



ACIP

Vance Elementary School

Tuscaloosa County Schools

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Executive Summary

Introduction

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

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

Description of the School

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

Vance Elementary School is located in Vance, Alabama, fifteen miles outside of the city of Tuscaloosa. We have 512 students, with approximately 289 students, or 56% of the student population receiving free or reduced lunch. Our demographics are as follows: White: 366, black: 71, Asian: 0 Hispanic: 74. Our teachers work diligently to implement the mission of Vance Elementary School which is to foster the development of the whole child in a safe and loving environment. Vance Elementary is adopted by Mercedes Benz International, Vulcan Materials Company, and Southland International Trucks. Our community is a small town atmosphere and we have a good amount of parental involvement. In the past three years, there has been very little teacher turnover because once teachers are hired at Vance, they normally complete their entire teaching career here. The staff ranges in tenure from 1-39 years of service, and come from Tuscaloosa, Northport, Birmingham and the surrounding Vance area to work here. Carolyn Wilson has served as the Principal of Vance since July 1, 2016. Our character education program includes the following Touchstone: We are Caring, Unique, Balanced, and Successful! We are mindful of others by honoring and respecting differences. We are growing socially, emotionally, and academically every day, at Vance Elementary, WE MATTER! Our Motto is: We are Caring.....CUBS!

Unique
Balanced
Successful

School's Purpose

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

The mission of Vance Elementary School is to foster the development of the whole child in a safe and loving environment. Our vision is to be a school where students can learn, grow and achieve. Our faculty and staff are committed to ensure that our students will be sent to the middle school prepared to continue and be successful in their journey in becoming College and Career Ready.

Our Beliefs are as follows:

1. Learning must take place at home, in school, and in the community.
2. Each child will be treated with love, respect, and dignity.
3. The faculty and staff must cooperatively strive to fulfill the individual needs of each child.
4. Teaching all students to learn through a rigorous, relevant curriculum is essential.
5. The involvement of all stakeholders serves to promote student achievement.
6. The Continuous professional learning leads to improved performance.

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.

We continually strive to:

Create a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners.

Create a positive climate that promotes respect and responsibility.

Develop culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status.

Through a State grant we continue to offer an OSR PreK classroom for a fourth year for four year old students in our community.

New laptops have been purchased to be used for testing and technology upgrades throughout the building, as well as, to replace those that no longer work both in the lab and in the classroom. In addition we have installed a projector and screen in the gym to enhance the physical education program, Parent Teacher Organization programs held throughout the year, and various programs presented at Vance Elementary.

Six of the seven classroom portables have been given a fresh coat of paint by The University of Alabama Honors Program Students.

Vance Elementary has been designated as an Alabama Bicentennial School. Together with the students, teachers, parents, and community, an effort is being made to upgrade the town library through redecorating the building and adding to the book collection.

Additional Information

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

Vance Elementary School takes pride in preparing every student to be a successful leader in their school, community, and the future. We also celebrate and respect the diversity found within our four walls.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

In the month of October testing results from Spring Scantron and Dibels assessments were reviewed and discussed. Based on the findings of the review, new goals were established by each grade level, led by the Reading Specialist, Mrs. J. Wilson and/or Assistant Principal, LaQuita Coleman. Strategies were adjusted as needed in the area of reading and math.

The Leadership Team was convened later in October to determine if any other goals should be added to our plan other than what was already in place: Grade Level Goals, ESL Goals from Title I Committee Meeting, Technology Goal, and Safety Goal (bus safety). No other goal was presented by The Leadership Team for consideration.

Following the formation of the Continuous Improvement Plan for Vance Elementary, the plan was presented to each grade level for further review, input and correction.

Parent representation met with the Principal for review.

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

Carolyn Wilson - Principal
Jodi Wilson - Reading Coach
- Kindergarten
Jill Watson - First Grade
Whitney Smith- Second Grade
Stephanie Egan- Third Grade
Stacy Johnson - Fourth Grade
Erika Lawrence - Fifth Grade
Angela Kelly - Parent
Heidi Latham - Parent

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 information will be disseminated in the following ways to communicate to all stakeholders the availability of the 2018 - 2019 Continuous Improvement Plan : Website (plan will be posted), Facebook Page - instructions will be given concerning how to obtain a copy for reading, and a Newsletter home to parents detailing where they might be able to find a copy for their perusal. Hard copies will also be

available in the office and the library for reading at the school site.

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?	No	Data is housed at the school with a hard copy of the ACIP Plan for 2018 - 2019.	

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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

Twenty percent of fifth grade students scored Above Average in Reading on Scantron Performance Series.
Seventeen percent of fifth grade students scored Average High in Reading on Scantron Performance Series.

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

Fourth grade students demonstrated a proficiency level of 35% percent overall in Math on Scantron Performance Series in Fall 2017-2018. After a year of instruction, fourth grade students exiting the 2017-2018 school year had a proficiency level of thirty nine percent on Scantron Performance Series. That is a 4 point increase.

Which area(s) indicate the overall highest performance?

Fourth Grade students had an overall 40% proficiency in Math on Scantron Performance Series.

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

Out of the 41 students in fifth grade students that receive meal assistance, thirty nine percent were proficient in Reading.

Between which subgroups is the achievement gap closing?

The achievement gap between boys and girls in fourth grade is closing in the area of math. In 2017-2018, 40% of boys scored Average High or Above Average in Math. In 2017-2018, 38% of girls scored Average High and Above Average in Math. Although the proficiency level of achievement is slightly higher in fourth grade, the gaps are closing.

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

N/A

Areas in Need of Improvement

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

Thirty-three percent of 3rd grade students are proficient in Mathematics.

Forty percent of 4th grade students are proficient in Mathematics.

Thirty-five percent of 5th grade students are proficient in Mathematics.

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

Thirty three percent of third grade students scored Average High and Above Average in Mathematics on the Spring 2018 Scantron Performance Series.

Which area(s) indicate the overall lowest performance?

Thirty-three percent of third grade students scored Below Average on the Spring 2018 Scantron Performance Series.

Thirty-five percent of fourth grade students scored Below Average on the Spring 2018 Scantron Performance Series.

Thirty-eight percent of fifth grade students scored Below Average on the Spring 2018 Scantron Performance Series.

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

Sixty three percent of fifth grade males scored Below Average and Average Low on the Spring 2018 Scantron Performance Series.

Sixty-nine percent of fifth grade males scored Below Average and Average Low in the Fall 2018 Scantron Performance Series. This shows a 6% decrease.

Between which subgroups is the achievement gap becoming greater?

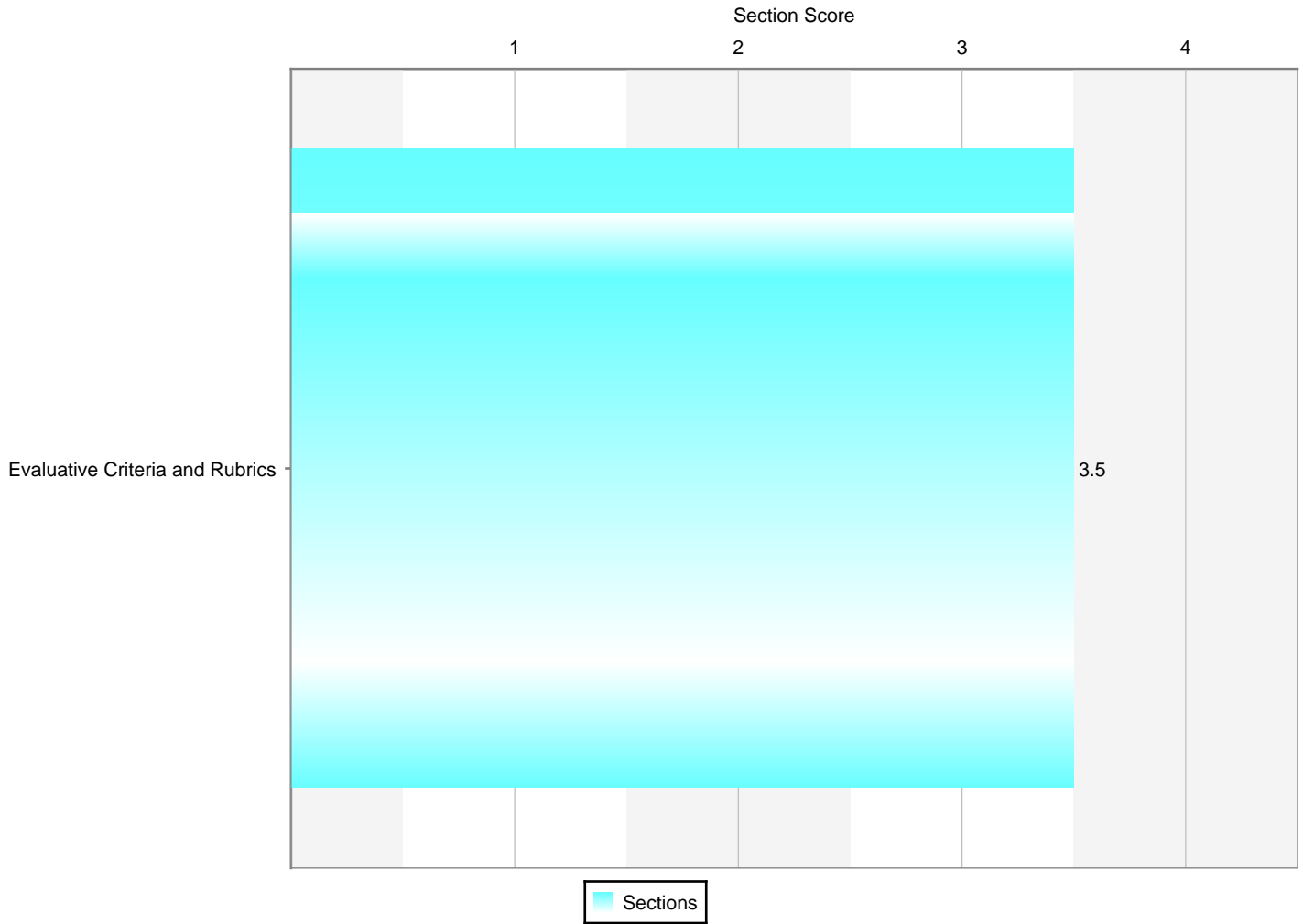
The achievement gap between black and white students in fourth grade is becoming greater in the area of reading. In 2016-2017 year, our black subgroup is so small it does not provide adequate data of the gap closing. In 2017-2018, 27% of black students were proficient and 48% of white students were proficient.

