



## **ACIP**

**Taylorville Primary School**

**Tuscaloosa County Schools**

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Tuscaloosa, AL 35405

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# Executive Summary

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## 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.

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## 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?**

Taylorville Primary is located in the center of the lovely community of Taylorville, which is located in the southern region of Tuscaloosa, Alabama. Surrounding the school are several neighborhoods, a community center, the Bobby Miller Center, which is the hub of family activity in our area. We also have a thriving little league baseball organization that is a major highlight of the area. On any given night, in the spring and fall, our parking lot is full of citizens visiting the complex which joins our school. This location sets the tone for our commitment to be a school with community involvement and support.

The dynamics of the Taylorville community have changed dramatically over the course of 6 years. In April 2011, an EF-4 tornado tore through the heart of Tuscaloosa and changed our community. In 2012 Taylorville Primary received Title I designation. We have refused to let these numbers impact our success. Teachers have completed professional development on poverty in order to better understand and serve our poverty stricken students. Even though our dynamics have changed, we continue to beat the Tuscaloosa County average on district assessments. This has been achieved in a variety of ways. We have utilized our Title I funds to provide smaller class sizes, a full time para-professional who provides math and writing intervention, added a full time para-professional to teach weekly technology lessons to our students, providing daily opportunities for ESL students to access Imagine Learning, as well as, serve students who use computer based interventions in order to succeed in the classroom.

Academics are not the only way that we help our students be successful. We have created and implemented a character education/PBIS plan named Club TPS. Through Club TPS, all faculty and staff members are taking part in making a positive difference in the lives of all children at Taylorville Primary School. We have a program at TPS called the Dream Team. This program works with our "Branscomb" students (where most of our most poverty stricken students live). The program meets monthly after school to provide activities such as academic enrichment, personal development, and lots of fun! This program is run strictly on teacher and community volunteers. Our school also boasts a highly successful art program in order to develop a well-rounded student.

Our TPS family consists of 580 students, a principal, and an assistant principal, 29 K-2 classroom teachers, 3 Pre-K classroom teachers, 5 special education teachers, 2 reading specialists (intervention), an instructional coach, a librarian, a counselor, an art teacher, a physical education teacher, a physical education para-professional, 4 special education para-professionals, 2 para-professionals serving in intervention and the computer lab, 3 Pre-K auxiliary teachers, a bookkeeper, a secretary, 3 custodians, and 6 child nutrition staff members. This unique team creates a learning environment for all students to be the best they can be.

## 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 Taylorville Primary School mission statement is "Where the Magic of Learning and Leadership Begins". Evidence of this statement is visible from classroom instruction to the faces of our students. We work diligently to develop a well-rounded student both academically and through extra-curricular activities. Each morning from 8:15-8:45, all classrooms have Morning Meeting. This is a time where students meet together with their teacher. Everyone is greeted, they share, complete a group activity and read the morning message. The morning message informs the students about their day ahead. This 30 minute time at the start of each day has made such a positive change in our school. Teacher/students and students/students have developed relationships that have made such an impact at Taylorville Primary. Beyond the Morning meeting, each teacher focuses on student progress and classroom success. Teachers continually monitor academic progress through weekly progress monitoring and our PLCs (professional learning communities). In our PLCs, we come together as a grade level team to discuss our student's academic progress and ways to make them successful. Our students are not just "our classroom students" but belong to all of us.

We are extremely proud of our fine arts program in the area of art. Keeping with our purpose of developing a well-rounded child, our students enjoy an excellent art program. Anyone walking the hallways of our school will notice the artwork that lines the walls. This program cumulates with a TPS art show, held in our library each spring.

Another component of a well-rounded child is character education. This school year we created and implemented a new Character education/ PBIS Program. The name of our program is Club TPS. All students are assigned a color from the five different color groups. Faculty and staff members are also randomly assigned to each color club. Students try to earn points daily for their club. We also have school wide challenges going on to earn points. Points are tracked and calculated with the Class Dojo App school wide. Through our parent involvement plan, parents can volunteer and earn points for their child's club. This plan has already made a positive difference at Taylorville Primary School.

## 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 are proud of our school's notable achievements:

- 5 National Board Certified Teachers
- Every classroom is equipped with at least 2 computers, a projector, a UPIC, and 3 iPads.
- Applied for and was awarded three Pre-K classroom grants.
- A fine arts program that includes weekly art for all students.
- TPS has performed at Disney World for several years.
- Successfully hosted several Parent Nights where parents were informed of Title I Program, assessments and grade level standards

These are the areas of continual improvement:

- Implemented professional learning communities where teachers meet in grade level teams to discuss student performance and achievement
- Teacher training with using the College and Career Ready standards in the areas of mathematics, English language arts, science, phonics, 21st Century technology skills, and Writing.
- Implemented School-wide phonics instruction using Saxon Phonics
- Implemented a safer afternoon dismissal procedure
- Adopted student self-tracking behavior
- Implemented sight word data walls
- Participated in professional development on effective ways to assist students of poverty
- Dream Team to help make a difference in our more poverty stricken students.
- Created and initiated Club TPS, a Character education and PBIS Program.

## Additional Information

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

Taylorville Primary School was chosen by the Alabama School Readiness Alliance to host a ribbon cutting ceremony to celebrate PreK in the state of Alabama. This ceremony was on September 26, 2017. Special guest include several elected officials, State department employees, Superintendents and Board members. This ceremony was promoted in several area news station and the Tuscaloosa News. We were proud and honor to be a part of this celebration.

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# Improvement Plan Stakeholder Involvement

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## **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.

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## 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.**

On May 2018, the Title I Committee met to review data and information from the 2017-2018 school year. The objectives of this meeting were to review parent surveys, Title I program evaluations, budgets for the school year, use of parent involvement funds, creating goals for the 2017-2018 parent involvement plan, school goals and priorities and review of the Parent/School Compact for revision. The committee met in September 2018 to review and discuss plans for the upcoming school year. Parents and teachers were selected and given a letter of notification. Parents met and were provided an opportunity to review and discuss improvement plans. There will be four meetings held throughout the school year to provide opportunities for collaboration among all stakeholders. Opportunities to meet are provided after school and also during the school day for parents.

In the spring of 2018, parents and teachers were given the opportunity to complete a survey.

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

All teachers meet as a group to discuss common strategies and activities to ensure the best success of meeting each goal listed in our Continuous Improvement Plan.

All teachers and parents have the opportunity complete yearly surveys to determine needs and strengths of our school.

The Title I committee meets at least 4 times yearly to assess and plan for the needs of Taylorville Primary School.

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

The final improvement plan will be communicated to all stakeholders through hard copies, faculty meetings, parent meetings and available on our school website. This plan will be monitored several times a year. In the event that there is an issue or a change that needs to be made, the Title I committee will reconvene to address concerns.

# Student Performance Diagnostic

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## **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.

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### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	n/a	DIBELSNext1 DIBELSNext2 DIBELSNextK

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## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

## Areas of Notable Achievement

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

Our first grade students scored above the expected level of performance in Nonsense Word Fluency(NWF) in the Whole Words Read(WWR) category(86% Core).

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

First grade has shown a positive trend over the past few years on the nonsense word category of the DIBELS Next Assessment.

### Which area(s) indicate the overall highest performance?

First grade had the highest area of performance on the DIBELS Next Assessment.

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

White students show a trend toward increasing performance.

### Between which subgroups is the achievement gap closing?

The achievement gap is closing between females and males.

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

Data from the DIBELS Next assessment are consistent with classroom assessments.

## Areas in Need of Improvement

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

Second grade was below the expected levels of performance on the Oral Reading Fluency category.

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

The kindergarten students showed a negative trend on the Nonsense Word category. The first grade students showed a negative trend on the Oral Reading Fluency category.

### Which area(s) indicate the overall lowest performance?

The overall lowest performance is on DORF- Oral Reading Fluency for first grade(66%).

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

African American students show a trend in decreasing performance.

### Between which subgroups is the achievement gap becoming greater?

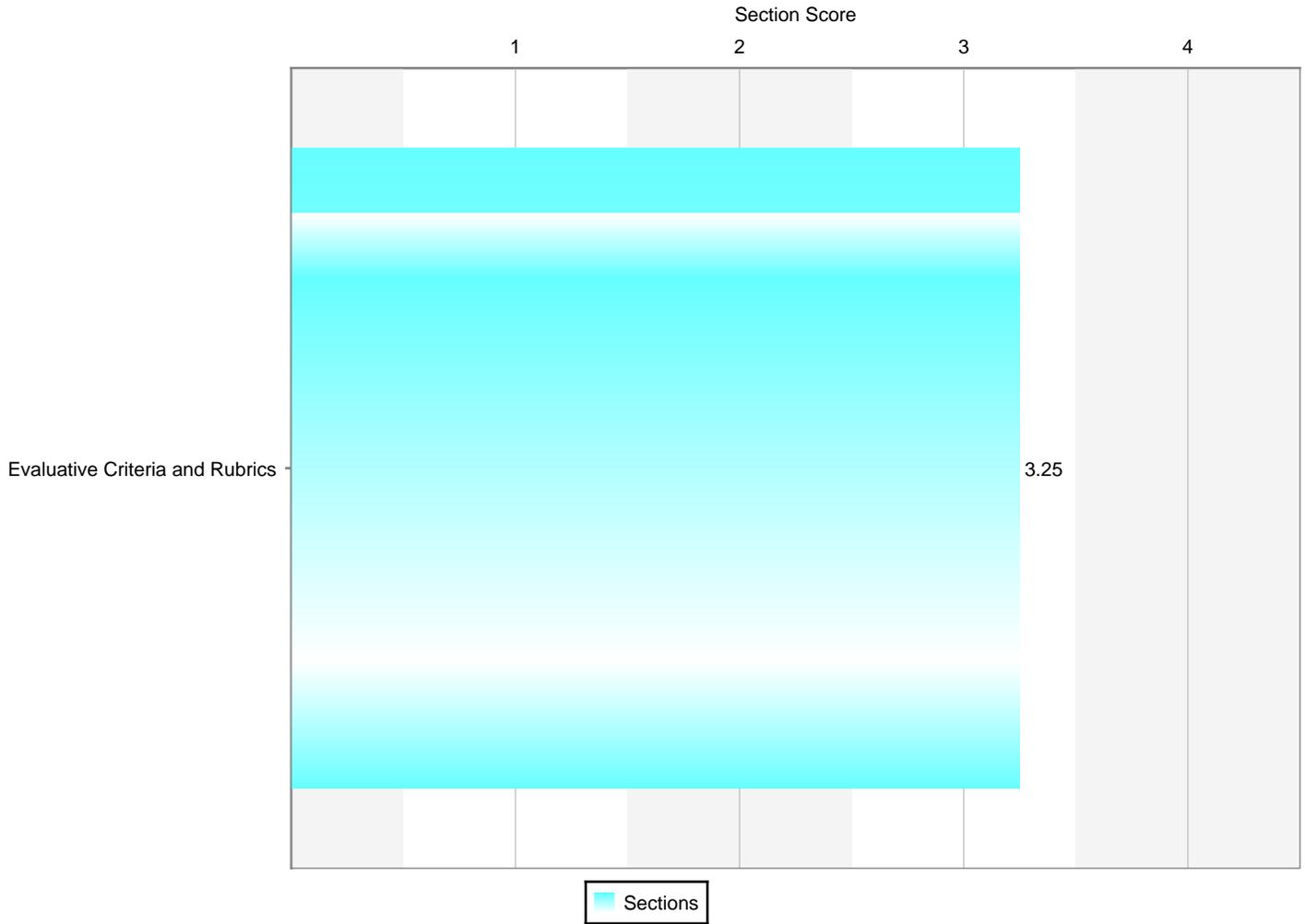
The achievement gap is becoming greater between white students and African American students.

