



ACIP

Munford Elementary School

Talladega County Board of Education

Mrs. Angela Robinson, Principal
365 Cedars Road
Munford, AL 36268

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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?

Munford Elementary School, built in 2001, is one of 17 schools which comprise the Talladega County School System. Located in Munford, Alabama near the foothills of the Talladega National Forest and the southern tip of the Appalachian Mountains, Munford Elementary is the first school in the southeast that is modeled after a forest and incorporates forestry, conservation, and environmental education themes into the basic curriculum. It was the first school chosen in the U.S. Forest Service Adopt-a-School Program. Through a process called theme immersion, the instructional design of the school uses elements of the physical design and interactive exhibits throughout the building to convey an environmental theme. The cafeteria features a streambed mural and a 250-gallon aquarium. A stone path runs the entire length of the main hallway and has natural looking trees appearing to grow from the walls. Each exhibit was sponsored through successful partnerships with the Alabama Forestry Commission, Talladega County Soil and Conservation, U.S. Forest Service, Georgia Pacific, and many other local agencies. During the 2000-2001 school year, these organizations collectively donated over \$300,000 to make the displays possible. The museum-type displays and interactive exhibits are correlated with the Alabama Course of Study and provide hands-on experiences for the students. Products from Trees, Recycling, Animal Tracks, Water Quality, Soil Profiles, and Careers in Natural Resources are some of the many exhibits found throughout the school. Students at Munford Elementary have the unique opportunity to be immersed in forestry, conservation, and environmental education through daily learning activities.

Munford Elementary is a Pre-K through fifth-grade school with 677 students. The student population is 49.8 percent male, 50.2 percent female, 74 percent white, 21 percent black, and five percent Hispanic. Less than one percent of the students are English Language Learners. Seven percent of the students are served in the gifted program, and 13.3 percent of the students are in the special education program. Sixty-eight percent of students receive free or reduced lunches through the National School Lunch Program. Munford Elementary employs 76 faculty and staff who serve in the following positions: two administrators, one full-time guidance counselor, two full-time on-site school nurses, one media specialist, one instructional partner, one speech-language pathologist, and two physical education teachers. In addition, the school has one music teacher, one STEAM teacher, one technology integration specialist, five special needs teachers, one gifted teacher, 37 certified classroom teachers, three special education instructional assistants, three custodians, two office staff, and seven CNP workers. All teachers at Munford Elementary are highly qualified.

The mission of Munford Elementary is to provide an engaging, rigorous curriculum empowering all students to be college and career ready. Munford Elementary School's vision is to see all students develop into leaders as students set and accomplish goals that will prepare them to achieve success. Munford Elementary School is a Title I school which uses supplemental funds for improvement of all educational aspects, with an emphasis on parental involvement. The school is committed to helping students reach excellence. Students set academic goals and personal goals at the beginning of each nine weeks. Students track their progress towards goals in a leadership notebook. Parents are invited to the school for student-led conferences where students explain their own growth and data. As students persevere to achieve their goals, teachers emphasize having a growth mindset.

Data reflects that students at Munford Elementary are growing and learning. In 2017, students in third grade scored at or above the national average on the ACT Aspire in reading, writing, and math. Students in fourth grade scored at or above the national average on the ACT Aspire in English, reading, writing, and science. Students in fifth grade scored at or above the national average on the ACT Aspire in English, reading, and writing. During the 2017-2018, students increased their reading and math proficiency on the STAR Renaissance assessments SY 2018-2019

by 21 percent in reading and by eighteen percent in math. In April of 2018, Munford Elementary had the highest percentage of growth when compared with other elementary schools in the Talladega County School System on Scantron Performance Series, Alabama's state assessment for public schools.