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

N/A

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		

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		

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		

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		

Plan 1

Overview

Plan Name

Plan 1

Plan Description

School Plan 2018-2019

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	Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.	Objectives: 12 Strategies: 16 Activities: 17	Academic	\$48400
2	Prepare and support teachers and leaders to produce graduates who are College and Career Ready	Objectives: 5 Strategies: 5 Activities: 5	Academic	\$7000
3	Provide digital tools, experiences, and resources to support instruction.	Objectives: 4 Strategies: 4 Activities: 4	Academic	\$10100
4	Promote student growth and parent involvement through system support services.	Objectives: 4 Strategies: 4 Activities: 4	Academic	\$2000

Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

80% of Kindergarten grade students will increase student growth in Reading (3) whole words on Nonsense Word Fluency DIBELS test given by Instructional Coaches in Reading by 05/01/2019 as measured by the Nonsense Words Fluency DIBELS test.

Strategy 1:

Increase Reading Proficiency - Reading proficiency will increase by implementing the core reading program for Kindergarten, First, and Second Grades - Saxon Phonics.

Category: Develop/Implement Learning Supports

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

Vance Elementary School

Direct Instruction will take place daily utilizing the Saxon Phonics program	Academic Support Program	08/27/2018	05/17/2019	\$6000	State Funds	Classroom Teachers, Reading Specialist, Special Education Teachers, Interventionists
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Strategy 2:

Targeted Instruction - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Activity - Additional Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups and will receive practice in skills through the use of reading centers and intervention groups when necessary.	Academic Support Program	08/27/2018	05/17/2019	\$0	No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 2:

80% of First grade students will increase student growth in Reading Whole Words Read on Nonsense Word Fluency DIBELS test given by Instructional Coaches in Reading by 05/01/2019 as measured by the Nonsense Words Fluency DIBELS test..

Strategy 1:

Reading Intervention - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Activity - Additional Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups, practice in reading centers and intervention groups when necessary	Academic Support Program	08/08/2018	05/01/2019	\$0	State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy 2:

Direct Instruction - Direct instruction will take place daily utilizing the Saxon Phonics program.

Category: Develop/Implement Learning Supports

Activity - Phonics Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of the Saxon Phonics Program	Academic Support Program	08/08/2018	05/01/2019	\$0	State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 3:

60% of Second grade students will increase student growth by benchmarking in oral reading fluency on the DIBELS test in reading in Reading by 05/01/2019 as measured by The End of the Year DIBELS assessments..

Strategy 1:

Strategic Teaching of Saxon Phonics Program - Strategic implementation of Core Reading program on a daily basis for Second grades - Saxon Phonics

Category: Develop/Implement Learning Supports

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction will take place daily utilizing the Saxon Phonics Program.	Direct Instruction	08/08/2018	05/01/2019	\$5000	State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy 2:

Specific Instruction - Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups, practice newly taught skills in reading centers and receive necessary intervention when needed.

Category: Develop/Implement Learning Supports

Activity - Challenge Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small group instructional settings, allowed practice of newly acquired skill in reading centers, and placed in an Intervention group if further teaching is needed.	Direct Instruction	08/08/2018	05/01/2019	\$0	No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 4:

60% of Third grade students will demonstrate a proficiency in the ability to ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers in Reading by 05/01/2019 as measured by achieving at or above benchmark on Standard CRS 3.RI.10.

Strategy 1:

Goal Setting - Goal Setting with Non-Fiction and Fiction AR Books - By creating goals for expectations of reading Non-Fiction/Fiction AR Books, students will increase the volume of reading in these two genres thereby achieving higher levels of mastery.

Category: Develop/Implement Learning Supports

Activity - Reading Unit Focusing on Non-Fiction and Fiction Text Features	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing the Wonders program, students will have explicit instruction focusing on Non-Fiction and Fiction Text features. In addition, students will participate in the Reading Skills Notebook Activities.	Academic Support Program	08/08/2018	05/01/2019	\$5000	State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy 2:

Utilization of Online Tools - Online supports will be used such as Big Universe, Epic, Read Naturally, and STAR Reading to familiarize students with using text on the computer.

Category: Develop/Implement Learning Supports

Activity - Lab Cafe	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in exploration of online resources at a scheduled time each week in the computer lab and selected times in the classrooms, as well.	Technology	08/08/2018	05/01/2019	\$5000	Title I Part A	Classroom Teacher, Interventionists, Instructional Coach, Technology Assistant

Measurable Objective 5:

54% of Fourth grade students will increase student growth by reaching benchmark status or close to benchmark status on Standard RI.4.8 in Reading by 05/01/2019 as measured by scores on the Wonders Assessments and Performance Series Assessment..

Strategy 1:

Improve Reading Skills of Students - Improve Reading Skills of Students - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension will be used with whole group and small groups. Coordinated instructional sequence, ample practice opportunities and aligned student materials will be used.	Academic Support Program	08/08/2018	05/08/2019	\$0	No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing formative assessments responsible staff will group students for small group instruction using decodable and independent readers. In addition, instruction will take place using technology software such as Read Naturally. Students will be progress monitored through Performance Series and STAR Reading. Implementation of literacy stations that focus on and extend practice with weekly skills and writing throughout the reading block will also be utilized.	Direct Instruction	08/08/2018	05/08/2019	\$5000	Title I Part A	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 6:

27% of Fifth grade students will demonstrate a proficiency of content found in Standard AL RI . 5.18 in Reading by 05/01/2019 as measured by scores from the Wonders Assessments and Performance Series Assessment..

Strategy 1:

Wonders Program - Wonders Program - Implement the core reading program, Wonders, based on the standards using explicit instruction with whole group and small group instruction.

Category: Develop/Implement College and Career Ready Standards

Activity - Core Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Wonders Program will be utilized in the classroom, intervention, and Special Needs programs.	Direct Instruction	08/08/2018	05/01/2019	\$5000	State Funds	Classroom Teacher, Special Needs Teachers, Interventionists and Instructional Coach

Measurable Objective 7:

85% of Kindergarten grade students will demonstrate a proficiency in writing numbers 1-20 correctly and in order in Mathematics by 05/01/2019 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Strategy 1:

Challenge Instruction - Eighty-five percent of the Kindergarten students will demonstrate a proficiency in writing numbers 1-20 correctly and in order in Mathematics by 05/01/19 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Category: Develop/Implement College and Career Ready Standards

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students in small group settings with concepts described in Challenges for writing numbers 1-20 correctly and in order.	Direct Instruction	08/08/2018	05/01/2019	\$5000	State Funds	Kindergarten Teachers

Measurable Objective 8:

70% of First grade students will demonstrate a proficiency of concepts found in Standard 1.NBT.4 in Mathematics by 05/01/2019 as measured by Go Math! Assessments and formative assessments created on Mastery Connect.

Strategy 1:

Strategic Instruction/Challenge - Teachers will use direct instruction to engage students in Challenge units that will focus on Standard 1. NBT.4 .

Category: Develop/Implement Learning Supports

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to direct instruction, teachers will utilize IXL, AMSTI Strategies, and Math Workshop, as well.	Direct Instruction	08/08/2018	05/01/2019	\$5000	Title I Part A	First Grade Teachers

Measurable Objective 9:

60% of Second grade students will demonstrate student proficiency (pass rate) by scoring a 2.9 or higher in Mathematics by 05/01/2019 as measured by STAR Math Assessments and Go Math Assessments .

Strategy 1:

Explicit Instruction - Second Grade Teachers will use AMSTI strategies, Go Math, and other resources to provide direct instruction for all mathematics expectations.

Category: Develop/Implement College and Career Ready Standards

Activity - Implementing Core Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second Grade Teachers will use AMSTI strategies, Go Math, and other resources to provide direct instruction on all mathematic expectations and Standards.	Academic Support Program	08/08/2018	05/01/2019	\$0	No Funding Required	Second Grade Teachers

Measurable Objective 10:

60% of Third grade students will demonstrate a proficiency in understanding the properties in multiplication and the relationship between multiplication and division in Mathematics by 05/01/2019 as measured by Go Math! Assessments and formative assessments created on Mastery Connect.

Strategy 1:

Technology Support Program - Students will use software programs to enhance AMSTI and Challenges strategies.

Category: Develop/Implement College and Career Ready Standards

Activity - IXL/Xtra Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use software programs to enhance AMSTI and Challenge strategies.	Technology	08/01/2018	05/08/2019	\$1200	Title I Part A	Third Grade Teachers

Measurable Objective 11:

40% of Fourth grade students will demonstrate a proficiency of content found in Standard 4.OA.3 in Mathematics by 05/01/2019 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Strategy 1:

Implementarion of Go Math! Strategies - Teachers will use strategies from the core math program to enhance teaching of Standard 4.oA.3 in Mathematics.

Category: Develop/Implement College and Career Ready Standards

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow up with Go Math! Strategies with direct instruction.	Direct Instruction	08/08/2018	05/08/2019	\$1200	Title I Part A	Fourth Grade Teachers

Measurable Objective 12:

11% of Fifth grade students will demonstrate a proficiency of content found in Standard CCSS. RI. 5.10 in Mathematics by 05/01/2019 as measured by Go Math! Assessments and Scantron.