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

Data from the DIBELS Next assessment are consistent with data from classroom assessments.

## Report Summary

### Scores By Section



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# ACIP Assurances

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## **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.

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## 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		discriminationpolicy

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	Dr. Sharon Jennings Principal 350 Bobby Miller Parkway Tuscaloosa, AL 35405 (205) 342-2939	Principal's Signature

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		Parent Involvement Plan 2018 Principal's Signature

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

## Plan for ACIP 2018-2019

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## Overview

### Plan Name

Plan for ACIP 2018-2019

### Plan Description

Goals and Plans

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## 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	Prepare and support teachers and leaders to produce graduates who are College and Career Ready.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
2	Provide digital tools, experiences, and resources to support instruction.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$30990
3	Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$26482
4	Promote student growth and parent involvement through system support services	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$5200
5	Promote student growth in the area of social emotional through TPS Character education program.	Objectives: 1 Strategies: 5 Activities: 12	Organizational	\$2400

## Goal 1: Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

### Measurable Objective 1:

collaborate to prepare students to be academically ready to succeed in a global society. by 05/23/2019 as measured by an increase on mathematics unit assessments.

Status	Progress Notes	Created On	Created By
Not Met	Even though first semester office referrals decreased, we faced an increase during the second semester of 78 referrals. This year has been challenging in the area of behavior/discipline. We have revisited our current program and are making positive changes.	June 02, 2017	Keri Criss
Met	Mid Year review: Last year (2015-2016) first semester discipline referrals 141 This year (2016-2017) first semester discipline referrals 110	March 01, 2017	Keri Criss
Not Met	Our goal was to decrease the number of discipline referrals for the 2014-2015 school year by 10% from 174 to 157 total referrals. While the number of referrals decreased the goal of 10% was not met. There were 169 total office referrals for the 2015-2016 school year.	May 31, 2016	Keri Criss

### Strategy 1:

Professional Development on the Professional Learning Community process - Teachers will participate as a professional learning community with a focus in the area of mathematics. Teachers will meet on Tuesday of each week to discuss data and to utilize data to plan for instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Common Formative Assessment: A Toolkit for Professional Learning Communities at Work by Kim Bailey & ChrisJackicic

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively develop and administer Common Formative Assessments based on grade level priority standards. Teachers will provide intervention, reinforcement, or enrichment utilizing results from the assessments.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Administrator s, Instructional Partner, and Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers have been meeting each Tuesday to review student data, discuss and share strategies, and to develop common formative assessments. CFA's, sign-in sheets, and agendas are located in grade level PLC notebooks..	December 03, 2018	Sharon Jennings

Activity - PLC Literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will read and discuss Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Best practices from the book will be used to strengthen the PLC process.	Professional Learning	01/07/2019	05/23/2019	\$500	Title I Part A	Administrators and Instructional Partner

Status	Progress Notes	Created On	Created By
In Progress	This process is planned to start in January of 2019.	December 03, 2018	Sharon Jennings

Activity - Professional Development on the Professional Learning Community process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on professional learning communities provided through the school, district, and other sources. Strategies and practices will be incorporated into our daily practices.	Professional Learning	08/13/2018	05/23/2019	\$1500	Title I Part A	Administrators, Instructional Partner, and Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers have been provided professional development on professional learning communities on various occasions. Selected teachers attended workshops provided by the district and did turn around trainings at the school level. The Instructional Partner provided trainings at the September faculty meeting. The Principal provided an overview of the PLC process throughout the month of September.	December 03, 2018	Sharon Jennings

## Goal 2: Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to use and help students use digital resources and technology tools to create engaging learning experiences by 05/23/2019 as measured by increased use of meaningful technology lessons.

Status	Progress Notes	Created On	Created By
Met	All students were engaged with technology lessons weekly.	June 02, 2017	Keri Criss
Met	Student have received weekly technology lessons in the computer lab.	March 01, 2017	Keri Criss
Met	Teachers were observed using technology during formal and informal observations, ELEOT observations, Educate Alabama observations, instructional rounds and walkthroughs. Teachers also documented the use of technology in their lesson plans.	May 31, 2016	Keri Criss

**Strategy 1:**

Technology Experiences - Administrators will promote an environment of professional learning and innovation that empowers teachers to enhance student learning by using current technology and digital resources.

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

Research Cited: Wood, E., Mueller, J., Willoughby, J.S., and Deyoung, T. (2005) Teachers' perceptions: barriers and supports to using technology in the classroom.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote, support, and encourage a variety of methods and formats for providing professional development showcasing various forms of technology that teachers can use in the classroom. Teachers will be trained to use educational websites that provide student feedback and growth. (IXL and Moby Max)	Technology	08/05/2015	05/25/2016	\$0	No Funding Required	Administration and Staff

Activity - Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to enhance lessons (interactive boards), provide technology lessons to students on using technology (keyboarding, research), and use programs to provide extra support for lessons (IXL, MobyMax)	Technology	08/13/2018	05/23/2019	\$0	Title I Part A	Administration and Staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers are currently using technology resources to enhance lessons. Forty laptops have been ordered to assist with this process. Taylorville Primary would like to provide each teacher with a Smartboard in the next few years. We are currently in the process of ordering one board for each grade level.	December 03, 2018	Sharon Jennings

Activity - Technology Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full time para educator will teach computer skills and work with students using technology intervention programs. Classes will visit the computer lab once per week.	Technology, Direct Instruction	08/13/2018	05/23/2019	\$26482	Title I Part A	Administrators and Technology Para Educator

Status	Progress Notes	Created On	Created By
In Progress	The Technology ParaEducator is currently receiving each class once per week. In addition, she is attending Professional Learning Community meetings to collaborate with teachers.	December 03, 2018	Sharon Jennings

**Strategy 2:**

Research Based Technology Programs - Technology programs have been added to support student learning in the areas of reading and math. These programs meet the diverse needs of our students.

Category:

Research Cited: Jim Knight High Impact Instruction

Status	Progress Notes	Created On	Created By
N/A	Teachers are currently utilizing these technology programs as appropriate.	December 03, 2018	Sharon Jennings

Activity - Lexia Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based reading program for students who are experiencing difficulties with decoding words.	Technology	08/13/2018	05/23/2019	\$208	General Fund	Administrators and Staff

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based intervention program for ELL students	Technology	08/13/2018	05/23/2019	\$0	No Funding Required	Administrators and staff

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR reading, STAR Early Literacy, and Accelerated Reader. Teachers will use information from these programs provide to assess where students are with reading levels and/or comprehension.	Technology	08/13/2018	05/23/2019	\$4300	Title I Part A	Administrators and staff

### Goal 3: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Status	Progress Notes	Created On	Created By
N/A	The 2016-2017 overall school data results were 80% of all students were proficient or better in reading skills measured by the OPEN rubrics. Grade level breakdown: Kindergarten 78% First Grade 87% Second Grade 76%	June 02, 2017	Keri Criss
N/A	Retentions in first grade were reduced from 14 for the 2014-2015 school year to 6 for the 2015-2016 school year.	May 31, 2016	Keri Criss
N/A	End of the Year DIBELS results indicated that 56% of second grade students were proficient, 58% of first grade students were proficient, and 49 % of kindergarten students were proficient according to DIBELS.	May 31, 2016	Keri Criss

#### Measurable Objective 1:

10% of All Students will increase student growth by using the Kinder Math, First Math, and Second Math program in Mathematics by 05/23/2019 as measured by unit assessments..

**Strategy 1:**

IXL Math - First and Second grade students will have access to the IXL Math program in the school computer lab and classroom iPads. Teachers and administrators will have access to print data reports for the program. Students/ Parents will also be provided user names and passwords to utilize the full potential of the program.

Category: Develop/Implement College and Career Ready Standards

Activity - Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the computer lab and have utilize the IXL Math Program online for additional practice on selected skills	Academic Support Program	08/13/2018	05/23/2019	\$26482	Title I Schoolwide	Computer Lab Para-Educator, Classroom Teacher, Administrators

Activity - IXL at Home	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First and Second grade parents will be provided their child's user name and password for IXL Math. Students will be able to utilize the program at home.	Parent Involvement	08/23/2018	05/13/2019	\$0	No Funding Required	Administrators and Teachers

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

**Measurable Objective 1:**

collaborate to improve communication between parents, teachers and the school by 05/26/2017 as measured by increased number of completed parent surveys.

Status	Progress Notes	Created On	Created By
N/A	Parent surveys were completed at the end of the 2015-2016 school year. Surveys were sent home with all students and the return rate was 42%.	May 31, 2016	Keri Criss

**Strategy 1:**

Parent Notification - Parents will receive announcements, volunteer opportunities, information about school events, information about their child's progress, and other school related information through various forms of media.

Category: Other - Communication

Research Cited: Comer, J. and Haynes, N. (2014). The Home-School Connection: An emphasis on parent involvement

Status	Progress Notes	Created On	Created By
N/A	Teachers and faculty members have been communicating with parents via Remind101, Facebook, Newsletters, flyers, twitter, etc.	December 03, 2018	Sharon Jennings

Activity - Parent Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive important information about the school via Remind 101, school website, school messenger, school facebook page, class newsletters, and flyers	Parent Involvement	08/13/2018	05/23/2019	\$0	No Funding Required	Administration and staff

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These notebooks are used to track student behavior and encourage communication. Parents can also communicate back and forth with the teacher about student progress. Teachers communicate with students about information included in the notebook and their role. Student then discuss this data with parents.	Parent Involvement	08/13/2018	05/23/2019	\$1200	Title I Part A	Administration and Staff

**Strategy 2:**

Parent Activities - Taylorville Primary School will develop activities to promote parent engagement at the school.