Students work extremely hard at Munford Elementary to achieve academic goals. They also use their creative energy to pursue their passions, find solutions to authentic problems, and collaborate with peers and adults to give back to others in their community. Munford Elementary provides a range of high-quality services to support student learning and development. The school's after-school program and enrichment clubs help students meet the state standards in core academic subjects such as reading and math while also offering students a broad array of enrichment activities that complement their academic classes. In addition to the before and after-school program, students have opportunities to participate in the MES Chorus, STEAM Team, Leadership Houses, Green Team, School Greeters, Library Assistants, Reading Buddies, Safety Patrol, Office Assistants, and Student Lighthouse Team. Munford Elementary also offered a three-day Kindergarten Academy for the past three years to aid in the transition of kindergarten students to school. Approximately, 91 students attended this academy in July of 2018.

Significant, positive changes to school culture have taken place over the past seven years. The Leader in Me school transformation model was introduced during the 2012-2013 school year. During the 2014-2015 school year, Munford Elementary was named a Leader in Me Lighthouse School serving as a model for student leadership. This program continues to make a significant impact on student and teacher attitudes and school culture. In addition to being named a Student Lighthouse School, Munford Elementary was recognized in 2012 as a National Green Ribbon School. Munford Elementary was also featured as one of the top 10 innovative schools in America by Parent Magazine and in Parent and Child Magazine as one of the top 25 coolest schools in America.

During the 2016-2017 school year, Munford Elementary School was named a MyOn Spotlight School and was featured in several articles where student growth was spotlighted including ASCD SmartBrief, EdTech SmartBrief, and STEM SmartBrief. The MyOn Spotlight article focused on students' Lexile growth in reading. In 2016, Munford Elementary implemented a one-to-one technology initiative. All students received a laptop to use at school. Students in third through fifth grade were given twenty-four-hour access to their devices. Innovative teaching practices and the one-to-one technology initiative continue to be a priority at the high poverty school. Most recently, in July of 2018, Munford Elementary was named an Alabama Bicentennial School and received a \$2000 grant to initiate projects that would teach students about Alabama's history. Munford Elementary continues to seek resources to provide opportunities that will empower the students to strive for excellence.

Families and community leaders are very active in the community and school events. Many parents want to participate in more activities but are hindered by work schedules and/or transportation issues.

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.

Munford Elementary School's mission is to ensure exemplary student performance, citizenship, and leadership. We embody this purpose by sustaining highly qualified teachers who are provided with embedded professional development to stay abreast of current research-based strategies to implement in their classrooms. Teachers provide opportunities for all students to engage in a rigorous curriculum that is monitored by school-wide benchmark assessments and progress monitoring. Also, we provide a physically and emotionally safe learning environment that embraces academic rigor, encourages student engagement and participation, and promotes student discussion.

We communicate performance expectations to all stakeholders. Our school has also implemented the Leader In Me school transformation model. Through our focus on the 7 Habits of Happy Kids, students are taught important leadership skills to ensure good citizenship. Additionally, through the implementation of houses, students are building relationships with other students and teachers in their grade-level and learning to respect the ideas of others while working together collaboratively.

The vision for Munford Elementary embraces the idea that all students will acquire knowledge and develop the necessary skills and strategies to enable them to become college and career ready. We expect Munford Elementary students to grow into young men and women who are academically and socially equipped to be lifelong learners and prepared to excel in their community, while striving for excellence in their career goals.

Munford Elementary also believes that:

- Every individual has dignity and worth and has a right to a positive, caring environment.
- Every individual should experience success daily and learn to his/her full potential.
- Every individual is responsible for his/her behavior.
- Every individual has a right to live and work in a clean, attractive, and prejudice-free environment.
- Environmental and career awareness will promote good citizenship in our students.

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.

Significant, positive changes to school culture have taken place over the past seven years. The Leader in Me school transformation model was introduced during the 2012-2013 school year. During the 2014-2015 school year, Munford Elementary was named a Leader in Me Lighthouse School serving as a model for student leadership. This program continues to make a significant impact on student and teacher attitudes and school culture. In addition to being named a Student Lighthouse School, Munford Elementary was recognized in 2012 as a National Green Ribbon School. Munford Elementary was also featured as one of the top 10 innovative schools in America by Parent Magazine and in Parent and Child Magazine as one of the top 25 coolest schools in America.