Strategy 1:

Technology Usage - Teachers will provide students with technology based programs in addition to AMSTI strategies and materials.

Category: Develop/Implement College and Career Ready Standards

Activity - IXL/Xtra Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use software program to enhance AMSTI and Challenge strategies.	Technology	08/08/2018	05/01/2019	\$5000	Title I Part A	Fifth Grade Teachers

Goal 2: Prepare and support teachers and leaders to produce graduates who are College and Career Ready

Measurable Objective 1:

100% of All Students will complete a portfolio or performance by completing a Leadership Notebook as evidence in Practical Living by 05/01/2019 as measured by the completion of the notebook..

Strategy 1:

Leadership Notebooks - Students will create data notebooks to demonstrate their progress throughout the school year. Their attendance, reading and math growth, STAR data, daily behavior, and Standardized Assessments items are to be kept in the notebook.

Category: Develop/Implement Student and School Culture Program

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level has a customized set of graphs, charts, and diagrams that are kept up to date weekly, if not more often.	Academic Support Program	08/08/2018	05/01/2019	\$1000	Title I Schoolwide	Classroom Teachers, Administration, Counselor, Instructional Partner

Measurable Objective 2:

100% of All Students will demonstrate a behavior of learning to work together, as well as individually, to create a safe, nurturing academic environment in Practical Living by 05/01/2019 as measured by the number of students attending the PBIS behavior celebrations and a reduction in the number of office referrals from the 2017 - 2018 school year.

Strategy 1:

Development of Student Teams - Students will be divided into clubs distinguished by color. K-2 will be divided into clubs and 3-5 will be divided into clubs.

Clubs will meet twice a month to participate in fun activities and to work on activities to help others in need in the community.

Category: Develop/Implement Student and School Culture Program

Activity - Cub Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be divided into clubs distinguished by color. K-2 will be divided into clubs and 3-5 will be divided into clubs. Clubs will meet twice a month to participate in fun activities and to work on activities to help others in need in the community.	Other - School Climate	08/08/2018	05/08/2019	\$500	General Fund	All teachers, staff, Administration

Measurable Objective 3:

100% of Children in Foster Care and Students with Disabilities students will demonstrate a behavior in learning how to self-regulate their emotions in Practical Living by 05/01/2019 as measured by decreased office referrals in the 2018 - 2019 school year.

Strategy 1:

Teacher Awareness - Teachers will be presented with training on how to work with students who have multiple disabilities and with students who have struggles with mental health.

Category: Develop/Implement Professional Learning and Support

Activity - Awareness 101	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Speakers will be brought in to assist our entire faculty and administration in how to better meet the needs of our students with disabilities and mental health issues.	Professional Learning	08/08/2018	05/01/2019	\$2000	Title I Part C	Administrators

Measurable Objective 4:

100% of Economically Disadvantaged students will increase student growth in all areas of learning in Practical Living by 05/01/2019 as measured by as measured by Scantron, Dibels, Go Math! and Wonders Assessments.

Strategy 1:

Poverty Study - Faculty and Administration will complete a book study - A Framework for Understanding Poverty by Ruby Payne.

Category: Develop/Implement Professional Learning and Support

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Administration will participate in a book study - Understanding Poverty by Ruby Payne.	Professional Learning	01/07/2019	05/13/2019	\$3000	Title I Part C	Administration

Measurable Objective 5:

100% of All Students will demonstrate a behavior in developing and applying effective character traits in Practical Living by 05/01/2019 as measured by daily observation of student, a decrease in office referrals, as well as an increase in student leaders within the school.

Strategy 1:

Teacher Training - The School Leadership Team will participate in the Hope Leadership Academy for Character Development.

Category: Develop/Implement Professional Learning and Support

Activity - Effective Character Education Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the School Leadership Team will attend the Hope Leadership Academy for Character Development to learn strategies and activities to present the 11 Principles of Effective Character Education to our students.	Professional Learning	10/30/2018	06/28/2019	\$500	Title I Part C	Leadership Team, Administration

Goal 3: Provide digital tools, experiences, and resources to support instruction.**Measurable Objective 1:**

100% of All Students will increase student growth in fluency and comprehension in Reading by 05/01/2019 as measured by Dibels and Scantron Assessments.

Strategy 1:

Volume of Reading - Students will be participating in D.E.A.R. time every other Wednesday and other days of the week when possible.

Category: Develop/Implement College and Career Ready Standards

Research Cited: When students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress. Retrieved 9/29/14 from: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents>

Activity - D.E.A.R. Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
D.E.A.R. Time will take place every other Wednesday of each month and more time made available to students by teachers.	Academic Support Program	08/08/2018	05/01/2019	\$0	No Funding Required	Classroom Teachers, Librarian

Measurable Objective 2:

100% of All Students will increase student growth in utilizing digital tools, experiences, and resources in Reading by 05/01/2019 as measured by the ability to take AR tests on non-fiction and fiction text and conduct classroom projects/research online using ipads in Reading by 05/01/2019 as measured by Dibels and Scantron End of the Year Assessments.

Strategy 1:

Computer/Ipad Access - Students will have an assigned time to visit the computer lab to conduct research and practice reading and math skills. In addition, each homeroom will be equipped with working desktops and ipads. In addition, the iPad carts in each academic building will be kept in working order.

Category: Develop/Implement Learning Supports

Research Cited: When students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress. Retrieved 9/29/14 from: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents>

Activity - Computer/IPad Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize computers and iPads provided to them for group and individual assignments in the classroom.	Technology	08/08/2018	05/01/2019	\$7000	Title I Part A	Administration, Technology Assistant

Measurable Objective 3:

100% of Kindergarten and Fifth grade Students with Disabilities students will increase student growth by becoming aware of the expectations of the coming grade in the next school year in Practical Living by 05/17/2019 as measured by teacher observation following the activity used for preparation.

Strategy 1:

Field Trip - Kindergarten classes will visit First Grade classes and Fifth Grade will visit the feeder middle school. Certain Special Education students will visit their teacher and classroom before the 2019-2020 school year begins.

Category: Implement Community Based Support and Intervention System

Activity - Classroom and Building Visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten classes will visit First Grade classes and Fifth Grade will visit the feeder middle school. Certain Special Education students will visit their teacher and classroom before the 2019-2020 school year begins.	Field Trip	04/01/2019	05/10/2019	\$100	General Fund	Classroom Teachers, Counselor

Measurable Objective 4:

75% of English Learners students will increase student growth in the understanding in Mathematics by 05/01/2019 as measured by Performance Series End of the Year Assessments.

Strategy 1:

Intervention Support - Students will be supported through Tier III Intervention and access to online math programs within the classroom setting and home.

Category: Develop/Implement College and Career Ready Standards

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in Tier III Intervention for extra math support. They will also have access to classroom computers and the computer lab to access online resources to assist them in understanding mathematical concepts.	Academic Support Program	08/08/2018	05/01/2019	\$3000	Title I Part A	Intervention Teachers, Classroom Teachers, Technology Support

Goal 4: Promote student growth and parent involvement through system support services.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of monitoring and becoming responsible for their own behavior in Practical Living by 05/01/2019 as measured by their Leader Notebook Upkeep.

Strategy 1:

Behavior Documentation - Students will increase their leadership and ownership of their behavior by documenting behavior in Leadership notebooks on a weekly/daily basis depending on the grade level of the student.

Category: Develop/Implement Student and School Culture Program

Activity - Documentation of Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will document behavior on a weekly/daily basis.	Behavioral Support Program	08/08/2018	05/01/2019	\$1000	Title I Part A	Classroom Teachers

Measurable Objective 2:

80% of All Students will demonstrate a behavior that complies with classroom/schoolwide rules on a daily basis in Practical Living by 05/10/2019 as measured by a point system established by the Positive Behavior Intervention Support Team for all students..

Strategy 1:

Point System - At the end of each nine weeks, students with a determined amount of points will be treated to a Celebration Rotation - a small amount of time on a determined day that will involve three fun activities. Students will be divided into three groups and rotate to all three groups.

Category: Develop/Implement Learning Supports

Activity - Celebration Rotations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each nine weeks, students with a determined amount of points will be treated to a Celebration Rotation - a small amount of time on a determined day that will involve three fun activities. Students will be divided into three groups and rotate to all three groups.	Behavioral Support Program	10/18/2018	05/17/2019	\$1000	Other	Administration Classroom Teachers

Measurable Objective 3:

100% of All Students will increase student growth by having parental assistance in supporting students in the acquisition of math and reading skills in Reading by 05/01/2019 as measured by benchmark scores in reading and math.

Strategy 1:

Link Placement - Links will be placed on website that will provide parents with assistance in supporting students in the acquisition of math and reading skills. Links will be promoted through Facebook, PTO meetings and school website. A paper version will also be sent home with each student and directions will be sent home by teachers through their websites, weekly newsletter, Facebook, DOJO, etc...

Category: Develop/Implement Professional Learning and Support

Activity - Mass Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Links to various places on the Internet to be provided for parents in reading and math to support them in helping their students.	Parent Involvement	11/08/2018	05/01/2019	\$0	No Funding Required	Librarian/Tec hology Support, Classroom Teachers, Administration

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Measurable Objective 4:

100% of All Students will demonstrate a behavior resulting in fewer injuries and writeups from school buses in Practical Living by 05/01/2019 as measured by iNow documentations for bus disciplines.

Strategy 1:

Bus Safety Program - A Bus Safety Program will be implemented to insure all students at our school will practice safe bus riding habits when riding on the bus on a daily basis or while on a fieldtrip.