Category: Develop/Implement College and Career Ready Standards

Status	Progress Notes	Created On	Created By
N/A	The Awards Day for the first nine weeks has taken place. This was a new event for the school and it was a huge success. Parents attended the event to watch their students walk the red carpet and receive their awards.	December 03, 2018	Sharon Jennings
N/A	The pumpkin decorating competition was a success based upon the large number of participants and the enthusiasm among students, parents, and the faculty members. Other events have taken place such as a community tour, Literacy Night, Thanksgiving Dinner, and Meet the new Principal event.	December 03, 2018	Sharon Jennings

Activity - Parent-Child Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will collaborate to complete a minimum of one parent-child project each semester. A pumpkin decorating project will take place the first semester. A math fair will take place the second semester.	Parent Involvement	10/01/2018	04/19/2019	\$2000	Title I Part A	Administration, Parent-Involvement Committee, Parents, and Students

Activity - Awards Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent will be invited to an awards day each nine weeks to witness their students being rewarded for academics and character education achievements.	Parent Involvement	08/13/2018	05/23/2019	\$2000	General Fund	Academic Recognition Committee

## Goal 5: Promote student growth in the area of social emotional through TPS Character education program.

### Measurable Objective 1:

demonstrate a behavior of positive student behavior by 05/23/2019 as measured by office referrals decreasing by 5% from baseline data of 291 office referrals.

### Strategy 1:

SY 2018-2019

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Schoolwide Classroom Discipline Procedures - All classrooms have the same behavior chart schoolwide. Each student will document classroom behavior daily in their take home binder. Students who exhibit good character skills and follow classrooms rules, will earn point for their school wide club.

Category: Develop/Implement Student and School Culture Program

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will have the same behavior plan/ chart in their classroom.	Behavioral Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	Classroom teachers

Activity - Take Home Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: Students will document daily behavior in their take home folder. This process promotes parent involvement.	Behavioral Support Program	08/13/2018	05/23/2019	\$600	Title I Schoolwide	Classroom Teachers Parents Students

Activity - Club Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are making positive choices and are moving up on classroom behavior chart, are earning points for their color club.	Behavioral Support Program	08/13/2018	05/13/2019	\$0	No Funding Required	Classroom Teachers Students

### Strategy 2:

Positive Reinforcement - Students earning green 90% of the month to participate in monthly behavior rewards

Category: Develop/Implement Student and School Culture Program

**ACIP**

Taylorville Primary School

Activity - Monthly Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students must be on green 90% of the month to participate August – hallway dance party September – fire truck candy toss October – glow party November – movie at TPS December – snow cones January – paper snow ball fight February – movie at TPS March – extra outdoor fun April – game time! (kickball, bingo, 4 corners...a fun game for all!) May – water play	Behavioral Support Program	08/23/2018	05/13/2019	\$500	Other	Principals Character Committee Faculty and Staff

Activity - Semester Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a larger incentive in December and May for those that have been on green ONLY all semester.	Behavioral Support Program	08/13/2018	05/23/2019	\$500	Other	Faculty and Staff

Activity - PST Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are in Tier III for behavior have individual positive reinforcement in their PST Behavior Plan.	Behavioral Support Program	08/23/2018	05/23/2019	\$0	No Funding Required	Faculty and Staff

Activity - DREAM TEAM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly students that live in our most poverty stricken community stay after school for special activities with faculty and staff. Some of these activities include arts, music, dress up, games and special snacks. The faculty and staff volunteer their time to make a positive difference with these students.	Behavioral Support Program	08/13/2018	05/13/2019	\$0	No Funding Required	Faculty and Staff members

**Strategy 3:**

Morning Meeting - All classrooms participate in "Morning Meetings" daily from 8:15-8:45.

Category: Develop/Implement Student and School Culture Program

Research Cited: Morning Meeting by Roxann Kriete and Carol Davis

Activity - Classroom Morning Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms participate in "Morning Meetings" daily from 8:15-8:45. This is a time for students to greet each other, share, group activity and morning message. This time is spent building relationships and supporting each other as a school family.	Behavioral Support Program	08/08/2017	05/25/2018	\$300	Other	Principal to lead Professional Development Faculty and Staff

Activity - Tier III Morning Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are in PST Tier III intervention for behavior/ Special education Behavior Intervention Plan receive additional support for 7:45-8:15.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	Other	April Henderson, Jaime Guffey

**Strategy 4:**

CLUB TPS - Purpose: To create a positive atmosphere of community at Taylorville Primary School, we know it takes a village to raise children. At TPS, to be able to do what is right for every child everyday...It takes everyone working together.

All faculty, staff and students belong to a club that was randomly selected. Faculty and staff are leaders in this club and try their best to get to know and interact with students of the same club color. Everyone has lanyards in their club color. Students have name tags that displays name, club color, lunch number and library number.

Our school population; faculty, staff and students consist of 5 color clubs. The colors are red, blue, green, purple and yellow. Everyone belongs to a Club. Clubs are randomly created. Each classroom has a variety of each color.

Category: Develop/Implement Student and School Culture Program

Research Cited: Ron Clark Academy

Activity - Club Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Club Days are two Tuesdays each month •Everyone will wear their Club color. •Grade level Clubs will meet weekly at 1:30. •Clubs will meet school wide monthly once per nine weeks •On schoolwide Club colors will sit together at lunch. Lunch times will be the same, just sitting in each Club color. This will take place after routines are established. During monthly meetings, leaders will discuss character traits of the month, Club traits, School Promise and awards. Some awards will include perfect attendance, least discipline referrals and points.	Behavioral Support Program	09/11/2018	05/14/2019	\$500	Other	All Faculty, staff and students

Activity - Class DoJo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Club color will earn points to add to your overall score. The score will be managed through a simple version of ClassDojo. All faculty and staff were trained on ClassDojo. Points can be earned by individuals/teams showing good character.	Behavioral Support Program	08/13/2018	05/23/2019	\$0	Other	All Faculty and Staff

**Strategy 5:**

School Wide Discipline Plan - Each student at Taylorville Primary School is expected to conduct himself/herself in a manner that reflects self-respect and consideration for the rights, feelings and property of others. It is necessary that children learn and develop self-discipline in order to further their learning. We ask that you discuss with your children the importance of and need for good behavior and a good attitude while at school. We will not tolerate fighting, harassment, disrespect toward others, obscene language or destruction of school property. See the Tuscaloosa County Schools Parent/Student Information Guide for more information and a listing of offenses. We are encouraging our students to become LEADERS and take full responsibility for their actions and words.

Category: Develop/Implement Student and School Culture Program

Activity - Office Discipline Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Taylorville Primary School

<p>Administrators may use these consequences by their discretion based on frame and consequence. PST Referral/Child Find Procedures will supersede this progression in needed situations.</p> <p>Student conference/ Time out in office/Parent contacted          Student conference/Half day In School Intervention/Parent contacted          Student conference/ After School Detention/Parent contacted          Student conference/Full day In School Intervention/Parent contacted          Student conference/After School Detention/Parent contacted          Student conference/Zero Day Suspension/Parent contacted/ Referral student to PST. Parent will be notified about IMPACT.          Student will be assigned a SUSPENSION. Parent will be called by Administrator. Letter sent from Administrators.          Student will be assigned a SUSPENSION. Parent will be called by an Administrator. Letter sent from the Superintendent.          Student will be assigned SUSPENSION. Parent will be called by Administrator. Impact Letter will be delivered to parents via the Tuscaloosa County Sheriff's Department.          Students with more than 3 out of school suspensions will be scheduled to attend an IMPACT conference. If students/parents do not attend IMPACT or if the student has additional out-of-school suspensions, a petition may be filed at Tuscaloosa County Juvenile Court, resulting in the arrest of the child's parents for violation of the Mandatory Attendance Act (Code of Alabama 16-28-12).          Record incident on Office Referral Form, attach to this form and send to office. Student will be assigned the 10th Day of SUSPENSION and referred for a Discipline Hearing with Mr. Hurst at the Central Office for placement at the Alternative School.          Students with IEP/ 504 Plan are limited to 10 days of suspension per school year.          **General Ed students are limited to 10 of suspension per semester/20 per school year.</p>	<p>Behavioral Support Program</p>	<p>08/13/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principal and Assistant Principal</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class DoJo	Each Club color will earn points to add to your overall score. The score will be managed through a simple version of ClassDojo. All faculty and staff were trained on ClassDojo. Points can be earned by individuals/teams showing good character.	Behavioral Support Program	08/13/2018	05/23/2019	\$0	All Faculty and Staff
Semester Rewards	There will be a larger incentive in December and May for those that have been on green ONLY all semester.	Behavioral Support Program	08/13/2018	05/23/2019	\$500	Faculty and Staff
Tier III Morning Meeting	Students that are in PST Tier III intervention for behavior/ Special education Behavior Intervention Plan receive additional support for 7:45-8:15.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	April Henderson, Jaime Guffey
Classroom Morning Meeting	All classrooms participate in "Morning Meetings" daily from 8:15-8:45. This is a time for students to greet each other, share, group activity and morning message. This time is spent building relationships and supporting each other as a school family.	Behavioral Support Program	08/08/2017	05/25/2018	\$300	Principal to lead Professional Development Faculty and Staff
Monthly Rewards	Students must be on green 90% of the month to participate August – hallway dance party September – fire truck candy toss October – glow party November – movie at TPS December – snow cones January – paper snow ball fight February – movie at TPS March – extra outdoor fun April – game time! (kickball, bingo, 4 corners...a fun game for all!) May – water play	Behavioral Support Program	08/23/2018	05/13/2019	\$500	Principals Character Committee Faculty and Staff

**ACIP**

Taylorville Primary School

Club Days	Club Days are two Tuesdays each month <ul style="list-style-type: none"> <li>•Everyone will wear their Club color.</li> <li>•Grade level Clubs will meet weekly at 1:30.</li> <li>•Clubs will meet school wide monthly once per nine weeks</li> <li>•On schoolwide Club colors will sit together at lunch. Lunch times will be the same, just sitting in each Club color. This will take place after routines are established. During monthly meetings, leaders will discuss character traits of the month, Club traits, School Promise and awards. Some awards will include perfect attendance, least discipline referrals and points.</li> </ul>	Behavioral Support Program	09/11/2018	05/14/2019	\$500	All Faculty, staff and students
<b>Total</b>					\$1800	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Awards Day	Parent will be invited to an awards day each nine weeks to witness their students being rewarded for academics and character education achievements.	Parent Involvement	08/13/2018	05/23/2019	\$2000	Academic Recognition Committee
Lexia Learning	Computer based reading program for students who are experiencing difficulties with decoding words.	Technology	08/13/2018	05/23/2019	\$208	Administrator s and Staff
<b>Total</b>					\$2208	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Take Home Folders	: Students will document daily behavior in their take home folder. This process promotes parent involvement.	Behavioral Support Program	08/13/2018	05/23/2019	\$600	Classroom Teachers Parents Students
Computer Lab	Students will visit the computer lab and have utilize the IXL Math Program online for additional practice on selected skills	Academic Support Program	08/13/2018	05/23/2019	\$26482	Computer Lab Para-Educator, Classroom Teacher, Administrator s
<b>Total</b>					\$27082	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