During the 2016-2017 school year, Munford Elementary School was named a MyOn Spotlight School and was featured in several articles where student growth was spotlighted including ASCD SmartBrief, EdTech SmartBrief, and STEM SmartBrief. The MyOn Spotlight article focused on students' Lexile growth in reading. In 2016, Munford Elementary implemented a one-to-one technology initiative. All students received a laptop to use at school. Students in third through fifth grade were given twenty-four-hour access to their devices. Innovative teaching practices and the one-to-one technology initiative continue to be a priority at the high poverty school. Most recently, in July of 2018, Munford Elementary was named an Alabama Bicentennial School and received a \$2000 grant to initiate projects that would teach students about Alabama's history. Munford Elementary continues to seek resources to provide opportunities that will empower the students to strive for excellence.

Munford Elementary School has also been the recipient of many educational grants over the past several years. In 2014-2015, our school was awarded \$3000 to aid our efforts in increasing motivation for literary and recreational reading through the use of e-readers. The 21st Century CCLC has funded our afterschool programs, as well as, our summer camps. Our longstanding partnership with the US Forest Service has given our students unique opportunities to learn about the environment and the importance of conservation. In addition to providing funding for our science resource teacher, the US Forest Service has made it possible for our students to have many indoor and outdoor learning opportunities by funding the following: over a dozen museum quality interactive displays, a greenhouse, an outdoor classroom with gardens and birdhouses, a nature trail, an amphitheater, and a new low ropes course. The many projects and activities made possible through this partnership will continue to have a lasting impact on our students and community. In 2016, our school was awarded \$20,000 with the the Alabama Arts Education Initiative grant. This grant was used to send teachers to professional development about the arts and was also used throughout the school year for art enrichment and art education.

Another area where our school has shown improvement is technology integration. Through many hours of professional development and access to more devices, our teachers have integrated technology into daily lessons as evidenced by lesson plans and observations. Student engagement has been positively impacted with the use of more technology in the presentation of content. In addition, Project Based Learning will be a continued focus as teachers integrate common core standards and effective use of technology into their PBL units.

The school is currently trying to achieve STEAM certification. Each classroom and House looks for ways to incorporate STEAM into lessons. One classroom has been redesigned as a STEAM lab for all second through fifth grade classrooms to use on a weekly basis. Kindergarten and first grade students participate in guided lessons in the MakerSpace lab on a weekly basis.

We plan to focus on the following areas for improvement: writing proficiency, impactful technology usage, and attendance/tardies. We will
SY 2018-2019

focus on providing professional development and resources needed to aide teachers in meeting grade level writing standards. We will continue to provide leadership opportunities for students, document student achievements, and focus on key skills to ensure student success in all areas. As part of our partnership with the Dynamic Learning Project, teachers will participate in technology coaching cycles with a technology coach to learn how to utilize technology in impactful ways in the classroom. Lastly, we will continue to focus on attendance and work to implement programs to improve attendance, which will in turn, improve student achievement.

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Additional Information

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

Munford Elementary utilizes Title I funding to provide digital resources such as SmartyAnts, Seesaw Plus, IXL, BrainPop, and STAR Reading and Math. Through a State grant, we have school-wide access to Stride Academy, an adaptive educational gaming program for students. Additionally, the district currently provides Nearpod, myON, MobyMax, and Discovery Education.

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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.