Category: Develop/Implement Learning Supports

Activity - Classroom Video	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will view a PP provided by the TCSS Transportation Department.	Other - Transportation Department PowerPoint	10/22/2018	10/26/2018	\$0	No Funding Required	Classroom Teachers, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Notebooks	Each grade level has a customized set of graphs, charts, and diagrams that are kept up to date weekly, if not more often.	Academic Support Program	08/08/2018	05/01/2019	\$1000	Classroom Teachers, Administration, Counselor, Instructional Partner
Total					\$1000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	Direct instruction will take place daily utilizing the Saxon Phonics Program.	Direct Instruction	08/08/2018	05/01/2019	\$5000	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach
Direct Instruction	Direct Instruction will take place daily utilizing the Saxon Phonics program	Academic Support Program	08/27/2018	05/17/2019	\$6000	Classroom Teachers, Reading Specialist, Special Education Teachers, Interventionists
Reading Unit Focusing on Non-Fiction and Fiction Text Features	Utilizing the Wonders program, students will have explicit instruction focusing on Non-Fiction and Fiction Text features. In addition, students will participate in the Reading Skills Notebook Activities.	Academic Support Program	08/08/2018	05/01/2019	\$5000	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

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Core Program Implementation	The Wonders Program will be utilized in the classroom, intervention, and Special Needs programs.	Direct Instruction	08/08/2018	05/01/2019	\$5000	Classroom Teacher, Special Needs Teachers, Interventionists and Instructional Coach
Small Group Instruction	Teachers will work with students in small group settings with concepts described in Challenges for writing numbers 1-20 correctly and in order.	Direct Instruction	08/08/2018	05/01/2019	\$5000	Kindergarten Teachers
Phonics Program	Utilization of the Saxon Phonics Program	Academic Support Program	08/08/2018	05/01/2019	\$0	Classroom Teachers, Interventionists Special Education Teachers, Instructional Coach
Additional Instruction	Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups, practice in reading centers and intervention groups when necessary	Academic Support Program	08/08/2018	05/01/2019	\$0	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach
Total					\$26000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
D.E.A.R. Time	D.E.A.R. Time will take place every other Wednesday of each month and more time made available to students by teachers.	Academic Support Program	08/08/2018	05/01/2019	\$0	Classroom Teachers, Librarian
Mass Communication	Links to various places on the Internet to be provided for parents in reading and math to support them in helping their students.	Parent Involvement	11/08/2018	05/01/2019	\$0	Librarian/Technology Support, Classroom Teachers, Administration

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Additional Instruction	Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups and will receive practice in skills through the use of reading centers and intervention groups when necessary.	Academic Support Program	08/27/2018	05/17/2019	\$0	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach
Challenge Instruction	Students will be involved in a "Challenge" where skills will be explicitly taught through large and small group instructional settings, allowed practice of newly acquired skill in reading centers, and placed in an Intervention group if further teaching is needed.	Direct Instruction	08/08/2018	05/01/2019	\$0	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach
Classroom Video	Students will view a PP provided by the TCSS Transportation Department.	Other - Transportation Department PowerPoint	10/22/2018	10/26/2018	\$0	Classroom Teachers, Administration
Explicit Instruction	Explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension will be used with whole group and small groups. Coordinated instructional sequence, ample practice opportunities and aligned student materials will be used.	Academic Support Program	08/08/2018	05/08/2019	\$0	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach
Implementing Core Math Standards	Second Grade Teachers will use AMSTI strategies, Go Math, and other resources to provide direct instruction on all mathematic expectations and Standards.	Academic Support Program	08/08/2018	05/01/2019	\$0	Second Grade Teachers
Total					\$0	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Faculty and Administration will participate in a book study - Understanding Poverty by Ruby Payne.	Professional Learning	01/07/2019	05/13/2019	\$3000	Administration
Awareness 101	Speakers will be brought in to assist our entire faculty and administration in how to better meet the needs of our students with disabilities and mental health issues.	Professional Learning	08/08/2018	05/01/2019	\$2000	Administrators
Effective Character Education Training	Members of the School Leadership Team will attend the Hope Leadership Academy for Character Development to learn strategies and activities to present the 11 Principles of Effective Character Education to our students.	Professional Learning	10/30/2018	06/28/2019	\$500	Leadership Team, Administration
Total					\$5500	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Celebration Rotations	At the end of each nine weeks, students with a determined amount of points will be treated to a Celebration Rotation - a small amount of time on a determined day that will involve three fun activities. Students will be divided into three groups and rotate to all three groups.	Behavioral Support Program	10/18/2018	05/17/2019	\$1000	Administration , Classroom Teachers
Total					\$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom and Building Visitation	Kindergarten classes will visit First Grade classes and Fifth Grade will visit the feeder middle school. Certain Special Education students will visit their teacher and classroom before the 2019-2020 school year begins.	Field Trip	04/01/2019	05/10/2019	\$100	Classroom Teachers, Counselor
Cub Clubs	Students will be divided into clubs distinguished by color. K-2 will be divided into clubs and 3-5 will be divided into clubs. Clubs will meet twice a month to participate in fun activities and to work on activities to help others in need in the community.	Other - School Climate	08/08/2018	05/08/2019	\$500	All teachers, staff, Administration
Total					\$600	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer/iPad Access	Students will utilize computers and iPads provided to them for group and individual assignments in the classroom.	Technology	08/08/2018	05/01/2019	\$7000	Administration , Technology Assistant
Problem Solving Team	Students will be placed in Tier III Intervention for extra math support. They will also have access to classroom computers and the computer lab to access online resources to assist them in understanding mathematical concepts.	Academic Support Program	08/08/2018	05/01/2019	\$3000	Intervention Teachers, Classroom Teachers, Technology Support
Documentation of Behavior	Students will document behavior on a weekly/daily basis.	Behavioral Support Program	08/08/2018	05/01/2019	\$1000	Classroom Teachers
Small Group Instruction	Teachers will follow up with Go Math! Strategies with direct instruction.	Direct Instruction	08/08/2018	05/08/2019	\$1200	Fourth Grade Teachers

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IXL/Xtra Math Software	Students will use software program to enhance AMSTI and Challenge strategies.	Technology	08/08/2018	05/01/2019	\$5000	Fifth Grade Teachers
IXL/Xtra Math Software	Students will use software programs to enhance AMSTI and Challenge strategies.	Technology	08/01/2018	05/08/2019	\$1200	Third Grade Teachers
Small Group Instruction	Utilizing formative assessments responsible staff will group students for small group instruction using decodable and independent readers. In addition, instruction will take place using technology software such as Read Naturally. Students will be progress monitored through Performance Series and STAR Reading. Implementation of literacy stations that focus on and extend practice with weekly skills and writing throughout the reading block will also be utilized.	Direct Instruction	08/08/2018	05/08/2019	\$5000	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach
Lab Cafe	Students will participate in exploration of online resources at a scheduled time each week in the computer lab and selected times in the classrooms, as well.	Technology	08/08/2018	05/01/2019	\$5000	Classroom Teacher, Interventionists, Instructional Coach, Technology Assistant
Small Group Instruction	In addition to direct instruction, teachers will utilize IXL, AMSTI Strategies, and Math Workshop, as well.	Direct Instruction	08/08/2018	05/01/2019	\$5000	First Grade Teachers
					Total	\$33400

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

Question 1: Do you feel welcome in your child's school? 195 yes/10 no

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

Question 19: Do you know about the school's extra services(for example, counseling, and speech therapy)? 92 yes/113 no

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

N/A

Areas in Need of Improvement

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

Questions 19, 6, and 8

Do you know about the school's referral program to community services outside of school? (Such services may be adult literacy programs, social services, health services, GED, adult career development, etc.)

Do you know how you can be involved in school planning/review committees?

Do you know how additional help with reading and/or mathematics is given to students through the Title I program?

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

Question 6: Do you know how you can be involved in school planning/review committees? 105/109

What are the implications for these stakeholder perceptions?

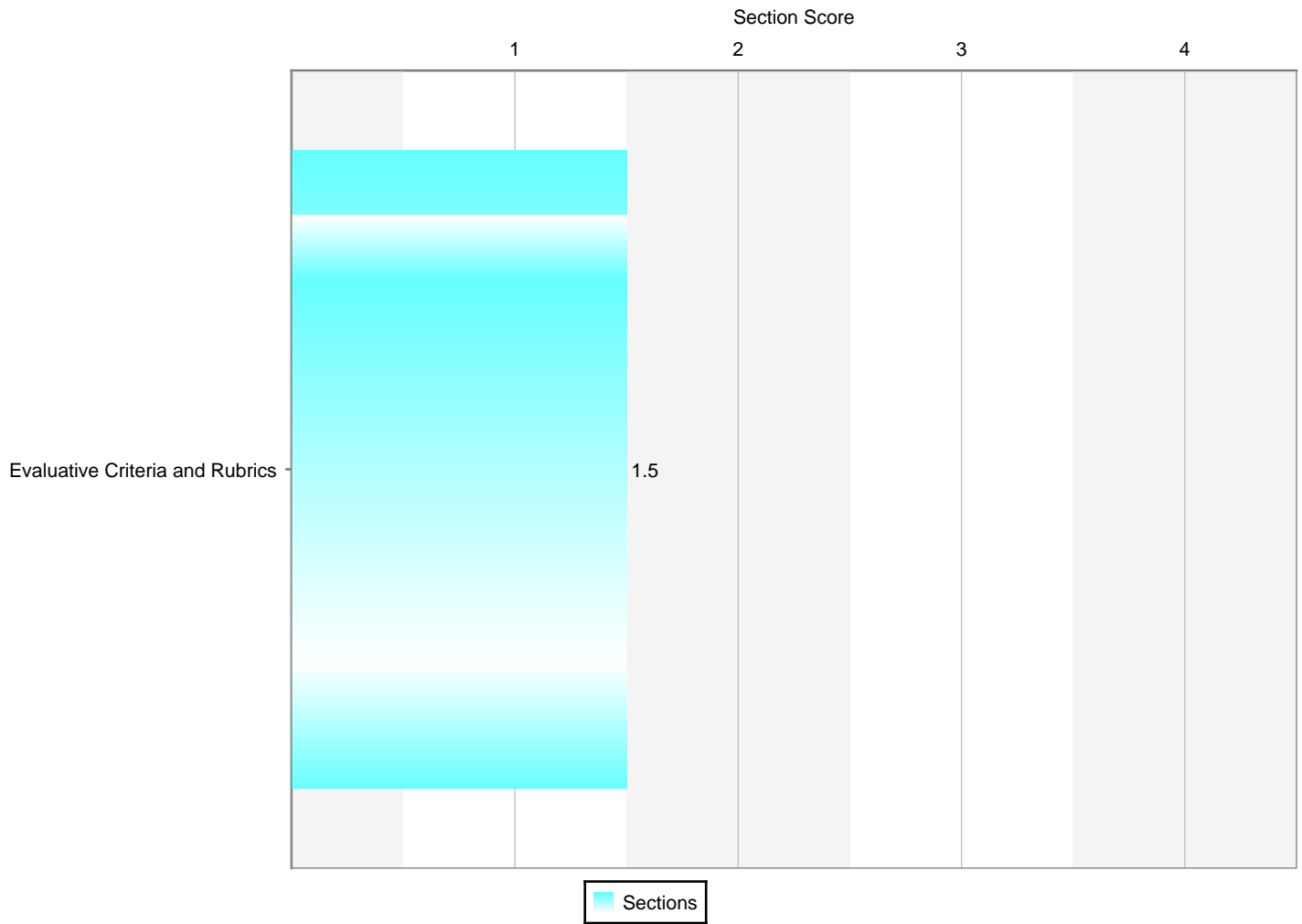
Implications are that information should be sent home in the form of written notices and phone calls. A calendar of events and reminders of events should also be sent home.