Taylorville Primary School

Club Points	Students that are making positive choices and are moving up on classroom behavior chart, are earning points for their color club.	Behavioral Support Program	08/13/2018	05/13/2019	\$0	Classroom Teachers Students
PST Plans	Students that are in Tier III for behavior have individual positive reinforcement in their PST Behavior Plan.	Behavioral Support Program	08/23/2018	05/23/2019	\$0	Faculty and Staff
Office Discipline Plan	<p>Administrators may use these consequences by their discretion based on frame and consequence. PST Referral/Child Find Procedures will supersede this progression in needed situations.</p> <p>Student conference/ Time out in office/Parent contacted            Student conference/Half day In School Intervention/Parent contacted            Student conference/ After School Detention/Parent contacted            Student conference/Full day In School Intervention/Parent contacted            Student conference/After School Detention/Parent contacted            Student conference/Zero Day Suspension/Parent contacted/ Referral student to PST. Parent will be notified about IMPACT.            Student will be assigned a SUSPENSION. Parent will be called by Administrator. Letter sent from Administrators.            Student will be assigned a SUSPENSION. Parent will be called by an Administrator. Letter sent from the Superintendent.            Student will be assigned SUSPENSION. Parent will be called by Administrator. Impact Letter will be delivered to parents via the Tuscaloosa County Sheriff's Department.            Students with more than 3 out of school suspensions will be scheduled to attend an IMPACT conference. If students/parents do not attend IMPACT or if the student has additional out-of-school suspensions, a petition may be filed at Tuscaloosa County Juvenile Court, resulting in the arrest of the child's parents for violation of the Mandatory Attendance Act (Code of Alabama 16-28-12).            Record incident on Office Referral Form, attach to this form and send to office. Student will be assigned the 10th Day of SUSPENSION and referred for a Discipline Hearing with Mr. Hurst at the Central Office for placement at the Alternative School.            Students with IEP/ 504 Plan are limited to 10 days of suspension per school year.            **General Ed students are limited to 10 of suspension per semester/20 per school year.</p>	Behavioral Support Program	08/13/2018	05/23/2019	\$0	Principal and Assistant Principal
Classroom Behavior Plan	All classrooms will have the same behavior plan/ chart in their classroom.	Behavioral Support Program	08/13/2018	05/23/2019	\$0	Classroom teachers

**ACIP**

Taylorville Primary School

Professional Development	Promote, support, and encourage a variety of methods and formats for providing professional development showcasing various forms of technology that teachers can use in the classroom. Teachers will be trained to use educational websites that provide student feedback and growth. (IXL and Moby Max)	Technology	08/05/2015	05/25/2016	\$0	Administration and Staff
Common Formative Assessments	Teachers will collaboratively develop and administer Common Formative Assessments based on grade level priority standards. Teachers will provide intervention, reinforcement, or enrichment utilizing results from the assessments.	Academic Support Program	08/08/2018	05/23/2019	\$0	Administrators, Instructional Partner, and Teachers
Imagine Learning	Computer based intervention program for ELL students	Technology	08/13/2018	05/23/2019	\$0	Administrators and staff
IXL at Home	First and Second grade parents will be provided their child's user name and password for IXL Math. Students will be able to utilize the program at home.	Parent Involvement	08/23/2018	05/13/2019	\$0	Administrators and Teachers
DREAM TEAM	Monthly students that live in our most poverty stricken community stay after school for special activities with faculty and staff. Some of these activities include arts, music, dress up, games and special snacks. The faculty and staff volunteer their time to make a positive difference with these students.	Behavioral Support Program	08/13/2018	05/13/2019	\$0	Faculty and Staff members
Parent Communications	Parents will receive important information about the school via Remind 101, school website, school messenger, school facebook page, class newsletters, and flyers	Parent Involvement	08/13/2018	05/23/2019	\$0	Administration and staff
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Literature	Teachers and administrators will read and discuss Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Best practices from the book will be used to strengthen the PLC process.	Professional Learning	01/07/2019	05/23/2019	\$500	Administrators and Instructional Partner
Leadership Notebooks	These notebooks are used to track student behavior and encourage communication. Parents can also communicate back and forth with the teacher about student progress. Teachers communicate with students about information included in the notebook and their role. Student then discuss this data with parents.	Parent Involvement	08/13/2018	05/23/2019	\$1200	Administration and Staff
Professional Development on the Professional Learning Community process	Teachers will participate in professional development on professional learning communities provided through the school, district, and other sources. Strategies and practices will be incorporated into our daily practices.	Professional Learning	08/13/2018	05/23/2019	\$1500	Administrators, Instructional Partner, and Teachers

**ACIP**

Taylorville Primary School

Use of Technology	Teachers will use technology to enhance lessons (interactive boards), provide technology lessons to students on using technology (keyboarding, research), and use programs to provide extra support for lessons (IXL, MobyMax)	Technology	08/13/2018	05/23/2019	\$0	Administration and Staff
Technology Teacher	A full time para educator will teach computer skills and work with students using technology intervention programs. Classes will visit the computer lab once per week.	Technology, Direct Instruction	08/13/2018	05/23/2019	\$26482	Administrators and Technology Para Educator
Renaissance Learning	STAR reading, STAR Early Literacy, and Accelerated Reader. Teachers will use information from these programs provide to assess where students are with reading levels and/or comprehension.	Technology	08/13/2018	05/23/2019	\$4300	Administrators and staff
Parent-Child Projects	Parents and students will collaborate to complete a minimum of one parent-child project each semester. A pumpkin decorating project will take place the first semester. A math fair will take place the second semester.	Parent Involvement	10/01/2018	04/19/2019	\$2000	Administration, Parent-Involvement Committee, Parents, and Students
<b>Total</b>					<b>\$35982</b>	

# 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.

DRAFT

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	The Faculty and Student Surveys were completed online. The Parent Surveys were completed offline.	

DRAFT

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

DRAFT

## Areas of Notable Achievement

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

The highest level of satisfaction was Academics.

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

Academics is a trend towards professional practice.

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

Academics is a trend according to surveys and student assessments.

DRAFT

## Areas in Need of Improvement

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

The overall lowest area is parent involvement.

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

No area was identified as a trend for decreasing stakeholder involvement.

**What are the implications for these stakeholder perceptions?**

N/A

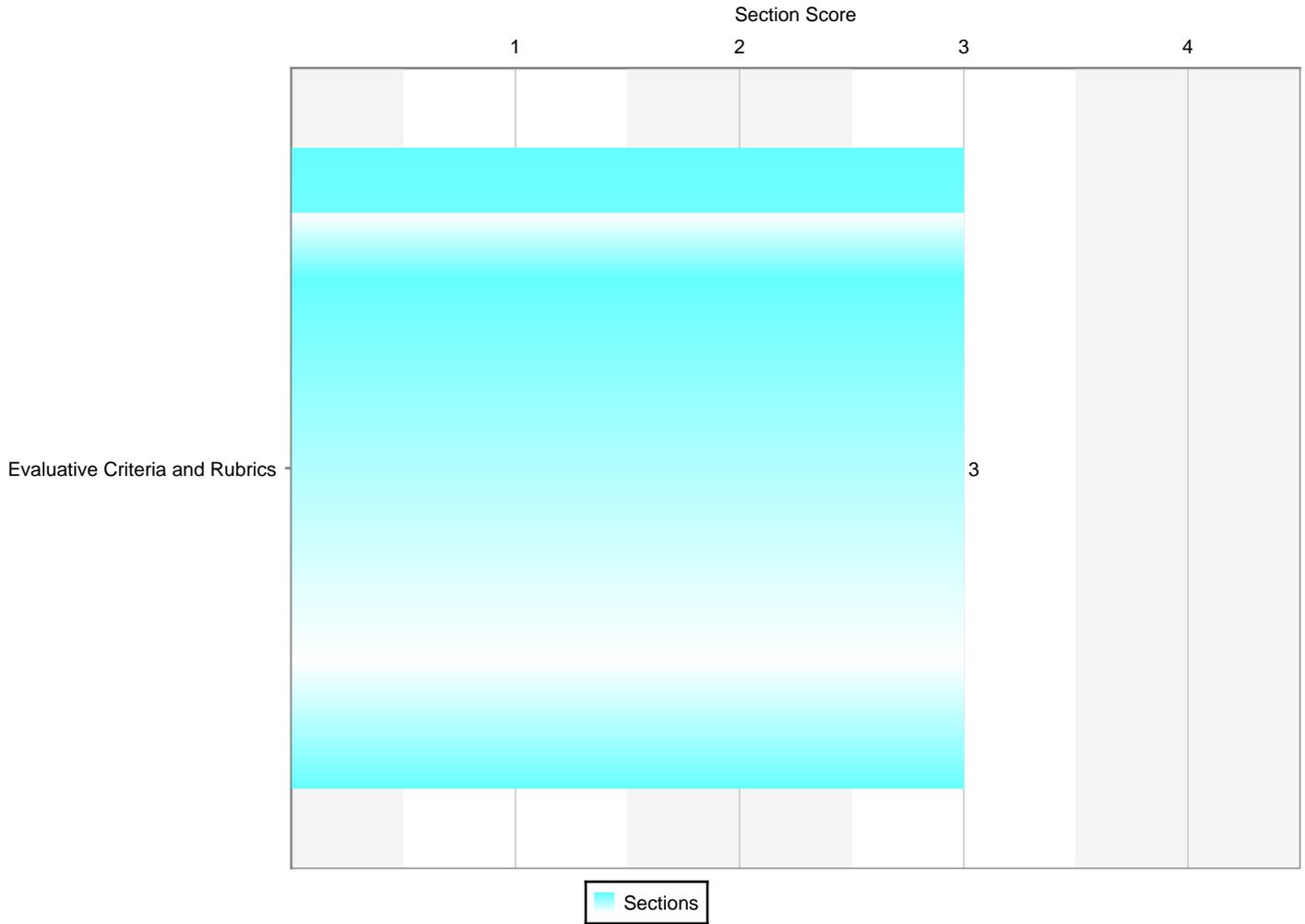
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Parent involvement is consistent according to parent attendance at events such as the Annual Title I meeting.

DRAFT

## Report Summary

### Scores By Section



D

# Title I Schoolwide Diagnostic

DRAFT

## 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).

DRAFT

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

### How was the comprehensive needs assessment conducted?

In the spring of each year, all faculty members complete a Title I needs assessment and CIP reflections. These assessments are reviewed by the leadership team to assess the degree to which implemented strategies have been met. Input was given in the following areas: the strengths and weaknesses of the program, areas needing most assistance, possible services that can be purchased to meet these needs and the type of high quality professional development needed. Utilizing these CIP reflections and questions from our needs assessment completed by the faculty, the leadership team, and parent representatives we determined strategies to be included in 2018-2019 CIP plan. We also used this information to develop our parent involvement plan, professional development, Title I plans and budget requirements for the 2018- 2019 school year.

### What were the results of the comprehensive needs assessment?

The results from the comprehensive needs assessment showed a continued need in the area of reading, computer skills, social/emotional and behavior. In Math, we are in our third year of teaching a math program school wide. We are also provided access to an online math program called IXL, we are continuing to promote and use this program more efficiently.