Prior to the beginning of the school year, the faculty reviewed the process of developing and implementing the Continuous Improvement Plan. Following the review, the faculty conducted a data analysis in order to complete the needs assessment. After identifying instructional strengths and weaknesses in grade level groups, each grade level constructed SMART goals. Goals were written for reading and math in grades K-5. Additionally, a Special Education goal was written for grades 1-5 to address the achievement gap between Special Education students and General Education students. School-wide needs (cultural, etc.) were identified and goals were written based on those needs. Professional development opportunities will be provided in conjunction with professional development meetings to continue the planning process and to support teachers in various instructional strategies based on identified needs. Periodically throughout the year, Munford Elementary brings in the CIP committee to review and evaluate the CIP. There are parents on the committee to represent all of the parents in the school. Parents and community members are selected based on interest and involvement with the school. A notice will be sent home to make parents aware that the plan is under review. If after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The CIP committee will meet and consider the concerns and revise as is appropriate. The school will submit any unresolved parent concerns at the same time the CIP is submitted to the central office. Munford Elementary School holds an annual meeting for all parents grades K-5. Parents are notified of this meeting through notices sent home by students, reminders on the monthly school-wide calendar, and through social networking sites and phone calls made through the automated phone system. Parents are informed of school-wide subjects, how to schedule a parent-teacher conference, how to help their students and how to participate in decisions related to the education of their child. Parents are given a copy of the parent-student brochure at the beginning of the school year, which includes detailed information on these topics. On Meet the Teacher Night, grade levels conduct a parent session and discuss the curriculum, assessments, and expectations of students at that particular grade level. Each grade level hosts a parent workshop to assist parents with reading and/or math strategies to assist students at home. Two parent representatives serve on our Title I committee and are active participants in the development of our plan. Parents are given an opportunity to review the plan and offer input. Parents are given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer during the next school year. Results of these surveys are reviewed by the Title I committee and are used in determining needs. Funds for parental involvement are used to purchase materials for parent workshops and family nights and to provide educational materials for parents.

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

The representations from the stakeholders were a diverse group in terms of their education and socio-economic level. They were asked to read and/or listen to the initial goals and feedback was sought. They were given the opportunity to ask questions and offer assistance in the plan. The team asked relevant questions and offered feedback to the targeted goals and the processes used to accomplish these goals. Revisions were made to the goals where appropriate. All parents were surveyed in May of 2018 and were given the opportunity to provide feedback on school programs and events. This feedback was utilized in the development of the plan.

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

The final improvement plan will be communicated to all stakeholders at the annual Title I meeting in September. Parents and other community stakeholders may submit any concerns in writing to the district office or the local school. This is an on-going process and updates and revisions will be made when necessary. The stakeholders will be given progress of the school goals at least quarterly. The plan is also posted on our school website and can be accessed on the Alabama State Department website as an on-going, public document.

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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		Munford Data Document 2018

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

More Kindergarten students can count to 100 in Fall 2018 than in Fall 2017. STAR data was very similar from Fall 2017 to Fall 2018.

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

Student tardies had a significant decrease. Bus referrals also decreased by 28%.

Which area(s) indicate the overall highest performance?

2nd Grade had the highest increase in students At/Above Benchmark on STAR Reading Fall 2018.

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

Kindergarten and Second Grade students show a trend toward increased performance. Subgroup trends toward increased performance are unavailable at this time.

Between which subgroups is the achievement gap closing?

Comparisons between subgroups for achievement gaps are unavailable at this time.

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

N/A

Areas in Need of Improvement

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

Following the RtI Model of 80/15/5, every grade-level is below the expected levels of performance in that no grade has only 20% in need of interventions in reading or math.

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

We have a increase number of students scoring in the Urgent Intervention category in both reading and math on STAR assessments.

Which area(s) indicate the overall lowest performance?

First grade has the lowest performance in STAR Reading.

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

Subgroup data is not available at this time.

Between which subgroups is the achievement gap becoming greater?

