic Kits for our Electronic Program, \$21,945 for 30 Chromebooks and a Cart for each of our 3 middle school Family and Consumer Science Program, \$710 for a Network Laser Printer for the Information Technology Program, \$12,500 for a 10-needle electronic embroidery device for the middle schools to share, \$1,086 for 3 needed dishwasher upgrades in our High School FACS program, \$750 for a time clock for our High School Teacher Training Program, \$1,200 for a Laminator Kit, also for the Teacher Training Program, and \$22,290 for a computer-based patient simulator (included in Capital Equipment).

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 | 500.0 |

Provide a brief explanation and breakdown of expenses.

Exxon Mobil 500.00

Craig Ford

City Council

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

An Annual Title I Parent Meeting will be held at the beginning of the school year for parents to learn about the school's participation in Title I, the requirements of Title I and the parents' right to be involved. Parents will be notified of the Annual Title I Parent Meeting through the Schoolcast notification system, school marquee, newspaper and radio announcements, announcements at the school, a flyer sent home in the weekly communication folder, and a flyer in the Parent Information Area and outside bulletin board. All publicly and communications will be given in a language parents can understand.

During the meeting the parents will be informed of the 1% set aside money and how the parents can be involved. The LEA's Title I allocation is shown and the amount for each school is shown and explained. Examples are given and we presented the amount to our parents that we received for Parental Engagement (the school's portion of the 95% of the 1%). We discuss how the parents can be involved in the process and how they can be part of the decision making team regarding the 1% set-aside both for system-wide initiatives and school level activities. An overview of the Continuous Improvement Plan is presented at the Annual Title I Parent Meeting. Parents are informed of academic status, areas of improvement, expenditures, and an explanation of why the school is funded by Title I. Parents are asked for input and areas of concern. Parents are invited to participate in the annual budget planning meeting. Parents are informed of the plan and a committee of parents is asked to review the plan and make comments or corrections.

Topics of the annual meeting will be:

What it means to be a Title I school

What the 1% Set-Aside is for parental engagement

The LEA Title I Plan

The LEA Parental Engagement Plan

The School's Parental Engagement Plan

The LEA's and School's Continuing Improvement Plans

The School-Parent Compact

The School's Title I Budget

How to request the qualifications of their child's teacher(s)

How parents will be notified if their child is taught by a teacher who is not Highly Qualified

How parents can be involved

Parent Resource Center and Supplemental Services

How the Annual Evaluation of the Parental Engagement Plan is conducted

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. There will be Parent Engagement meetings held at once every nine weeks to plan, review and improve the Title I Program and plan family events. A translator will be available at all meetings as much as possible.
2. A parent survey, written in a language parents can understand will be sent home with every student in the spring. All parents are invited to attend the 4th Nine weeks Parent Engagement Meeting to review the survey results and to review and evaluate the current Parental Engagement Plan, budget and School-Parent Compact. The ACIP parent committee will be formed from parent volunteers from this meeting.

The evaluation and survey results will be presented to the school staff for their input on the evaluation and the development of a new Plan, Compact and budget.

Using the results of these evaluations and the survey, the Parent ACIP committee and the Title I staff will develop the Parent Engagement Plan, Compact and budget for the next year.

All parents and guardians are invited at the beginning of the next school year to the Annual Title I Parent meeting to review the Title I Program, Budget, Compact and Plan. Parents will be given the opportunity to suggest improvements in the Continuous Improvement Plan and Parental Engagement Plan at this and subsequent Parent Engagement meetings. A translator will be present at all meetings, and agendas and minutes will be written in a language parents can understand.

The Plans and Compact will be reviewed, developed and improved by a group of people including groups representing racial and ethnic minorities, economically disadvantaged, disabled, limited English proficiency, and limited literacy. Parents will be notified of these meetings through the school marquee, school website and Facebook page, Schoolcast notification system, radio and newspaper announcements, announcements at the school, and a flyer sent home in the weekly communication folder and posted in the Parent Information Area and on the parent information board outside. All publicity and communications will be given in a language parents can understand.

3. Title I parent engagement funds will be used to buy colored copy paper for parent communication, communication folders, books to give away at all family events to encourage reading at home, recognition of student achievement and parent involvement, honorariums for parent professional development speakers on topics of need and concern to parents.

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))

*Adams will have the Annual Title I Parent Meeting, Open House and regularly scheduled Parent Involvement meetings at which information will be given about Title I programs, the curriculum, the assessment results, academic expectations and opportunities for future meetings and parent involvement. A translator and written translations will be available as much as possible. Parents will be given opportunity at these regular meetings to be a part of the decision making process about the programs of the school which affect the climate of the school, professional development of parents and teachers, and the education and achievement of the students.