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

Do you know about the school's referral program to community services outside the school?(such as adult literacy programs, social services, health services, GED, adult career development, etc.)

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))**How was the comprehensive needs assessment conducted?**

In September, 2018, the Instructional Partner met with each grade level to determine the greatest needs based on end of the year data, DIBELS and Scantron Performance Series. Goals were established.

What were the results of the comprehensive needs assessment?

Discussions and data indicate that more intervention support, as well as materials and online resources, should be given in the areas of math and reading.

What conclusions were drawn from the results?

The achievement gap between black and white students in fourth grade is becoming greater in the area of reading. In 2016-2017 year, our black subgroup is so small it does not provide adequate data of the gap closing. In 2017-2018, 27% of black students were proficient and 48% of white students were proficient.

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

The achievement gap is closing between blacks and whites, although there is still much work to do. Academic interventions in the area of reading and math are needed. Standard Based Planning and teaching are being developed through Professional Learning Communities Weekly. We are measuring progression through formative assessments through Mastery Connect. For low income students, access to the library materials during the summer, free basic resources such as food, clothing and hygiene products. We have also contracted a Social Worker for any extreme needs. Social interventions including job fairs, motivational speakers, Positive Behavior Intervention Supports, and our Character Education program based on the HOPE Initiative.

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

Our data indicated that there was an achievement gap between races and SES. This is consistent with our change in population over the past three years. We have more minority students and students from low-income homes.

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

Our goals and needs are based on data which connects to the comprehensive needs assessment. Based on current data, reading is our
SY 2018-2019

weakest area. We are in our second year using the Wonders by McGraw Hill for reading instruction. We are also using PLCs to plan common formative assessments. We are also implementing a Character Education Initiative based on the HOPE Institute. Our goal is to decrease office referrals by promoting these strategies and instilling good study habits in all student to help improve overall test scores.

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

Teachers use a variety of assessments including formative and summative data to identify strengths and weaknesses of students based on data. We use data the following sources, Scantron Performance Series, STAR, and DIBELS. We meet weekly to discuss data by grade levels. Our Problem Solving Team also meets monthly to discuss individual students experiencing difficulty.

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:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

11% of Fifth grade students will demonstrate a proficiency of content found in Standard CCSS. RI. 5.10 in Mathematics by 05/01/2019 as measured by Go Math! Assessments and Scantron.

Strategy1:

Technology Usage - Teachers will provide students with technology based programs in addition to AMSTI strategies and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL/Xtra Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software program to enhance AMSTI and Challenge strategies.	Technology	08/08/2018	05/01/2019	\$5000 - Title I Part A	Fifth Grade Teachers

Measurable Objective 2:

60% of Second grade students will demonstrate student proficiency (pass rate) by scoring a 2.9 or higher in Mathematics by 05/01/2019 as measured by STAR Math Assessments and Go Math Assessments .

Strategy1:

Explicit Instruction - Second Grade Teachers will use AMSTI strategies, Go Math, and other resources to provide direct instruction for all mathematics expectations.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Implementing Core Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second Grade Teachers will use AMSTI strategies, Go Math, and other resources to provide direct instruction on all mathematic expectations and Standards.	Academic Support Program	08/08/2018	05/01/2019	\$0 - No Funding Required	Second Grade Teachers

Measurable Objective 3:

85% of Kindergarten grade students will demonstrate a proficiency in writing numbers 1-20 correctly and in order in Mathematics by 05/01/2019 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Strategy1:

Challenge Instruction - Eighty-five percent of the Kindergarten students will demonstrate a proficiency in writing numbers 1-20 correctly and in order in Mathematics by 05/01/19 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students in small group settings with concepts described in Challenges for writing numbers 1-20 correctly and in order.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - State Funds	Kindergarten Teachers

Measurable Objective 4:

60% of Third grade students will demonstrate a proficiency in the ability to ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers in Reading by 05/01/2019 as measured by achieving at or above benchmark on Standard CRS 3.RI.10.

Strategy1:

Goal Setting - Goal Setting with Non-Fiction and Fiction AR Books - By creating goals for expectations of reading Non-Fiction/Fiction AR Books, students will increase the volume of reading in these two genres thereby achieving higher levels of mastery.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Reading Unit Focusing on Non-Fiction and Fiction Text Features	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing the Wonders program, students will have explicit instruction focusing on Non-Fiction and Fiction Text features. In addition, students will participate in the Reading Skills Notebook Activities.	Academic Support Program	08/08/2018	05/01/2019	\$5000 - State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy2:

Utilization of Online Tools - Online supports will be used such as Big Universe, Epic, Read Naturally, and STAR Reading to familiarize students with using text on the computer.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Lab Cafe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in exploration of online resources at a scheduled time each week in the computer lab and selected times in the classrooms, as well.	Technology	08/08/2018	05/01/2019	\$5000 - Title I Part A	Classroom Teacher, Interventionists, Instructional Coach, Technology Assistant

Measurable Objective 5:

27% of Fifth grade students will demonstrate a proficiency of content found in Standard AL RI . 5.18 in Reading by 05/01/2019 as measured by scores from the Wonders Assessments and Performance Series Assessment..

Strategy1:

Wonders Program - Wonders Program - Implement the core reading program, Wonders, based on the standards using explicit instruction with whole group and small group instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Core Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Wonders Program will be utilized in the classroom, intervention, and Special Needs programs.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - State Funds	Classroom Teacher, Special Needs Teachers, Interventionists and Instructional Coach

Measurable Objective 6:

60% of Third grade students will demonstrate a proficiency in understanding the properties in multiplication and the relationship between multiplication and division in Mathematics by 05/01/2019 as measured by Go Math! Assessments and formative assessments created on Mastery Connect.

Strategy1:

Technology Support Program - Students will use software programs to enhance AMSTI and Challenges strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL/Xtra Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs to enhance AMSTI and Challenge strategies.	Technology	08/01/2018	05/08/2019	\$1200 - Title I Part A	Third Grade Teachers

Measurable Objective 7:

54% of Fourth grade students will increase student growth by reaching benchmark status or close to benchmark status on Standard RI.4.8 in Reading by 05/01/2019 as measured by scores on the Wonders Assessments and Performance Series Assessment..

Strategy1:

SY 2018-2019

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Improve Reading Skills of Students - Improve Reading Skills of Students - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension will be used with whole group and small groups. Coordinated instructional sequence, ample practice opportunities and aligned student materials will be used.	Academic Support Program	08/08/2018	05/08/2019	\$0 - No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing formative assessments responsible staff will group students for small group instruction using decodable and independent readers. In addition, instruction will take place using technology software such as Read Naturally. Students will be progress monitored through Performance Series and STAR Reading. Implementation of literacy stations that focus on and extend practice with weekly skills and writing throughout the reading block will also be utilized.	Direct Instruction	08/08/2018	05/08/2019	\$5000 - Title I Part A	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 8:

70% of First grade students will demonstrate a proficiency of concepts found in Standard 1.NBT.4 in Mathematics by 05/01/2019 as measured by Go Math! Assessments and formative assessments created on Mastery Connect.

Strategy1:

Strategic Instruction/Challenge - Teachers will use direct instruction to engage students in Challenge units that will focus on Standard 1.NBT.4 .

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to direct instruction, teachers will utilize IXL, AMSTI Strategies, and Math Workshop, as well.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - Title I Part A	First Grade Teachers

Measurable Objective 9:

40% of Fourth grade students will demonstrate a proficiency of content found in Standard 4.OA.3 in Mathematics by 05/01/2019 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Strategy1:

Implementarion of Go Math! Strategies - Teachers will use strategies from the core math program to enhance teaching of Standard 4.oA.3 in Mathematics.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow up with Go Math! Strategies with direct instruction.	Direct Instruction	08/08/2018	05/08/2019	\$1200 - Title I Part A	Fourth Grade Teachers

Measurable Objective 10:

80% of Kindergarten grade students will increase student growth in Reading (3) whole words on Nonsense Word Fluency DIBELS test given by Instructional Coaches in Reading by 05/01/2019 as measured by the Nonsense Words Fluency DIBELS test.