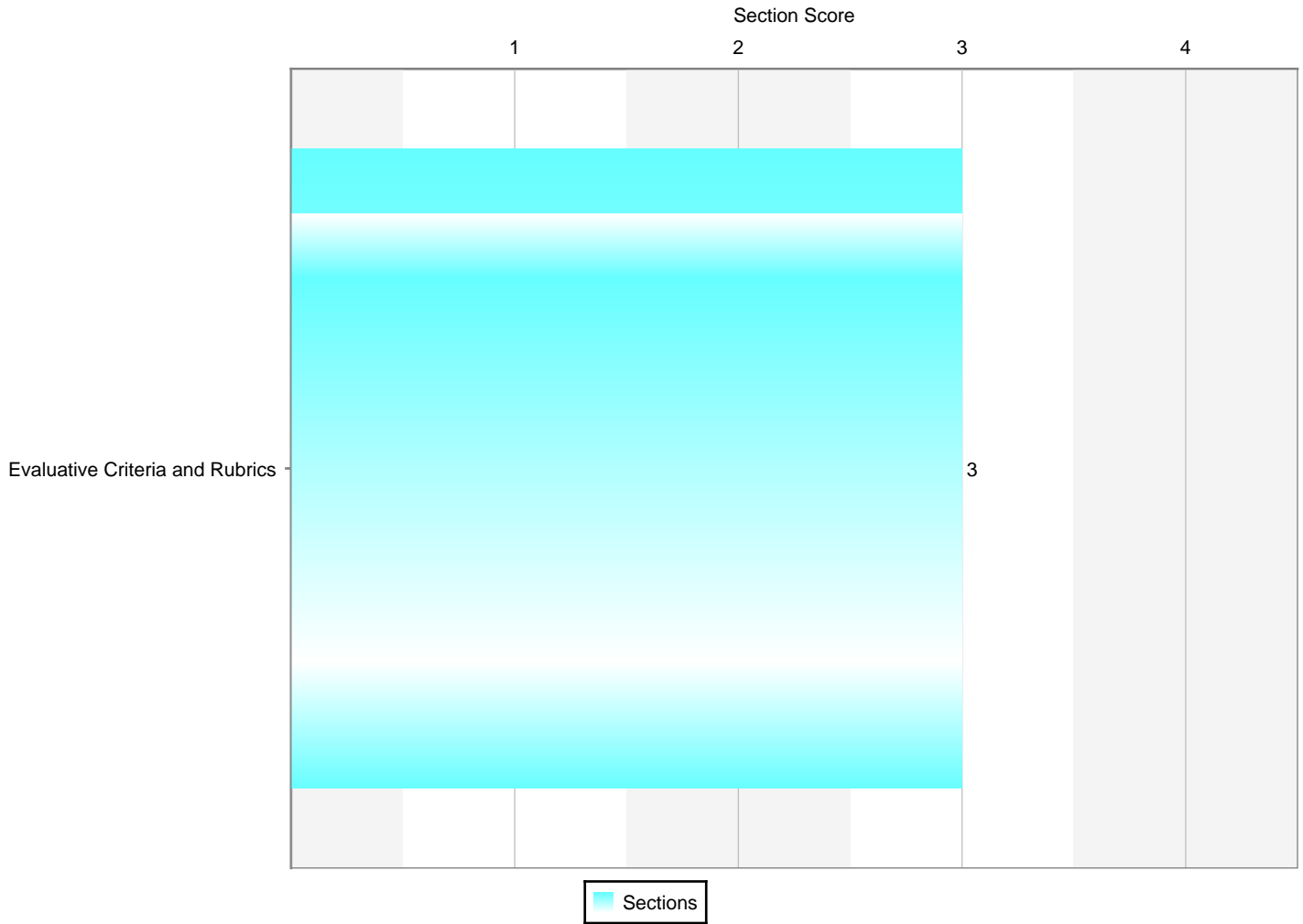
Subgroup data is not available at this time.