We will also provide struggling students with interventions. Students not making adequate progress, will be served and monitored through PST.

We have a computer teacher that is teaching basic computer instruction. This should help students use the computer more effectively. Students visit the computer lab once a week. We are in year 2 of our new character education plan called Club TPS that includes a daily Morning Meeting to share and build relationships with students. A points reward system is now in place to reward positive behavior.

### What conclusions were drawn from the results?

Conclusions drawn from results are that additional remediation will still be needed and interventions will need to be in place. The IXL math program is available to students at no charge. We plan to create a plan to increase the usage of this program at school as well as at home. Math will be the area of focus for our PLC's. We are also using a school wide math programs that provides a strong foundation of number sense and rigor for each grade level standard. A team was developed called the "Character Committee". This committee met many times to create a new character education program for TPS. Behavior and character education continues to be a priority based on our surveys.

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

Our data indicated that there is 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 more students from low-income homes.

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

Our goals and needs are based on data which connects to the comprehensive needs assessment.

With the behavior concern, our goal is to decrease office referrals by promoting the TPS character education program and implementing Morning Meetings daily in every classroom.

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

Teachers use a variety of assessments including formative and summative data to identify strengths and weaknesses of students based on data. Each grade level meets to discuss professional development, students achievement and common formative assessments. Students that are struggling in any area, are referred to the PST committee for plans to be created and interventions to take place.

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

In the area of Math, IXL will be provided for first and second grade students through our computer lab. Our title I funded para-educator will assist students to ensure IXL is used to the students potential. All students will have student letters that are send home in the first nine week report cards. This letter will provide the parents their child's user name and password to use IXL at home. Classroom teachers will provide additional ipad time to work on IXL if the students have no access to technology at home.

In the area of behavior, part of our Character education plan includes Morning Meeting daily in all classrooms. This is an opportunity to support student social and emotional growth. The Morning Meeting time has already made such a positive difference at TPS. The time set aside daily, provides opportunities for students to build better relationships with their teacher and peers. Students that are in Tier III for behavior or have a behavior goal in their IEP participate in an EARLY Morning Meeting with several adults. The faculty and staff meets together with these students to provide an additional support system to assist the student in being successful. During the EARLY Morning Meeting, the students exercise, practice breathing exercises, role play and are recognized for improving behavior. Several students in EARLY Morning Meeting are disadvantaged students.

We have Dream Team monthly at TPS. This is where all students from Branscomb, a government housing community where our most disadvantaged students live, stay after school until 4:00. During Dream Team, we have different activities each month. Some are art/crafts, games, dress up, parties and special events.

## 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:**

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

**Measurable Objective 1:**

collaborate to use and help students use digital resources and technology tools to create engaging learning experiences by 05/23/2019 as measured by increased use of meaningful technology lessons.

**Strategy1:**

Technology Experiences - Administrators will promote an environment of professional learning and innovation that empowers teachers to enhance student learning by using current technology and digital resources.

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

Research Cited: Wood, E., Mueller, J., Willoughby, J.S., and Deyoung, T. (2005) Teachers' perceptions: barriers and supports to using technology in the classroom.

Activity - Technology Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time para educator will teach computer skills and work with students using technology intervention programs. Classes will visit the computer lab once per week.	Direct Instruction Technology	08/13/2018	05/23/2019	\$26482 - Title I Part A	Administrators and Technology Para Educator

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to enhance lessons (interactive boards), provide technology lessons to students on using technology (keyboarding, research), and use programs to provide extra support for lessons (IXL)	Technology	08/13/2018	05/23/2019	\$0 - Title I Part A	Administration and Staff

**Strategy2:**

Research Based Technology Programs - Technology programs have been added to support student learning in the areas of reading and math. These programs meet the diverse needs of our students.

Category:

Research Cited: Jim Knight High Impact Instruction

**ACIP**

Taylorville Primary School

Activity - Lexia Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program for students who are experiencing difficulties with decoding words.	Technology	08/13/2018	05/23/2019	\$208 - General Fund	Administrators and Staff

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR reading, STAR Early Literacy, and Accelerated Reader. Teachers will use information from these programs provide to assess where students are with reading levels and/or comprehension.	Technology	08/13/2018	05/23/2019	\$4300 - Title I Part A	Administrators and staff

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based intervention program for ELL students	Technology	08/13/2018	05/23/2019	\$0 - No Funding Required	Administrators and staff

**Goal 2:**

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

**Measurable Objective 1:**

10% of All Students will increase student growth by using the Kinder Math, First Math, and Second Math program in Mathematics by 05/23/2019 as measured by unit assessments..

**Strategy1:**

IXL Math - First and Second grade students will have access to the IXL Math program in the school computer lab and classroom iPads. Teachers and administrators will have access to print data reports for the program. Students/ Parents will also be provided user names and passwords to utilize the full potential of the program.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL at Home	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First and Second grade parents will be provided their child's user name and password for IXL Math. Students will be able to utilize the program at home.	Parent Involvement	08/23/2018	05/13/2019	\$0 - No Funding Required	Administrators and Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the computer lab and have utilize the IXL Math Program online for additional practice on selected skills	Academic Support Program	08/13/2018	05/23/2019	\$26482 - Title I Schoolwide	Computer Lab Para-Educator, Classroom Teacher, Administrators

**Goal 3:**

Promote student growth in the area of social emotional through TPS Character education program.

**Measurable Objective 1:**

demonstrate a behavior of positive student behavior by 05/23/2019 as measured by office referrals decreasing by 5% from baseline data of 291 office referrals.

**Strategy1:**

Morning Meeting - All classrooms participate in "Morning Meetings" daily from 8:15-8:45.

Category: Develop/Implement Student and School Culture Program

Research Cited: Morning Meeting by Roxann Kriete and Carol Davis

Activity - Tier III Morning Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are in PST Tier III intervention for behavior/ Special education Behavior Intervention Plan receive additional support for 7:45-8:15.	Behavioral Support Program	08/13/2018	05/23/2019	\$0 - Other	April Henderson, Jaime Guffey

Activity - Classroom Morning Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms participate in "Morning Meetings" daily from 8:15-8:45. This is a time for students to greet each other, share, group activity and morning message. This time is spent building relationships and supporting each other as a school family.	Behavioral Support Program	08/13/2018	05/23/2019	\$300 - Other	Principal to lead Professional Development Faculty and Staff

**Strategy2:**

Positive Reinforcement - Students earning green 90% of the month to participate in monthly behavior rewards

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - PST Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are in Tier III for behavior have individual positive reinforcement in their PST Behavior Plan.	Behavioral Support Program	08/23/2018	05/23/2019	\$0 - No Funding Required	Faculty and Staff

**ACIP**

Taylorville Primary School

Activity - Monthly Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must be on green 90% of the month to participate. A different celebration will take place each month such as Movie Day or Glow Party.	Behavioral Support Program	08/23/2018	05/13/2019	\$500 - Other	Principals Character Committee Faculty and Staff

Activity - Semester Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a larger incentive in January and May for those that have been on green ONLY all semester.	Behavioral Support Program	08/13/2018	05/23/2019	\$500 - Other	Faculty and Staff

Activity - DREAM TEAM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly students that live in our most poverty stricken community stay after school for special activities with faculty and staff. Some of these activities include arts, music, dress up, games and special snacks. The faculty and staff volunteer their time to make a positive difference with these students.	Behavioral Support Program	08/13/2018	05/13/2019	\$0 - No Funding Required	Faculty and Staff members

**Strategy3:**

CLUB TPS - Purpose: To create a positive atmosphere of community at Taylorville Primary School, we know it takes a village to raise children. At TPS, to be able to do what is right for every child everyday...It takes everyone working together.

All faculty, staff and students belong to a club that was randomly selected. Faculty and staff are leaders in this club and try their best to get to know and interact with students of the same club color. Everyone has lanyards in their club color. Students have name tags that displays name, club color, lunch number and library number.

Our school population; faculty, staff and students consist of 5 color clubs. The colors are red, blue, green, purple and yellow. Everyone belongs to a Club. Clubs are randomly created. Each classroom has a variety of each color.

Category: Develop/Implement Student and School Culture Program

Research Cited: Ron Clark Academy

Activity - Club Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Club Days are two Tuesdays each month <ul style="list-style-type: none"> <li>•Everyone will wear their Club color.</li> <li>•Grade level Clubs will meet weekly at 1:30.</li> <li>•Clubs will meet school wide monthly once per nine weeks</li> <li>•On schoolwide Club colors will sit together at lunch. Lunch times will be the same, just sitting in each Club color. This will take place after routines are established. During monthly meetings, leaders will discuss character traits of the month, Club traits, School Promise and awards. Some awards will include perfect attendance, least discipline referrals and points.</li> </ul>	Behavioral Support Program	09/11/2018	05/14/2019	\$500 - Other	All Faculty, staff and students

Activity - Class DoJo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Club color will earn points to add to your overall score. The score will be managed through a simple version of ClassDojo. All faculty and staff were trained on ClassDojo. Points can be earned by individuals/teams showing good character.	Behavioral Support Program	08/13/2018	05/23/2019	\$0 - Other	All Faculty and Staff

**Strategy4:**

Schoolwide Classroom Discipline Procedures - All classrooms have the same behavior chart schoolwide. Each student will document classroom behavior daily in their take home binder. Students who exhibit good character skills and follow classrooms rules, will earn point for their school wide club.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Club Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are making positive choices and are moving up on classroom behavior chart, are earning points for their color club.	Behavioral Support Program	08/13/2018	05/13/2019	\$0 - No Funding Required	Classroom Teachers Students

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will have the same behavior plan/ chart in their classroom.	Behavioral Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	Classroom teachers

Activity - Take Home Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Students will document daily behavior in their take home folder. This process promotes parent involvement.	Behavioral Support Program	08/13/2018	05/23/2019	\$600 - Title I Schoolwide	Classroom Teachers Parents Students

**Strategy5:**

School Wide Discipline Plan - Each student at Taylorville Primary School is expected to conduct himself/herself in a manner that reflects self-respect and consideration for the rights, feelings and property of others. It is necessary that children learn and develop self-discipline in order to further their learning. We ask that you discuss with your children the importance of and need for good behavior and a good attitude while at school. We will not tolerate fighting, harassment, disrespect toward others, obscene language or destruction of school property. See the Tuscaloosa County Schools Parent/Student Information Guide for more information and a listing of offenses. We are encouraging our students to become LEADERS and take full responsibility for their actions and words.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Office Discipline Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Administrators will use the consequences provided in the Board's Policy Manual by their discretion based on frame and consequence. PST Referral/Child Find Procedures will supersede this progression in needed situations.</p> <p>Student conference/ Time out in office/Parent contacted                      Student conference/Half day In School Intervention/Parent contacted                      Student conference/ After School Detention/Parent contacted                      Student conference/Full day In School Intervention/Parent contacted                      Student conference/After School Detention/Parent contacted                      Student conference/Zero Day Suspension/Parent contacted/ Referral student to PST. Parent will be notified about IMPACT. Student will be assigned a SUSPENSION. Parent will be called by Administrator. Letter sent from Administrators.                      Student will be assigned a SUSPENSION. Parent will be called by an Administrator. Letter sent from the Superintendent.                      Student will be assigned SUSPENSION. Parent will be called by Administrator. Impact Letter will be delivered to parents via the Tuscaloosa County Sheriff's Department.                      Students with more than 3 out of school suspensions will be scheduled to attend an IMPACT conference. If students/parents do not attend IMPACT or if the student has additional out-of-school suspensions, a petition may be filed at Tuscaloosa County Juvenile Court, resulting in the arrest of the child's parents for violation of the Mandatory Attendance Act (Code of Alabama 16-28-12).                      Record incident on Office Referral Form, attach to this form and send to office. Student will be assigned the 10th Day of SUSPENSION and referred for a Discipline Hearing with Mr. Hurst at the Central Office for placement at the Alternative School.                      Students with IEP/ 504 Plan are limited to 10 days of suspension per school year.                      **General Ed students are limited to 10 of suspension per semester/20 per school year.</p>	Behavioral Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	Principal and Assistant Principal

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:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

collaborate to prepare students to be academically ready to succeed in a global society. by 05/23/2019 as measured by an increase on mathematics unit assessments.