Strategy1:

Increase Reading Proficiency - Reading proficiency will increase by implementing the core reading program for Kindergarten, First, and Second Grades - Saxon Phonics.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct Instruction will take place daily utilizing the Saxon Phonics program	Academic Support Program	08/27/2018	05/17/2019	\$6000 - State Funds	Classroom Teachers, Reading Specialist, Special Education Teachers, Interventionists

Strategy2:

Targeted Instruction - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups and will receive practice in skills through the use of reading centers and intervention groups when necessary.	Academic Support Program	08/27/2018	05/17/2019	\$0 - No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 11:

80% of First grade students will increase student growth in Reading Whole Words Read on Nonsense Word Fluency DIBELS test given by

Instructional Coaches in Reading by 05/01/2019 as measured by the Nonsense Words Fluency DIBELS test..

Strategy1:

Reading Intervention - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups, practice in reading centers and intervention groups when necessary	Academic Support Program	08/08/2018	05/01/2019	\$0 - State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy2:

Direct Instruction - Direct instruction will take place daily utilizing the Saxon Phonics program.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Phonics Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the Saxon Phonics Program	Academic Support Program	08/08/2018	05/01/2019	\$0 - State Funds	Classroom Teachers, Interventionists Special Education Teachers, Instructional Coach

Measurable Objective 12:

60% of Second grade students will increase student growth by benchmarking in oral reading fluency on the DIBELS test in reading in Reading by 05/01/2019 as measured by The End of the Year DIBELS assessments..

Strategy1:

Specific Instruction - Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups, practice newly taught skills in reading centers and receive necessary intervention when needed.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Challenge Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small group instructional settings, allowed practice of newly acquired skill in reading centers, and placed in an Intervention group if further teaching is needed.	Direct Instruction	08/08/2018	05/01/2019	\$0 - No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy2:

Strategic Teaching of Saxon Phonics Program - Strategic implementation of Core Reading program on a daily basis for Second grades - Saxon Phonics

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction will take place daily utilizing the Saxon Phonics Program.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

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:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

60% of Third grade students will demonstrate a proficiency in understanding the properties in multiplication and the relationship between multiplication and division in Mathematics by 05/01/2019 as measured by Go Math! Assessments and formative assessments created on Mastery Connect.

Strategy1:

Technology Support Program - Students will use software programs to enhance AMSTI and Challenges strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL/Xtra Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs to enhance AMSTI and Challenge strategies.	Technology	08/01/2018	05/08/2019	\$1200 - Title I Part A	Third Grade Teachers

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

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

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

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

Goal 1:
Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:
70% of First grade students will demonstrate a proficiency of concepts found in Standard 1.NBT.4 in Mathematics by 05/01/2019 as measured by Go Math! Assessments and formative assessments created on Mastery Connect.

Strategy1:
Strategic Instruction/Challenge - Teachers will use direct instruction to engage students in Challenge units that will focus on Standard 1.NBT.4 .
Category: Develop/Implement Learning Supports
Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to direct instruction, teachers will utilize IXL, AMSTI Strategies, and Math Workshop, as well.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - Title I Part A	First Grade Teachers

Measurable Objective 2:
60% of Second grade students will increase student growth by benchmarking in oral reading fluency on the DIBELS test in reading in Reading by 05/01/2019 as measured by The End of the Year DIBELS assessments..

Strategy1:
Specific Instruction - Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups, practice newly taught skills in reading centers and receive necessary intervention when needed.
Category: Develop/Implement Learning Supports
Research Cited:

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Activity - Challenge Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small group instructional settings, allowed practice of newly acquired skill in reading centers, and placed in an Intervention group if further teaching is needed.	Direct Instruction	08/08/2018	05/01/2019	\$0 - No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy2:

Strategic Teaching of Saxon Phonics Program - Strategic implementation of Core Reading program on a daily basis for Second grades - Saxon Phonics

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction will take place daily utilizing the Saxon Phonics Program.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 3:

85% of Kindergarten grade students will demonstrate a proficiency in writing numbers 1-20 correctly and in order in Mathematics by 05/01/2019 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Strategy1:

Challenge Instruction - Eighty-five percent of the Kindergarten students will demonstrate a proficiency in writing numbers 1-20 correctly and in order in Mathematics by 05/01/19 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students in small group settings with concepts described in Challenges for writing numbers 1-20 correctly and in order.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - State Funds	Kindergarten Teachers

Measurable Objective 4:

27% of Fifth grade students will demonstrate a proficiency of content found in Standard AL RI . 5.18 in Reading by 05/01/2019 as measured by scores from the Wonders Assessments and Performance Series Assessment..

Strategy1:

Wonders Program - Wonders Program - Implement the core reading program, Wonders, based on the standards using explicit instruction with whole group and small group instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Core Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Wonders Program will be utilized in the classroom, intervention, and Special Needs programs.	Direct Instruction	08/08/2018	05/01/2019	\$5000 - State Funds	Classroom Teacher, Special Needs Teachers, Interventionists and Instructional Coach

Measurable Objective 5:

80% of First grade students will increase student growth in Reading Whole Words Read on Nonsense Word Fluency DIBELS test given by Instructional Coaches in Reading by 05/01/2019 as measured by the Nonsense Words Fluency DIBELS test..

Strategy1:

Direct Instruction - Direct instruction will take place daily utilizing the Saxon Phonics program.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Phonics Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the Saxon Phonics Program	Academic Support Program	08/08/2018	05/01/2019	\$0 - State Funds	Classroom Teachers, Interventionists Special Education Teachers, Instructional Coach

Strategy2:

Reading Intervention - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups, practice in reading centers and intervention groups when necessary	Academic Support Program	08/08/2018	05/01/2019	\$0 - State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 6:

11% of Fifth grade students will demonstrate a proficiency of content found in Standard CCSS. RI. 5.10 in Mathematics by 05/01/2019 as measured by Go Math! Assessments and Scantron.

Strategy1:

Technology Usage - Teachers will provide students with technology based programs in addition to AMSTI strategies and materials.

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Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL/Xtra Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software program to enhance AMSTI and Challenge strategies.	Technology	08/08/2018	05/01/2019	\$5000 - Title I Part A	Fifth Grade Teachers

Measurable Objective 7:

60% of Second grade students will demonstrate student proficiency (pass rate) by scoring a 2.9 or higher in Mathematics by 05/01/2019 as measured by STAR Math Assessments and Go Math Assessments .

Strategy1:

Explicit Instruction - Second Grade Teachers will use AMSTI strategies, Go Math, and other resources to provide direct instruction for all mathematics expectations.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Implementing Core Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second Grade Teachers will use AMSTI strategies, Go Math, and other resources to provide direct instruction on all mathematic expectations and Standards.	Academic Support Program	08/08/2018	05/01/2019	\$0 - No Funding Required	Second Grade Teachers

Measurable Objective 8:

60% of Third grade students will demonstrate a proficiency in understanding the properties in multiplication and the relationship between multiplication and division in Mathematics by 05/01/2019 as measured by Go Math! Assessments and formative assessments created on Mastery Connect.

Strategy1:

Technology Support Program - Students will use software programs to enhance AMSTI and Challenges strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL/Xtra Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs to enhance AMSTI and Challenge strategies.	Technology	08/01/2018	05/08/2019	\$1200 - Title I Part A	Third Grade Teachers

Measurable Objective 9:

80% of Kindergarten grade students will increase student growth in Reading (3) whole words on Nonsense Word Fluency DIBELS test given by Instructional Coaches in Reading by 05/01/2019 as measured by the Nonsense Words Fluency DIBELS test.

Strategy1:

Targeted Instruction - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Additional Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be involved in a "Challenge" where skills will be explicitly taught through large and small groups and will receive practice in skills through the use of reading centers and intervention groups when necessary.	Academic Support Program	08/27/2018	05/17/2019	\$0 - No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Strategy2:

Increase Reading Proficiency - Reading proficiency will increase by implementing the core reading program for Kindergarten, First, and Second Grades - Saxon Phonics.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct Instruction will take place daily utilizing the Saxon Phonics program	Academic Support Program	08/27/2018	05/17/2019	\$6000 - State Funds	Classroom Teachers, Reading Specialist, Special Education Teachers, Interventionists

Measurable Objective 10:

54% of Fourth grade students will increase student growth by reaching benchmark status or close to benchmark status on Standard RI.4.8 in Reading by 05/01/2019 as measured by scores on the Wonders Assessments and Performance Series Assessment..

Strategy1:

Improve Reading Skills of Students - Improve Reading Skills of Students - Additional instruction will be provided for students that are not proficient after core instruction. A 30 minute intervention outside the 90 minute reading block will be provided daily for those students that are not proficient.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Vance Elementary School

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension will be used with whole group and small groups. Coordinated instructional sequence, ample practice opportunities and aligned student materials will be used.	Academic Support Program	08/08/2018	05/08/2019	\$0 - No Funding Required	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing formative assessments responsible staff will group students for small group instruction using decodable and independent readers. In addition, instruction will take place using technology software such as Read Naturally. Students will be progress monitored through Performance Series and STAR Reading. Implementation of literacy stations that focus on and extend practice with weekly skills and writing throughout the reading block will also be utilized.	Direct Instruction	08/08/2018	05/08/2019	\$5000 - Title I Part A	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 11:

60% of Third grade students will demonstrate a proficiency in the ability to ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers in Reading by 05/01/2019 as measured by achieving at or above benchmark on Standard CRS 3.RI.10.