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

N/A

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	Debby Smith, Technology/Title I; Tonya Sargent, Counselor; Rebecca Gaffin, Special Education; Michelle Davis, Kindergarten; Angel Stephenson, First Grade; Samantha Butler, Second Grade; Claire Stover, Third Grade; Beverly Elston, Fourth Grade; Jerrica Lindsey, Fifth Grade; Angie Robinson, Principal; Katy Turner, Assistant Principal; Kelly Short, parent; Jeri Landry, parent; and Stephanie Haynes, parent	CIP Instructional Planning Team Members 2018-2019

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	Attached is p.5 of the Talladega County Schools 2018-2019 Student Responsibilities and Privileges Code of Conduct and Attendance Handbook, which outlines Talladega County's TitleVI, IX, and Section 504 Notice of Discrimination.	Notice of Nondiscrimination 2018-2019

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	Talladega County Schools Mr. Kelvin Cunningham Director of Operations 106 West South Street P.O. Box 887 Talladega, AL 35161 (256) 315-5100 Munford Elementary School Tonya Sargent Guidance Counselor 365 Cedars Road Munford, AL 36268 (256) 315-5255	

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 and Family Engagement Plan 2018-2019

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		2018-2019 Compacts

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Goals and Plans 2018-2019

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Overview

Plan Name

Goals and Plans 2018-2019

Plan Description

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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	18/19 All Kindergarten learners at Munford Elementary School will make gains towards reading proficiency.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$15462
2	18/19 All students with identified disabilities will make progress in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$8873
3	18/19 All students with identified disabilities will make progress in math.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$7719
4	18/19 All Kindergarten learners at Munford Elementary School will make gains towards math proficiency.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$14245
5	18/19 Munford Elementary School will establish and sustain a positive and productive school-culture.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$18284
6	18/19 All EL Students at Munford Elementary will make progress towards increasing English proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$6526
7	18/19 Parents of Munford Elementary School will have the opportunity to participate in their child's education.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$4145
8	18/19 3rd grade learners at Munford Elementary School will make gains towards reading proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$4820
9	18/19 3rd grade learners at Munford Elementary School will make gains towards math proficiency	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$8083
10	18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Reading Proficiency	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$10982
11	18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Math Proficiency	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$34139

Goal 1: 18/19 All Kindergarten learners at Munford Elementary School will make gains towards reading proficiency.

Measurable Objective 1:

100% of Kindergarten grade students will demonstrate a proficiency by successfully mastering 85% of Kindergarten sight words in Reading by 05/23/2019 as measured by grade level assessments.

Strategy 1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating research-based and/or research supported strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide daily research-based / research supported whole group instruction and utilize small group instruction to address individual student needs.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; Contract Interventionist
Activity - Daily Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement daily drills of Kindergarten sight words using flash cards, dry erase boards, Reading Horizons materials, and sight word text.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	Kindergarten Teachers and Contract Interventionist

Strategy 2:

Technology Integration - Teachers will integrate technology into small group and whole group instruction to help students master sight words through manipulation activities, skill practice, and audio & visual supports for learning.

Category: Develop/Implement Learning Supports

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement, Naperville, Ill.: Hicks, T. & Turner, K (2013). No Longer a Luxury: Digital Literacy Can't Wait. English Journal, 102(6), 58-65.

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Munford Elementary School

Activity - Implementation of Web-Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in web-based programs to support small group instruction and intervention.	Technology, Direct Instruction	08/08/2017	05/24/2018	\$2899	Title I Schoolwide	Kindergarten Teachers; Technology Integration Specialist

Activity - Daily Practice Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for sight word practice utilizing apps and web-based programs.	Technology	08/08/2017	05/24/2018	\$4480	Title I Schoolwide	Kindergarten Teachers; Technology Integration Specialist

Strategy 3:

Professional Development - Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner.

Category: Develop/Implement Professional Learning and Support

Research Cited: Darling-Hammond, L., Hyster, M.E., Gardner, M., Espinoza, D. (2017, May) Learning Policy Institute: Effective Teacher Professional Development (Research Brief) Retrieved from <https://learningpolicyinstitute.org>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner.	Professional Learning	08/07/2018	05/23/2019	\$1557	Title I Schoolwide	Kindergarten Teachers, Principal, Assistant Principal, Instructional Partner, Title I Coordinator/Technology Integration Specialist, ARI support personnel

Goal 2: 18/19 All students with identified disabilities will make progress in reading.**Measurable Objective 1:**

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Reading by 04/30/2018 as measured by STAR Assessments.