**Strategy1:**

Professional Development on the Professional Learning Community process - Teachers will participate as a professional learning community with a focus in the area of mathematics. Teachers will meet on Tuesday of each week to discuss data and to utilize data to plan for instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Common Formative Assessment: A Toolkit for Professional Learning Communities at Work by Kim Bailey & ChrisJackicic

Activity - PLC Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will read and discuss Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Best practices from the book will be used to strengthen the PLC process.	Professional Learning	01/07/2019	05/23/2019	\$500 - Title I Part A	Administrators and Instructional Partner

Activity - Professional Development on the Professional Learning Community process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on professional learning communities provided through the school, district, and other sources. Strategies and practices will be incorporated into our daily practices.	Professional Learning	08/13/2018	05/23/2019	\$1500 - Title I Part A	Administrators, Instructional Partner, and Teachers

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively develop and administer Common Formative Assessments based on grade level priority standards. Teachers will provide intervention, reinforcement, or enrichment utilizing results from the assessments.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators, Instructional Partner, and Teachers

**Goal 2:**

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

**Measurable Objective 1:**

collaborate to use and help students use digital resources and technology tools to create engaging learning experiences by 05/23/2019 as measured by increased use of meaningful technology lessons.

**Strategy1:**

Technology Experiences - Administrators will promote an environment of professional learning and innovation that empowers teachers to enhance student learning by using current technology and digital resources.

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

Research Cited: Wood, E., Mueller, J., Willoughby, J.S., and Deyoung, T. (2005) Teachers' perceptions: barriers and supports to using

technology in the classroom.

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to enhance lessons (interactive boards), provide technology lessons to students on using technology (keyboarding, research), and use programs to provide extra support for lessons (IXL)	Technology	08/13/2018	05/23/2019	\$0 - Title I Part A	Administration and Staff

Activity - Technology Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time para educator will teach computer skills and work with students using technology intervention programs. Classes will visit the computer lab once per week.	Direct Instruction Technology	08/13/2018	05/23/2019	\$26482 - Title I Part A	Administrators and Technology Para Educator

### Strategy2:

Research Based Technology Programs - Technology programs have been added to support student learning in the areas of reading and math. These programs meet the diverse needs of our students.

Category:

Research Cited: Jim Knight High Impact Instruction

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program provides students with support to meet math grade level standards	Technology	10/03/2016	05/26/2017	\$0 - No Funding Required	Administrators and staff

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based intervention program for ELL students	Technology	08/13/2018	05/23/2019	\$0 - No Funding Required	Administrators and staff

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR reading, STAR Early Literacy, and Accelerated Reader. Teachers will use information from these programs provide to assess where students are with reading levels and/or comprehension.	Technology	08/13/2018	05/23/2019	\$4300 - Title I Part A	Administrators and staff

Activity - Lexia Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program for students who are experiencing difficulties with decoding words.	Technology	08/13/2018	05/23/2019	\$208 - General Fund	Administrators and Staff

### Goal 3:

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

### Measurable Objective 1:

10% of All Students will increase student growth by using the Kinder Math, First Math, and Second Math program in Mathematics by 05/23/2019 as measured by unit assessments..

### Strategy1:

IXL Math - First and Second grade students will have access to the IXL Math program in the school computer lab and classroom iPads. Teachers and administrators will have access to print data reports for the program. Students/ Parents will also be provided user names and passwords to utilize the full potential of the program.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL at Home	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First and Second grade parents will be provided their child's user name and password for IXL Math. Students will be able to utilize the program at home.	Parent Involvement	08/23/2018	05/13/2019	\$0 - No Funding Required	Administrators and Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the computer lab and have utilize the IXL Math Program online for additional practice on selected skills	Academic Support Program	08/13/2018	05/23/2019	\$26482 - Title I Schoolwide	Computer Lab Para-Educator, Classroom Teacher, Administrators

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:**

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

**Measurable Objective 1:**

collaborate to use and help students use digital resources and technology tools to create engaging learning experiences by 05/23/2019 as measured by increased use of meaningful technology lessons.

**Strategy1:**

Research Based Technology Programs - Technology programs have been added to support student learning in the areas of reading and math. These programs meet the diverse needs of our students.

Category:

Research Cited: Jim Knight High Impact Instruction

Activity - Lexia Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program for students who are experiencing difficulties with decoding words.	Technology	08/13/2018	05/23/2019	\$208 - General Fund	Administrators and Staff

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based intervention program for ELL students	Technology	08/13/2018	05/23/2019	\$0 - No Funding Required	Administrators and staff

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR reading, STAR Early Literacy, and Accelerated Reader. Teachers will use information from these programs provide to assess where students are with reading levels and/or comprehension.	Technology	08/13/2018	05/23/2019	\$4300 - Title I Part A	Administrators and staff

**Strategy2:**

Technology Experiences - Administrators will promote an environment of professional learning and innovation that empowers teachers to enhance student learning by using current technology and digital resources.

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

Research Cited: Wood, E., Mueller, J., Willoughby, J.S., and Deyoung, T. (2005) Teachers' perceptions: barriers and supports to using technology in the classroom.

Activity - Technology Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time para educator will teach computer skills and work with students using technology intervention programs. Classes will visit the computer lab once per week.	Direct Instruction Technology	08/13/2018	05/23/2019	\$26482 - Title I Part A	Administrators and Technology Para Educator

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to enhance lessons (interactive boards), provide technology lessons to students on using technology (keyboarding, research), and use programs to provide extra support for lessons (IXL)	Technology	08/13/2018	05/23/2019	\$0 - Title I Part A	Administration and Staff

**Goal 2:**

Promote student growth in the area of social emotional through TPS Character education program.

**Measurable Objective 1:**

demonstrate a behavior of positive student behavior by 05/23/2019 as measured by office referrals decreasing by 5% from baseline data of 291 office referrals.

**Strategy1:**

Schoolwide Classroom Discipline Procedures - All classrooms have the same behavior chart schoolwide. Each student will document classroom behavior daily in their take home binder. Students who exhibit good character skills and follow classrooms rules, will earn point for their school wide club.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Take Home Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Students will document daily behavior in their take home folder. This process promotes parent involvement.	Behavioral Support Program	08/13/2018	05/23/2019	\$600 - Title I Schoolwide	Classroom Teachers Parents Students

Activity - Club Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are making positive choices and are moving up on classroom behavior chart, are earning points for their color club.	Behavioral Support Program	08/13/2018	05/13/2019	\$0 - No Funding Required	Classroom Teachers Students

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will have the same behavior plan/ chart in their classroom.	Behavioral Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	Classroom teachers

**Strategy2:**

Positive Reinforcement - Students earning green 90% of the month to participate in monthly behavior rewards

**ACIP**

Taylorville Primary School

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - PST Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are in Tier III for behavior have individual positive reinforcement in their PST Behavior Plan.	Behavioral Support Program	08/23/2018	05/23/2019	\$0 - No Funding Required	Faculty and Staff

Activity - Monthly Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must be on green 90% of the month to participate. A different celebration will take place each month such as Movie Day or Glow Party.	Behavioral Support Program	08/23/2018	05/13/2019	\$500 - Other	Principals Character Committee Faculty and Staff

Activity - DREAM TEAM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly students that live in our most poverty stricken community stay after school for special activities with faculty and staff. Some of these activities include arts, music, dress up, games and special snacks. The faculty and staff volunteer their time to make a positive difference with these students.	Behavioral Support Program	08/13/2018	05/13/2019	\$0 - No Funding Required	Faculty and Staff members

Activity - Semester Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a larger incentive in January and May for those that have been on green ONLY all semester.	Behavioral Support Program	08/13/2018	05/23/2019	\$500 - Other	Faculty and Staff

**Strategy3:**

CLUB TPS - Purpose: To create a positive atmosphere of community at Taylorville Primary School, we know it takes a village to raise children. At TPS, to be able to do what is right for every child everyday...It takes everyone working together.

All faculty, staff and students belong to a club that was randomly selected. Faculty and staff are leaders in this club and try their best to get to know and interact with students of the same club color. Everyone has lanyards in their club color. Students have name tags that displays name, club color, lunch number and library number.

Our school population; faculty, staff and students consist of 5 color clubs. The colors are red, blue, green, purple and yellow. Everyone belongs to a Club. Clubs are randomly created. Each classroom has a variety of each color.

Category: Develop/Implement Student and School Culture Program

Research Cited: Ron Clark Academy

Activity - Club Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Club Days are two Tuesdays each month</p> <ul style="list-style-type: none"> <li>•Everyone will wear their Club color.</li> <li>•Grade level Clubs will meet weekly at 1:30.</li> <li>•Clubs will meet school wide monthly once per nine weeks</li> <li>•On schoolwide Club colors will sit together at lunch. Lunch times will be the same, just sitting in each Club color. This will take place after routines are established. During monthly meetings, leaders will discuss character traits of the month, Club traits, School Promise and awards. Some awards will include perfect attendance, least discipline referrals and points.</li> </ul>	Behavioral Support Program	09/11/2018	05/14/2019	\$500 - Other	All Faculty, staff and students

Activity - Class DoJo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Each Club color will earn points to add to your overall score. The score will be managed through a simple version of ClassDojo. All faculty and staff were trained on ClassDojo. Points can be earned by individuals/teams showing good character.</p>	Behavioral Support Program	08/13/2018	05/23/2019	\$0 - Other	All Faculty and Staff

**Strategy4:**

Morning Meeting - All classrooms participate in "Morning Meetings" daily from 8:15-8:45.