*Parent conferences will be encouraged throughout the year and teachers will use the Title I School-Parent Compact as part of the conferences. Teachers will be encouraged to use mobile apps, such as Remind, to communicate assignments and important information with parents via text messages.

*The Gadsden City Schools Elementary Handbook and Code of Conduct will be sent home at the beginning of the year and given to all new enrollees. A copy of the Code of Student Conduct and Elementary Handbook will be kept in the Parent Information Area and the office.

*Weekly communication folders will be a school-wide procedure to provide timely information about the school Title I program, calendar, lunch menu, and important information from the principal, school and family events and recognitions in a uniform format. Information will be posted in the outside bulletin board of the breeze way so parents can come after school hours and see the same information that is inside the building on the parent bulletin board. We also will use the school marquee; Schoolcast notification system, TV, radio and newspaper

ACIP

Oscar W. Adams Elementary School

advertisements; school website and Facebook page; teacher websites; parent information area of the office and intercom announcements to provide information to parents and students.

*A copy of the Continuing Improvement Plan and the Parent Engagement Plan, Code of Student Conduct, and Elementary Handbook will be kept in the Parent Information Area of the office. A "CIP at a Glance" flyer that includes the school's academic goals and a copy of the Parental Engagement Plan will be sent home with students in the communication folders. The CIP at a Glance will be posted on the Parent Bulletin Board. All communication will be presented in a language parents can understand, as much as practicable.

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

The Title I School-Parent Compact will be explained and reviewed in the September Annual Title I Parent Meeting. It will be discussed and updated by the Parent ACIP committee and in the September, School wide Staff ACIP Planning meeting. The Compact has a part for the parent, student, teacher and principal to pledge their individual responsibility for student academic achievement. This is a great opportunity to continue to work as partners on addressing school's goals. The compact will be sent home in Communication Folders with every student. Every student will be required to have a signed Compact in their permanent file and teachers will keep a copy of signed Compacts in their rooms to use in parent/teacher conferences. All communication will be in a language parents can understand.

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

If a specific component of the CIP Plan is not satisfactory to a parent, the parent will submit their comments in writing to the LEA Parent Advisory Council. The council will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are further resolutions, the Title I Coordinator will meet with the committee.

The Continuing Improvement Plan will be written and reviewed by the staff and a committee of parent representatives. Throughout the year, as the CIP is reviewed, these parent representatives will be a part of the review process. Parents will be encouraged at every Parent Engagement meeting to voice any concerns they have with the Continuous Improvement Plan and the academic program of the school in general.

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)

At the Annual Title I Parent meeting, Open House and Parent Engagement Meetings every nine weeks, parents will be provided training and explanation of the State academic content and achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. The annual Open House will also give parents an opportunity to meet with their child's teacher and understand more about standards, assessment requirements, the School-Parent Compact, and future opportunities to meet and work with the teacher. Teachers will give out a syllabus at Open House. Parents are encouraged to have teacher conferences during Parent Visitation Month and all through the year.

We will encourage room parents to get 2 parents to represent each grade level at the Parent Engagement Meetings and rotate the responsibility among the parents so they can become more familiar with each other and the program. We will include in the school newsletter information about the Title I program, the Parent Engagement Plan, the school's extra services and referral program, the School-Parent Compact, the school's academic goals, and ways parents can volunteer and be a part of planning/reviewing. A translator and written translations will be provided as much as possible.

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)

* The system wide Parent Teacher Resource Center (PTRC) personnel will be at the Annual Title I Parent Meeting, Open House and at some of the Family Reading Nights to provide free materials and helpful suggestions for parents. The Parent Teacher Resource Center provides flash cards, games, manipulatives, and packets on skills in areas of concern for parents and students to use at home and offer tutoring and training sessions for students and parents on academic subjects and computer skills. There is information on the Parent Teacher Resource Center on the school website.

* A weekly Communication Folder will contain a newsletter and flyers that have suggestions on helping their child to be successful and information about the Parent Teacher Resource Center.

* The Parent Information Area in the school will contain books on child development, parenting, school and system news and information, the PTRC, and the School ACIP and Parental Engagement Plans.

* Family Reading Nights will provide parent training on how to read with their children and help them improve their reading comprehension. It also will train parents in the Accelerated Reading program. Free books will be given to all children who come to parent engagement events to encourage reading at home.

* A Kindergarten orientation will be held for parents and students either in May or in August before school begins.

* A grade level orientation for the next school year will be offered in May.

* Parent trainings will be more visual, using the projector or doing hands on training.

* Have more small group meetings where parents feel more comfortable asking questions.

* The translator will attend the Annual Title I Parent Meeting for the Spanish-speaking parents She can better explain what it means to be a Title I school.