Strategy1:

Utilization of Online Tools - Online supports will be used such as Big Universe, Epic, Read Naturally, and STAR Reading to familiarize students with using text on the computer.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Lab Cafe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in exploration of online resources at a scheduled time each week in the computer lab and selected times in the classrooms, as well.	Technology	08/08/2018	05/01/2019	\$5000 - Title I Part A	Classroom Teacher, Interventionists, Instructional Coach, Technology Assistant

Strategy2:

Goal Setting - Goal Setting with Non-Fiction and Fiction AR Books - By creating goals for expectations of reading Non-Fiction/Fiction AR Books, students will increase the volume of reading in these two genres thereby achieving higher levels of mastery.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Vance Elementary School

Activity - Reading Unit Focusing on Non-Fiction and Fiction Text Features	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing the Wonders program, students will have explicit instruction focusing on Non-Fiction and Fiction Text features. In addition, students will participate in the Reading Skills Notebook Activities.	Academic Support Program	08/08/2018	05/01/2019	\$5000 - State Funds	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach

Measurable Objective 12:

40% of Fourth grade students will demonstrate a proficiency of content found in Standard 4.OA.3 in Mathematics by 05/01/2019 as measured by Go Math Assessments and formative assessments created on Mastery Connect.

Strategy1:

Implementarion of Go Math! Strategies - Teachers will use strategies from the core math program to enhance teaching of Standard 4.oA.3 in Mathematics.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow up with Go Math! Strategies with direct instruction.	Direct Instruction	08/08/2018	05/08/2019	\$1200 - Title I Part A	Fourth Grade Teachers

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

Provide digital tools, experiences, and resources to support instruction.

Measurable Objective 1:

75% of English Learners students will increase student growth in the understanding in Mathematics by 05/01/2019 as measured by Performance Series End of the Year Assessments.

Strategy1:

Intervention Support - Students will be supported through Tier III Intervention and access to online math programs within the classroom setting and home.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Vance Elementary School

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in Tier III Intervention for extra math support. They will also have access to classroom computers and the computer lab to access online resources to assist them in understanding mathematical concepts.	Academic Support Program	08/08/2018	05/01/2019	\$3000 - Title I Part A	Intervention Teachers, Classroom Teachers, Technology Support

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.

Standardized Assessments are printed in Spanish.

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	Every faculty member meets the Alabama State Department of Education requirements for certification, is fully certified and is teaching in their area of certification. Once the strengths and weaknesses of the school program are assessed , teaching assignments are made to meet the needs of students. Staff assignments consider each staff member's areas of strength as well as certification. Teachers participate in school wide initiatives to ensure all teachers are well trained and current on the latest instructional strategies and technology. Whenever possible highly qualified teachers are emp.	

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	Every faculty member meets the Alabama State Department of Education requirements for certification, is fully certified and is teaching in their area of certification. Once the strengths and weaknesses of the school program are assessed , teaching assignments are made to meet the needs of students. Staff assignments consider each staff member's areas of strength as well as certification. Teachers participate in school wide initiatives to ensure all teachers are well trained and current on the latest instructional strategies and technology. Whenever possible highly qualified teachers are emp.	

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

Every faculty member meets the Alabama State Department of Education requirements for certification, is fully certified and is teaching in their area of certification. Once the strengths and weaknesses of the school program are assessed , teaching assignments are made to meet the needs of students. Staff assignments consider each staff member's areas of strength as well as certification. Teachers participate in school wide initiatives to ensure all teachers are well trained and current on the latest instructional strategies and technology. Whenever possible highly qualified teachers are emp.

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?

One teacher transferred to a school nearer to her home.

One teacher completely changed professions.

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

The experience level varies from teachers with first year of experience to teachers with 39 years of experience. All teachers are highly qualified. The instructional staff to include teachers, principals, and paraprofessionals at Vance are well-trained, and assigned based on their strengths and the needs of students. Teachers are assigned to grade levels according to certification, experience, and training.

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).

N/A

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 high quality, effective and research-based professional development activities are included in our school-wide plan: strategic teaching, student engagement, tiered instruction, Powerful Conversations Network, Professional Learning Communities, and data analysis.

Following data analysis, the subject receiving the lowest score receives immediate attention from the Instructional Coach who plans Coaching Cycles that include pushing in to the classrooms who scored below 60% . Professional Learning Communities are also attended by the Instructional Coach and the Principal.

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

Challenge Training - Powerful Conversation Network

Understanding Poverty - Ruby Payne

Understanding and Working with Special Needs Students

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

New teachers and those returning to the profession following a long absence are given support through a mentor teacher and new teacher meetings provided through the Central Office.

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

Professional development activities are planned and implemented throughout the school year. We have built in professional development days in our school calendar. We also offer monthly professional development provided by our instructional partner. Our instructional partner also provides follow-up support for implementation. Teachers provide their grade level members with turn-round training following professional development received outside of the school from sources such as ARI, AMSTI, The Best Practices Center, and technology.

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Teachers have common planning time for collaboration. In addition, they have a half-day each month for extensive Challenge Training. Teachers create their Professional Development Plan in Educate Alabama, allowing them the opportunity to enhance their personal professional learning throughout the year.

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:

Provide digital tools, experiences, and resources to support instruction.

Measurable Objective 1:

100% of Kindergarten and Fifth grade students will increase student growth by becoming aware of the expectations of the coming grade in the next school year in Practical Living by 05/16/2018 as measured by teacher observation following the activity used for preparation.

Strategy1:

Advancement Preparation - Students in Kindergarten and Fifth Grade will be presented with the opportunity to visit the next grade level in order to get an idea of expectations of that grade level.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Classroom and Building Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten classes will visit First Grade classes and Fifth Grade will visit the feeder Middle School.	Field Trip	04/02/2018	05/16/2018	\$0 - No Funding Required	Kindergarten Teachers, First Grade Teachers, Middle School Personnel, Counselor, Principal

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?**

Vance Elementary teachers are involved in decision making regarding the use of state assessments. Teachers will administer assessments to determine if students have mastered the standards that have been taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teachers collaborate in a variety in settings to make data based decisions to drive instructions. The faculty studies disaggregated data from the state to make decisions regarding instructional needs. Members of our school Problem Solving Team (PST) evaluate data to create plans for students or determine if further testing and support is needed. Grade level data meetings help identify any grade level and to discuss student progress and steps to be taken to improve identified weaknesses.

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?

The process used to identify students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level is done through analysis of the State assessment. Ongoing monitoring occurs through the use of formal and informal assessments such as DIBELS, IXL, teacher made tests, STAR, etc. Teachers also use Home Language surveys to identify students potentially needing ELL services. Our school uses a data rubric during data meetings to identify students who need to be referred for PST or who need additional interventions. After each assessment the teachers analyze their data to determine skills that need remediation and reteaching. Research based strategies are used to provide on-going interventions to ensure that all students are successful.

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?

Students that are not meeting proficiency are referred to our school PST team. Our PST team meets monthly to determine if a student needs additional support from TIER II or TIER III intervention. Once a student is identified intervention begins immediately. ELL students receive extra support from ELL tutors and may also be referred to the Problem Solving Team in order to receive Tier 3 support.

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

Students' individual needs are addressed through the use of teacher directed small groups, tiered intervention, peer-tutoring, interactive technology, guidance lessons, hands-on manipulatives, and various strategies to meet the needs of all learners. Teachers create engaging lessons using before, during, and after strategies that help students master CCRS standards.

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.

Vance realizes that a student's education goes well beyond the school day. We are implementing reading and math programs that offer online components that offer extra practice and access to resources. Students also have access to IXL for additional math support. Vance school website lists several resources for parents and students to use at home. Our extended day program offers homework help. Our school plans to have parent nights to teach parents how to help their child at home.

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.

State funds provide us with teacher units, counselors, instructional coach media specialist, speech pathologist, and administrators which are necessary for learning. Federal funds allow us to enhance classroom opportunities, so students receive optimal instructional opportunities. State and federal funds provide for professional development. Professional Development improves teachers knowledge of research based strategies and tools, which improves teaching and learning. It is the expressed responsibility of all personnel to implement the goals of the aCIP in order to meet the academic needs of every student. Data is analyzed monthly through the use of formative and summative assessments. Teachers monitor the student's progress and determine areas of need. School-wide goals are based on data and change accordingly.

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

The following funding sources will be used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office Directors, Instructional Leaders, teachers parents, and students in order to meet guidelines for each area and provide resources to help increase student achievement.

State: ARI, Transportation, Textbooks, Technology, AMSTI, Gate

Federal: Title I, Title II, IDEA

These programs work together to achieve our school-wide goals. Problem solving teams meet monthly to address the strengths and weaknesses of students and give strategies to teachers to increase achievement.

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures and guidelines. Some of these programs and services include: system-wide anti-bullying plan (BRAVE), extended day programs and Red Ribbon Week. Homeless students are resourced using the McKinney Vento Program which identifies students that are homeless and at-risk.

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

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

The school-wide program is evaluated regularly through walk-throughs, surveys, instructional rounds, professional development plans, data meetings and by CIP reflections. CIP walk-throughs as well as instructional rounds are held based on goals set in the CIP plan. The look-fors consist of activities and strategies described in the plan. Surveys are completed by parents, students, and teachers to gather feedback, Data and grade level meetings allow teachers to collaborate on strategies that will help meet the goals included in the CIP plan. Annually a comprehensive mid-year review is held where stakeholders including parents, district administrators, students, and community members are invited to participate as part of a review team. Responses collected through teacher interviews are used to evaluate implementation of the schoolwide plan.

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?

Each grade level meets to determine the needs based on End of the Year Assessments of the previous year. Goals are developed from those meetings. Opportunity is given to faculty after goals are written to add other goals to the school program they believe to be needed.

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

The effectiveness of the schoolwide program is determined by the increase in the achievement of students who are furthest from achieving standards. Data from State assessments, DIBELS, STAR and classroom test data of each student is analyzed. We review the strategies and action steps to be sure that various forms of differentiated instruction were included to reach all students. Grade level meetings are held monthly to track progress toward goals. PST meetings are also held to address individual needs. During these meetings we discuss patterns, strategies, and interventions to promote achievement.