Category: Develop/Implement Student and School Culture Program

Research Cited: Morning Meeting by Roxann Kriete and Carol Davis

Activity - Tier III Morning Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students that are in PST Tier III intervention for behavior/ Special education Behavior Intervention Plan receive additional support for 7:45-8:15.</p>	Behavioral Support Program	08/13/2018	05/23/2019	\$0 - Other	April Henderson, Jaime Guffey

Activity - Classroom Morning Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All classrooms participate in "Morning Meetings" daily from 8:15-8:45. This is a time for students to greet each other, share, group activity and morning message. This time is spent building relationships and supporting each other as a school family.</p>	Behavioral Support Program	08/13/2018	05/23/2019	\$300 - Other	Principal to lead Professional Development Faculty and Staff

**Strategy5:**

School Wide Discipline Plan - Each student at Taylorville Primary School is expected to conduct himself/herself in a manner that reflects self-respect and consideration for the rights, feelings and property of others. It is necessary that children learn and develop self-discipline in order to further their learning. We ask that you discuss with your children the importance of and need for good behavior and a good attitude while at school. We will not tolerate fighting, harassment, disrespect toward others, obscene language or destruction of school property. See the Tuscaloosa County Schools Parent/Student Information Guide for more information and a listing of offenses. We are encouraging our students to become LEADERS and take full responsibility for their actions and words.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Office Discipline Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Administrators will use the consequences provided in the Board's Policy Manual by their discretion based on frame and consequence. PST Referral/Child Find Procedures will supersede this progression in needed situations.</p> <p>Student conference/ Time out in office/Parent contacted                      Student conference/Half day In School Intervention/Parent contacted                      Student conference/ After School Detention/Parent contacted                      Student conference/Full day In School Intervention/Parent contacted                      Student conference/After School Detention/Parent contacted                      Student conference/Zero Day Suspension/Parent contacted/ Referral student to PST. Parent will be notified about IMPACT. Student will be assigned a SUSPENSION. Parent will be called by Administrator. Letter sent from Administrators.                      Student will be assigned a SUSPENSION. Parent will be called by an Administrator. Letter sent from the Superintendent.                      Student will be assigned SUSPENSION. Parent will be called by Administrator. Impact Letter will be delivered to parents via the Tuscaloosa County Sheriff's Department.                      Students with more than 3 out of school suspensions will be scheduled to attend an IMPACT conference. If students/parents do not attend IMPACT or if the student has additional out-of-school suspensions, a petition may be filed at Tuscaloosa County Juvenile Court, resulting in the arrest of the child's parents for violation of the Mandatory Attendance Act (Code of Alabama 16-28-12).                      Record incident on Office Referral Form, attach to this form and send to office. Student will be assigned the 10th Day of SUSPENSION and referred for a Discipline Hearing with Mr. Hurst at the Central Office for placement at the Alternative School.                      Students with IEP/ 504 Plan are limited to 10 days of suspension per school year.                      **General Ed students are limited to 10 of suspension per semester/20 per school year.</p>	<p>Behavioral Support Program</p>	<p>08/13/2018</p>	<p>05/23/2019</p>	<p>\$0 - No Funding Required</p>	<p>Principal and Assistant Principal</p>

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

**Goal 1:**

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

**Measurable Objective 1:**

collaborate to use and help students use digital resources and technology tools to create engaging learning experiences by 05/23/2019 as

measured by increased use of meaningful technology lessons.

**Strategy1:**

Technology Experiences - Administrators will promote an environment of professional learning and innovation that empowers teachers to enhance student learning by using current technology and digital resources.

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

Research Cited: Wood, E., Mueller, J., Willoughby, J.S., and Deyoung, T. (2005) Teachers' perceptions: barriers and supports to using technology in the classroom.

Activity - Technology Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time para educator will teach computer skills and work with students using technology intervention programs. Classes will visit the computer lab once per week.	Technology Direct Instruction	08/13/2018	05/23/2019	\$26482 - Title I Part A	Administrators and Technology Para Educator

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to enhance lessons (interactive boards), provide technology lessons to students on using technology (keyboarding, research), and use programs to provide extra support for lessons (IXL)	Technology	08/13/2018	05/23/2019	\$0 - Title I Part A	Administration and Staff

**Strategy2:**

Research Based Technology Programs - Technology programs have been added to support student learning in the areas of reading and math. These programs meet the diverse needs of our students.

Category:

Research Cited: Jim Knight High Impact Instruction

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based intervention program for ELL students	Technology	08/13/2018	05/23/2019	\$0 - No Funding Required	Administrators and staff

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR reading, STAR Early Literacy, and Accelerated Reader. Teachers will use information from these programs provide to assess where students are with reading levels and/or comprehension.	Technology	08/13/2018	05/23/2019	\$4300 - Title I Part A	Administrators and staff

**ACIP**

Taylorville Primary School

Activity - Lexia Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program for students who are experiencing difficulties with decoding words.	Technology	08/13/2018	05/23/2019	\$208 - General Fund	Administrators and Staff

**Goal 2:**

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

**Measurable Objective 1:**

10% of All Students will increase student growth by using the Kinder Math, First Math, and Second Math program in Mathematics by 05/23/2019 as measured by unit assessments..

**Strategy1:**

IXL Math - First and Second grade students will have access to the IXL Math program in the school computer lab and classroom iPads. Teachers and administrators will have access to print data reports for the program. Students/ Parents will also be provided user names and passwords to utilize the full potential of the program.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - IXL at Home	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First and Second grade parents will be provided their child's user name and password for IXL Math. Students will be able to utilize the program at home.	Parent Involvement	08/23/2018	05/13/2019	\$0 - No Funding Required	Administrators and Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the computer lab and have utilize the IXL Math Program online for additional practice on selected skills	Academic Support Program	08/13/2018	05/23/2019	\$26482 - Title I Schoolwide	Computer Lab Para-Educator, Classroom Teacher, Administrators

**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.**

The school provides a translator for English Language Learners as needed.

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

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

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

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

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 employed. Teachers receive professional development based on the needs of the school.

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

### What is the school's teacher turnover rate for this school year?

We had 1 teacher who retired , one to resign, and 1 teacher to transfer to a different school.

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

All teachers are highly qualified. The instructional staff which includes teachers, principals, and paraprofessionals at Taylorville 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. Five teachers are National Board Certified.

### 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).

Every year district representatives attend job fairs in areas of Alabama and in neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to our district. Prospective teachers are given information about our school system and some are offered letters of intent. Taylorville Primary also hosts numerous student teachers and other students pursuing a degree in the field of education from surrounding colleges and universities. Several of our teachers are clinical master teachers and have earned a distinction in their ability to offer feedback to student teachers.

We are also proud to host high school students who are members of the Future Teachers of America club at their school. We believe that these relationships with prospective teacher candidates build our application pool. Applications are requested district-wide when there are job openings. This allows Taylorville Primary the ability to choose teachers that are highly qualified. The decision of hiring highly qualified staff is made at the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area in which the teacher is highly qualified to teach. All teaching assignments are made using this information. New teachers are mentored at the district and school level and monitored through Educate Alabama. All teachers are required to participate in professional development activities provided by the school and school district. Title I school staff and administrators determine personnel needs that require Title I funds.

**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.**

As a result of the needs assessments, it was determined that additional professional development was needed in the area of mathematics and rigor. In order to meet these needs, one of the goals for the new school year is to strengthen the professional learning community process. Professional development will be provided on the professional learning community process, In addition, selected teachers and administrators will be able to attend workshops on motivation and building character(Ron Clark Academy ) and mathematics strategies and best practices(Get Your Teach On).

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

The following high quality, effective and research-based professional development are included in our school-wide plan: Ron Clark Academy, Get Your Teach on Conference, or Professional Learning Community Conferences.

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

The Tuscaloosa County Board of Education provides training for new teachers in the system. Teachers meet monthly for professional development. All first year teachers are assigned a mentor. This pair meets weekly to provide support. New teachers work closely with grade level members to plan. New teachers are also supported by our instructional coach. Taylorville Primary School doesn't have any teachers that are brand new to the profession.

**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 professional development as needed provided by our instructional partner/ administrators or teacher leaders. Our instructional partner also provides follow-up support for implementation. Teachers provide their grade level members with turnaround trainings following professional development received outside of the school from sources. Teachers have common planning time for collaboration. Teachers create their Professional Development Plan in Educate Alabama, this allows 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:

Promote student growth and parent involvement through system support services

### Measurable Objective 1:

collaborate to improve communication between parents, teachers and the school by 05/26/2017 as measured by increased number of completed parent surveys.

### Strategy1:

Parent Notification - Parents will receive announcements, volunteer opportunities, information about school events, information about their child's progress, and other school related information through various forms of media.

Category: Other - Communication

Research Cited: Comer, J. and Haynes, N. (2014). The Home-School Connection: An emphasis on parent involvement

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These notebooks are used to track student behavior and encourage communication. Parents can also communicate back and forth with the teacher about student progress. Teachers communicate with students about information included in the notebook and their role. Student then discuss this data with parents.	Parent Involvement	08/13/2018	05/23/2019	\$1200 - Title I Part A	Administration and Staff

Activity - Parent Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive important information about the school via Remind 101, school website, school messenger, school facebook page, class newsletters, and flyers	Parent Involvement	08/13/2018	05/23/2019	\$0 - No Funding Required	Administration and staff

### Strategy2:

Parent Activities - Taylorville Primary School will develop activities to promote parent engagement at the school.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Taylorville Primary School

<b>Activity - Parent-Child Projects</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Parents and students will collaborate to complete a minimum of one parent-child project each semester. A pumpkin decorating project will take place the first semester. A math fair will take place the second semester.	Parent Involvement	10/01/2018	04/19/2019	\$2000 - Title I Part A	Administration, Parent-Involvement Committee, Parents, and Students

<b>Activity - Awards Day</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Parent will be invited to an awards day each nine weeks to witness their students being rewarded for academics and character education achievements.	Parent Involvement	08/13/2018	05/23/2019	\$2000 - General Fund	Academic Recognition Committee

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## 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?**

Since Taylorville Primary is a PreK- second grade school, we do not participate in statewide assessments. We have data at the system and school level that we use to drive our instruction. Englewood Elementary is the 3rd through 5th grade school in our feeder pattern. The results of their data is shared with our teachers to ensure we are making gains in our instructional areas.

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## **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 standards at an advanced or proficient level is done through analysis of the State assessment. We review the third grade scores from our feeder school to determine potential patterns. Ongoing monitoring occurs through the use of formal and informal assessments such as DIBELS, IXL, teacher made tests, STAR, formative assessments, etc. Teachers also use Home Language surveys to identify students potentially needing ESL 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. Englewood's area of weakness for the 2017-2018 school year was math. Therefore, our focus for 2018-2019 professional learning communities is math.

### **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. ESL students receive extra support from ESL tutors.

### **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.**

Taylorville Primary realizes that a student's education goes well beyond the school day. We are implementing reading and math programs that offer homework components that offer extra practice and access to resources. Students also have access to IXL for additional math support. Our extended day program offers homework help.