* An EDGE after school tutoring program will be offered.

* The school's website and teachers' websites will make class information, school news and links to the reading, math, portaportal, and

library websites available to parents. We will offer computer training on accessing the school website and other educational websites for their children, such as Stride Academy.

- * Teachers will be encouraged to use mobile apps to communicate with parents the assignments, important information and examples for math homework.
- * A school Facebook page in English and Spanish will give parents access to school information.
- * Parent Visitation Month activities and five family luncheons throughout the year, as well as an open door policy, will give parents opportunities to visit in their children's room, see what they are learning, and conference with the teacher.
- * A poster on the front Parent bulletin board will list ways parents can volunteer.
- * If possible, The Parenting Partners Program will be offered to train small groups of parents on improving their relationship with their child and encouraging academic achievement, positive values and character in their child.
- * If possible, English classes for English-learning parents and Spanish classes for Spanish-learning parents will be offered.
- * A translator and written translations will be provided as much as possible. All communication will be in a language parents can understand.

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

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

Shall 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)

- * Adams Elementary will have a Title I Resource Liaison and Parent Involvement Coordinator to coordinate the parent involvement program, create and distribute communications, lead in family events, and conduct Parent Involvement meetings.
- * Distribute to the staff a copy of the Parental Engagement Plan, Parent Survey results and the Adams Annual Evaluation of the Content and Effectiveness of the LEA Parental Involvement Plan at the beginning of the year and discuss it at an in-service or faculty meeting, so they can see areas needing improvement and celebrate areas of strength.
- * Address one specific area of need discovered from the Survey and Evaluation at each Faculty Meeting throughout the year to keep the awareness level up concerning working with parents as partners.
- * Encourage teachers to ask parents to come to activities. Offer a classroom incentive for the most parents in attendance.
- * Teachers will be encouraged to use mobile apps to communicate with parents the assignments, important information and examples for math homework.
- * Teachers will be encouraged to give students homework passes, rewards or privileges if they return signed papers, or if parents attend conferences, events or meetings.
- * Our Principal will stress at Parent meetings an open door policy toward parents coming at any time, by appointment, to observe their child. At Faculty meetings she will stress the open door policy and encourage teachers to call parents to celebrate student accomplishments and at the first sign of needs or problems.
- * Offer training during planning periods and/or after school on websites, syllabi, and working with parents and ELL families.
- * We will have an EL parent liaison/translator to work with parents and staff, translate communications, and assist staff in communicating with parents.
- * We will include parents in committees with staff to plan school wide celebrations, such as Hispanic Heritage month and Black History

Month.* Room volunteers will be secured and teachers will be encouraged to call with specific needs and ways they can help.

*Some staff members will participate with parents in the Parenting Partners program.

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)

* The system wide Parent Teacher Resource Center (PTRC) personnel will be at the Annual Title I Parent Meeting, Open House and at some of the Family Reading Nights to provide free materials and helpful suggestions for parents. The Parent Teacher Resource Center provides flash cards, games, manipulatives, and packets on skills in areas of concern for parents and students to use at home and offer tutoring and training sessions for students and parents on academic subjects and computer skills.

* Parents will be encouraged at every family event to go to the center so they can learn about the games and activities available to be checked out and training classes for students and parents.

* Parents will be sent a congratulatory letter from the principal when their child achieves the A/B Honor roll each grading period. Parents whose child did not achieve the A/B honor roll will be sent information about the Parent Teacher Resource Center so they can order materials to use at home with their child to help improve achievement.

* The school newsletter, sent home in the weekly Communication Folder and posted on the school website, will contain suggestions to parents from the principal, librarian, reading coach, nurse, or counselor on helping their child to be successful in school and information about the Parent Teacher Resource Center.

* There will be information on the Parent Teacher Resource Center on the school website.

*If possible, The Parenting Partners Program will be offered to train small groups of parents on improving their relationship with their child and

encouraging academic achievement, positive values and character in their child.

* A translator and written translations will be provided as much as possible. All communication will be in a language parents can understand.

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

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

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

Parents are invited and encourage to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality of the school. All parents have this opportunity every spring or as requested if needed. Parent surveys are sent every spring to all parents in a language they can understand.

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))

* Adams Elementary will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory students. An EL parent liaison/translator will provide, as much as is possible, translations for meetings, conferences, visits, phone calls, notes, flyers and other communications in a language that they can understand.

* The EL parent liaison/translator, office personnel, school counselor and nurse will provide services and information to parents of migratory students.

* The school building is handicapped-accessible. Phone calls, texts, emails and home visits will be made when handicapped parents are not able to come to the school.

* The speech therapist will use sign language to communicate with hearing impaired parents, if needed.