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?

Results of walk-throughs and instructional rounds are shared with teachers to determine next steps for individuals and as a whole. We determine what goals have been achieved and those that need continued support. During this time the faculty is asked to reflect on student progress and determine if the practices in place are the most effective way to reach students.

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.	33.29

Provide the number of classroom teachers.

30.79

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1625700.0

Total

1,625,700.00

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.	87000.0

Total

87,000.00

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.	57821.14

Total

57,821.14

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54651.12

Total

54,651.12

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.

0.0

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.

0.0

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9987.0

Total

9,987.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2996.0

Total

2,996.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17846.0

Total

17,846.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3200.0

Total

3,200.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	37708.21

Provide a brief explanation and breakdown of expenses.

This money pays for the following at our school:

Art and music supplemental subs weekly for the year

Instructional Supplies for the classrooms

Additional funds for the library to purchase needed books Computer Software Programs such as AR, Read Naturally, STAR Math and Reading, and

Title II

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

By the end of August and in October, Vance Elementary School will hold its annual meeting for all parents of participating children. Parents are notified of the meeting through, notices sent home by students, newsletters from the principal, postings on the marquee, on our school website, on social medial outlets, and through announcement in other languages when we have families where English is not their primary language. To assist in providing the opportunity for all parents to attend, the meeting is offered at two different times-once during the school day, and once in the evening. Topics to be discussed at this year's meeting are:

- Title I participation, its services, and parent's rights
- An explanation of the school's curriculum
- The assessment used at Vance Elementary to measure student progress - Vance Elementary School's Parent Involvement Policy/Plan
- The School/Parent compact - Materials and resources available to parents

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))

The administration and staff of Vance Elementary School believe that parental involvement is important therefore, parent meetings will be offered on a flexible schedule. The annual meeting for parents will be offered both in the evening and the next day. Parent/Teacher conferences are encouraged and may be set up by prior appointment during the teacher's planning time, before school and after school. Parents may obtain information about their child's academic or social progress through the student planner, notes to the teacher, email, phone calls, school website, and participation in parent meetings, workshops and family activities.

Vance Elementary believes in involving parents in all aspects of its Title I program. We have several parents on our Title I committee who were active participants in the development of the plan. Each year, the school wide plan, including the parental involvement plan, will be reviewed, evaluated and revised. Results of parent surveys will be reviewed by the parent representatives and the Title I committee to determine needed changes.

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

At the annual parent meeting, at the beginning of the school year, Vance Elementary School will hold a general meeting. During this meeting, information will be presented about the Title I program, the curriculum, and the academic assessments used to measure student

progress. Information about the school's program and subjects taught will be presented. Subjects include math, reading, science, social studies, language arts, and PE. Parents will learn how to schedule parent-teacher conferences and how they can be actively involved in their child's education. The Vance Elementary School Parent/Student Handbook and the Tuscaloosa County School System Student/Parent Information Guide, and other pertinent school information will be reviewed with parents. Immediately following the general meeting, parents will be able to visit their child's classroom and meet their child's teacher. During the classroom visit, teacher will provide parents with additional information about the subjects taught, the various assessments used, and how often individual students will be assessed.

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

Vance Elementary School will revise the school-parent compact in April, in consultation with our school wide advisory committee. Parental input received by the teachers throughout the year will be considered in this revision. A copy of the new compact will be given to parents as a part of the open house enrollment packet and sent home with students at the beginning of the year. A copy will be maintained on the school website. New students at Vance Elementary will be given a copy at the time of enrollment. The compact will be explained to parents, and they will be asked to sign the compacts signifying their commitment to the school partnership and their child in ensuring their child's academic success in school. The compact will be discussed with teachers at faculty meeting. Each teacher will explain the compact to their students and they will be asked to sign it. The teachers will sign the compacts and house them in his/her classroom for use during parentteacher and/or student-teacher conferences.

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

In April of each year, Vance Elementary Title I Planning Committee will review, evaluate, and revise the Parent Involvement Plan. The committee consists of at least three parents, faculty, staff and the administration. All parents will be notified of the review process through notices sent home, the school website, and the school announcement board. The notices will provide parents with the following details of the review: the dates of the review, a copy of the plan is available for review in the school office, library, or by visiting the school website, and that parents have the right to give input regarding the revision of the plan. The notice will state that when the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns writing to the school, and the school will submit their concerns to the central office at the same time the Title I plan is submitted.

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)

Building Teachers/ and Parents' Capacity for Strong Parental Involvement

To ensure effective involvement of parents and to support a partnership among Vance Elementary School, parents and the community to improve student academic achievement, Vance Elementary School staff shall:

- Describe any material and resource support offered to parents in helping their children increase their academic achievement; provide a parent center in school, and offer counseling services to support parents.
- Describe the training/workshops to be offered to parents in: local and state assessments, helping their children with homework, use of technology, and various curriculum approaches.
- Describe how continuing professional development for teachers will be implemented toward the goal of furthering their understanding and valuing of the contributions of parents; conferencing techniques; establishing positive relationships with families; how communication between the home and school may be strengthened; teacher involvement in PTO and other family-related activities.
- Describe the concerted efforts such kindergarten pre-registration to the fifth grade transition to the feeder school encourages and support parents into more fully participating in the education of their children.
- Describe how information related to school and parent programs, meetings, and other activities is sent to parents in a language and format that they can understand. Support for parents in languages other than English will be provided by the compilation and translation of key school informational documents; providing translators to assist with registration, enrollment, and parent conferences; and working with the ESL department at the Tuscaloosa County Board in arranging for tutors as needed for students.
- Describe how the school provides other reasonable support for parental involvement activities as parents may request.

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)

Vance Elementary School, to the extent practicable provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Vance currently has Spanish-speaking students; therefore communication to be sent home is available in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these students and parents. Individual academic assessments, and the interpretation of those results, will be interpreted for parents in a language they can understand through the assistance of our ESL specialists and translators available through the Tuscaloosa County Board of Education. At this time, Vance Elementary does not have any migrant students. Every effort is made to accommodate parents with disabilities. The Tuscaloosa County School System policy for homebound is followed as needs exist for homebound services. Parent requiring such assistance should contact the counselor, nurse, or administration for referral forms and assistance with the application process. Homebound services are provided through the central office of the Tuscaloosa County School System.

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)

Parent nights will be conducted during the year.

Parents are encouraged to volunteer during the school day and for events that occur at Vance. Parents are invited to parent teacher conferences, IEP meetings and PTO monthly meetings. Parents are also asked to assist with duty free lunch.

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)

Building Teachers/ and Parents' Capacity for Strong Parental Involvement To ensure effective involvement of parents and to support a partnership among Vance Elementary School, parents and the community to improve student academic achievement, Vance Elementary. School staff shall:

- Describe any material and resource support offered to parents in helping their children increase their academic achievement; provide a parent center in school, and offer counseling services to support parents.
- Describe the training/workshops to be offered to parents in: local and state assessments, helping their children with homework, use of technology, and various curriculum approaches.
- Describe how continuing professional development for teachers will be implemented toward the goal of furthering their understanding and valuing of the contributions of parents; conferencing techniques; establishing positive relationships with families; how communication between the home and school may be strengthened; teacher involvement in PTO and other family-related activities.
- Describe the concerted efforts such kindergarten pre-registration to the fifth grade transition to the feeder school encourages and parents into more fully participating in the education of their children.
- Describe how information related to school and parent programs, meetings, and other activities is sent to parents in a language and format that they can understand. Support for parents in languages other than English will be provided by the compilation and translation of key school informational documents; providing translators to assist with registration, enrollment, and parent conferences; and working with the ESL department at the Tuscaloosa County Board in arranging for tutors as needed for students.
- Describe how the school provides other reasonable support for parental involvement activities as parents may request.

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)

Building Teachers/ and Parents' Capacity for Strong Parental Involvement To ensure effective involvement of parents and to support a partnership among Vance Elementary School, parents and the community to improve student academic achievement, Vance Elementary School staff shall:

- Describe any material and resource support offered to parents in helping their children increase their academic achievement; provide a parent center in school, and offer counseling services to support parents.
- Describe the training/workshops to be offered to parents in: local and state assessments, helping their children with homework, use of technology, and various curriculum approaches.
- Describe how continuing professional development for teachers will be implemented toward the goal of furthering their understanding and valuing of the contributions of parents; conferencing techniques; establishing positive relationships with families; how communication between the home and school may be strengthened; teacher involvement in PTO and other family-related activities.
- Describe the concerted efforts such kindergarten pre-registration to the fifth grade transition to the feeder school encourages and support parents into more fully participating in the education of their children.
- Describe how information related to school and parent programs, meetings, and other activities is sent to parents in a language and format that they can understand. Support for parents in languages other than English will be provided by the compilation and translation of key school informational documents; providing translators to assist with registration, enrollment, and parent conferences; and working with the ESL department at the Tuscaloosa County Board in arranging for tutors as needed for students.
- Describe how the school provides other reasonable support for parental involvement activities as parents may request.

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))

Vance Elementary School, to the extent practicable provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Vance currently has 64 Spanish-speaking students; therefore communication to be sent home is available in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these students and parents. Individual academic assessments, and the interpretation of those results, will be interpreted for parents in a language they can understand through the assistance of our ESL specialists and translators available through the Tuscaloosa County Board of Education. At this time, Vance Elementary does not have any migrant students. Every effort is made to accommodate parents with disabilities. The Tuscaloosa County School System policy for homebound is followed as needs exist for homebound services. Parent requiring such assistance should contact the counselor, nurse, or administration for referral forms and assistance with the application process. Homebound services are provided through the central office of the Tuscaloosa County School System.