### **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.**

All students at Taylorville Primary including those identified as migrant, English Language learners, economically disadvantaged, spcialeducation, neglected and/or delinquent, and homeless, have access to all services and programs available, including free/reduced lunch, Title I services, ESL services, Special Education services, At Risk, and counseling services. Also, we use the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies,

food, clothing, and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The office staff identifies limited-English proficiency upon enrollment. At this time, the office staff tries to help the parents enroll. If the office staff has concerns with their language barrier, she notifies them of our TCSS Welcome Center. This new addition to the Tuscaloosa County School System offers support to non-English speaking families. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficiency testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Second Learner (ESL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Second Learner (ESL) committee (PST) convenes to determine appropriate services and placement for each individual student. The committee consists of the ESL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. All ESL students are provided with tutors and services from ESL teachers. If the need arises, the ESL teacher arranges for an interpreter to attend meetings. Parents are provided the opportunity to receive all updates and important forms in English and their native language. The committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and assessment results), the student becomes eligible to exit the ESL program and will be monitored for two years to ensure success. ELLs are considered a "protected group" by the SDE and do not have to adhere to regular admission requirements to be enrolled.

**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.**

Our parent involvement plan allows us to address students of all populations and disabilities. Child Find is utilized to identify students of need. The PST Team meets to ensure that these students are receiving the appropriate support. An EL teacher provides additional assistance to English Language Learners as needed. Plans are put in place for each student.

## **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, a counselor, media specialist, speech pathologist, and administrators which are necessary for learning. Federal funds allow us to decrease class sizes and enhance classroom opportunities, so students receive optimal instructional opportunities. State and federal funds provide for professional development. Professional Development improves teacher's 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 a CIP 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)?**

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, Erin's Law and Jason Flatt Act, and Red Ribbon Week. Homeless students are resourced using the McKinney Vento Program which identifies students that are homeless and at-risk. The faculty was educated on "offer versus serve" and information is on our district's website.

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

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

The schoolwide program is evaluated regularly through walk-throughs, surveys, instructional rounds, professional development plans, data meetings and by CIP reflections. CIP walkthroughs 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 PLC meetings allow teachers to collaborate on strategies that will help meet the goals included in the CIP plan. Data is collected mid-year to review goals and documents. Annually a comprehensive yearly review is held where stakeholders including parents, district administrators, students, and community members are invited to participate as part of a review team.

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

The administrators and instructional coach collect and analyze data in order to assess school needs. Taylorville Primary does not take state assessments however this information is shared with the leadership team. We also take the results from our feeder school's State assessment and create goals based on the strengths and weaknesses found in the assessment data. We also use other assessments such as DIBELS and Star. These goals are then shared with the faculty for feedback. This information is used to allocate money and other resources. The Character Committee is responsible for collecting, analyzing, and reporting assessment data, compilation, dissemination, and implementation of the CIP, allocating funds for activities programs, and materials based on the results of the school-wide needs assessment, disseminating information to staff regarding professional development opportunities such as workshops and in-service.

### **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 (obtained from our feeder school), 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 PLC meetings are held monthly to track progress toward goals using Common Formative Assessments. PST meetings are also held to address individual needs. During these meetings we discuss patterns, strategies, and interventions to promote achievement. Data meetings are held monthly to analyze data, trends and patterns.

### **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 observations 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 ways to reach students. The Title I committee meets at least 4 times yearly to assess, review

and plan.

DRAFT

# Coordination of Resources - Comprehensive Budget

DRAFT

## Introduction

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

DRAFT

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	36.8

Provide the number of classroom teachers.

36.80

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2065237.0

Total

2,065,237.00

DRAFT

### Administrator Units

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

Provide the number of administrators.

1.50

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	147077.0

Total

147,077.00

DRAFT

### Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63799.0

Total

63,799.00

DRAFT

### Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	55467.0

Total

55,467.00

DRAFT

## 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.	57343.0

Total

57,343.00

DRAFT

### Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

DRAFT

### Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

DRAFT

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12240.0

Total

12,240.00

DRAFT

## Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3672.0

Total

3,672.00

DRAFT

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

DRAFT

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	21871.0

Total

21,871.00

DRAFT

## Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3922.0

Total

3,922.00

DRAFT

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	148251.0

**Provide a brief explanation and breakdown of expenses.**

Salaries and Benefits- \$127,461  
Instructional Classroom Support- \$550  
Parent Involvement- Instructional Supplies \$6,689  
(Ink, Display Boards, Pouches, Plastic Sleeves, Binders)  
Professional Development- Substitutes \$4,769  
Professional Development- Staff ED Services \$1,000  
Professional Development- In State Travel \$1,850  
Professional Development -Out of State Travel \$2,537  
(Ron Clark Academy/PLC Conferences/Get Your Teach On Conference)  
Professional Development- Staff Instructional Supplies- \$895  
Professional Development- Registration- \$2, 500



**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

DRAFT

**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

DRAFT

**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

DRAFT

**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

DRAFT

### 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

DRAFT

### 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

DRAFT

**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

DRAFT

## Local Funds

Label	Question	Value
1.	Provide the total	128087.69

**Provide a brief explanation and breakdown of expenses.**

General Funds- 24,884.68  
Non Public General Funds- 31, 545.02  
Extended Day- 7,980.34  
Summer Day Camp- 25,987.36  
PTO- NonPublic- 15, 950.86  
PTO- Public- 21,739.43

DRAFT

# Parent and Family Engagement

DRAFT

## **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.

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## 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))**

During the beginning of the new school year our school holds its annual meeting for all parents of participating children. Parents are notified of the meeting through notices sent home by students, school newsletters from the office, and on the school website. Topics to be discussed are : Continuous Improvement Plan, College and Career Ready Standards, Title I program and participation, its services, and parent's rights, Parent Involvement Section on the CIP, parent resource tools, parent surveys, Title I budgets, and the Parent/Student Compact. The leadership and staff of Taylorville Primary have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Two parents were chosen serve as representatives on the CIP committee and are active participants in the development of this plan. All parents are given the opportunity to review the plan and submit suggestions before its final approval. Parents are given surveys to seek their input on activities, training, and materials that the school should offer to parents for the next school year. Taylorville Primary School uses its parental involvement funds as follows: purchase binders, schools supplies for children of poverty, paper for newsletters, and materials for parent night.

**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))**

Our school has two parents on the Title I committee who were active participants in the development of the plan. Parents have input on developing our parent involvement plan, and the Parent/Student Compact. Results of parent surveys are reviewed by the parent representatives and Title I committee to determine needed changes. During planning sessions, the budget for allocated funds for parent involvement is discussed. Our annual Literacy Night was held on September 10th where instructional strategies were reviewed with their classroom teacher. A morning session was also offered on September 13 at 9:00am.

Other meetings include: Parent meetings, Parent Workshops, Parent Night, and Title I Committee meetings. We are now implementing a Parent/Student project where families are decorating a pumpkin together and the top 10 pumpkins will be recognized school-wide. Funds are used to provide all students with binders to provide daily communication home and school. We also use funds to provide supplies for parent night

**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 our annual meeting of parents at the beginning of the school year, Taylorville Primary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used. Parents will learn about  
SY 2018-2019

the following subjects taught: reading, math, science, social studies, PE, and art. They will also learn about how to schedule parent/teacher conferences and how they can participate in decisions related to the education of their child. Teachers review the School-Parent Compact with all parents. Upon conclusion of the general session teachers will provide additional information on the subjects they teach and how students are individually assessed. Parent/Student information guides are distributed to all students in the Tuscaloosa County School System. The guides are currently available in both English and Spanish. Translators in multiple languages are available through the ESL Program Office for parent/teacher conferences, Open House, and other needs that may arise.

**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))**

Parents are given a copy of the school-parent compact at the beginning of the school year. Parents are asked to sign the compacts signifying their commitment to working in partnership with the school and child ensuring that their child is successful in school. The compacts will be discussed at parent and student conferences. This compact is updated annually.

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

The Title I Parents' Advisory Committee meets at least 4 times periodically throughout the year to review the CIP, voice concerns, and offer suggestions for improvement. In May of each year, Taylorville Primary School brings its CIP Committee together to review, evaluate, and revise its CIP. The parents on the committee are notified of the review. Parents are also provided with a parent survey each year in the spring. These surveys are used to plan for the following school year.

**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)**

Taylorville Primary School will accomplish much of this through its annual meeting held at the beginning of the school year. At that time parents will receive an overview of the College and Career Ready Standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their child's education. Following the general session, parents will be invited to their child's classroom to learn about individual class assessments and what their role will be in helping their child succeed. Parents receive a copy of the Parent Information Guide, Parent Involvement plan and the Title I School-Parent compact. Parent workshops will be offered at our parent nights each semester for parents to learn how to better help their child at home. We use information from Parent Surveys to determine topics that are offered during our parent nights. The results

from the spring 2018 surveys state that parents want to learn more about reading and math.

**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)**

Taylorville's CIP committee and school counselor work diligently to ensure that all parents' materials and training is closely aligned with our school's identified goals. Specific topics for parent workshops will include reading with your child, creating a home learning environment, we will host a Math Fair, informing parents about Club TPS and working as a partner with your child's teachers. Parents will have the opportunity to choose several areas. During our grade level PLC meetings, teachers discuss ways to communicate and work with parents. Many teachers use a class Facebook page or Remind 101 to communicate with parents beyond the take home binder. As a school, we have a TPS Facebook page, a parent Remind 101 and our school website.

**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)**

Taylorville Primary will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. Teachers will participate in a poverty study this year to help understand how to build relationships and better understand the needs of our students and parents that are living in low socio-economic conditions. Teachers will offer parents flexible options for parent conferences. Teachers will communicate with parents via newsletters, communication binders, remind 101, etc. Several opportunities for parents to volunteer will be offered throughout the year. Grandparents Day and American Education Week are also other opportunities to have parents visit with their student's teacher.

**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)**

Taylorville Primary will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. Teachers participated in a poverty study last year to help understand how to build relationships and better understand the needs of our students and parents that are living in low socio-economic conditions. Teachers will offer parents flexible options for parent conferences. Teachers will communicate with parents via newsletters, communication binders, remind 101, etc. Several opportunities for parents to volunteer and attend field trips will be offered throughout the year.

**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)**

Taylorville Primary is prepared to provide services, forms, and materials in various languages if needed. Transact (software program) that interprets materials is available at the County Board of Education. The Tuscaloosa County Board of Education intranet website has forms available for parents in their native language. The Tuscaloosa County Parent/Student Informational Guide is available in Spanish. We also have access to translators for our ESL parents. Tuscaloosa County Schools also offers a Welcome Center at the central office to help assist parents.

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

Taylorville Primary is prepared to provide services, forms, and materials in various languages if needed. Transact (software program) that interprets material is available at the County Board of Education. The Tuscaloosa County Board of Education intranet website has forms available for parents in their native language. The Tuscaloosa County Parent/Student Informational Guide is available in Spanish. We also have access to translators for our ESL parents. Tuscaloosa County Schools also offers a Welcome Center at the central office to help assist parents.