Strategy 1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating researched-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$5974	Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist
Activity - Professional Development to Support Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental professional development will be provided to better equip all teachers to meet student needs. Content-area planning meetings, Special Education Data Meetings, school-wide staff development, etc. will be implemented.	Professional Learning	08/07/2018	05/23/2019	\$0	Title I Schoolwide	Principal; Assistant Principal; Instructional Partner; Technology Integration Specialist; Special Education Teachers
Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize technology resources and web-based programs to help students master standards.	Technology	08/07/2018	05/23/2019	\$2899	Title I Schoolwide	Homeroom teachers and special education teachers

Goal 3: 18/19 All students with identified disabilities will make progress in math.

Measurable Objective 1:

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Mathematics by 05/23/2019 as measured by STAR Math assessments.

Strategy 1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating research-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD.; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted Interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist ; Principal; Assistant Principal
Activity - Professional Development to Support Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental professional development will be provided to better equip all teachers to meet student needs. Content-area planning meetings, Special Education Data Meetings, school-wide staff development, etc. will be implemented.	Professional Learning	08/08/2017	04/30/2018	\$1557	Title I Schoolwide	Principal; Assistant Principal; Instructional Partner; Technology Integration Specialist; Special Education Teachers
Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will utilize technology resources and web-based programs to help students master standards	Technology	08/07/2018	05/23/2019	\$2899	Title I Schoolwide	General Education Teachers, Special Education Teachers, Instructional Partner, Technology Integration Specialist
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Goal 4: 18/19 All Kindergarten learners at Munford Elementary School will make gains towards math proficiency.

Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency by successfully counting to 100 in Mathematics by 05/23/2019 as measured by grade level assessments.

Strategy 1:

Explicit Instruction - Teachers will provide intensive, explicit whole group and small group instruction incorporating research-based and/or research supported strategies.

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

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based / Research Supported Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct whole group and small group instruction to provide explicit instruction in all Kindergarten math standards which are not limited to, but include, counting collections and math investigation lessons.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; AMSTI Regional Specialists, Contracted Interventionist

Activity - Active Student Engagement Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will plan for and provide daily opportunities for active participation and student engagement through the use of strategies, manipulatives, and other resources such as music, videos, and technology.	Other - Student Engagement	08/07/2018	05/23/2019	\$6162	Title I Schoolwide	Kindergarten Teachers, Instructional Partner, Technology Integration Specialist/DL P Coach, Contracted Interventionist
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Strategy 2:

Professional Development - Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTII supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist

Category: Develop/Implement Professional Learning and Support

Research Cited: Darling-Hammond, L., Hyer, M.E., Gardner, M., Espinoza, D. (2017, May) Learning Policy Institute: Effective Teacher Professional Development (Research Brief) Retrieved from <https://learningpolicyinstitute.org>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.	Professional Learning	08/07/2018	05/23/2019	\$1557	Title I Schoolwide	Kindergarten Teachers, Instructional Partner, Technology Integration Specialist, AMSTI Supports, Principal, Assistant Principal

Strategy 3:

Build Critical Thinking Skills - Students will regularly participate in STEAM or Makerspace activities to build critical thinking and math skills.

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

Research Cited: Science, Technology, Engineering and Math: Education for Global Leadership, retrieved from <https://www.ed.gov/stem>

Activity - STEAM/Makerspace	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will regularly engage in STEAM or Makerspace activities to build their critical thinking and math skills.	Other - STEAM/Makerspace	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	Classroom Teachers, STEAM Teachers, Library Media Specialist
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Goal 5: 18/19 Munford Elementary School will establish and sustain a positive and productive school-culture.

Measurable Objective 1:

collaborate to continue to build upon our school-wide culture for students, parents, and faculty by utilizing a leadership model and house system by 05/23/2019 as measured by evidence gathered through observation, collection of student data, and documentation of school events..

Strategy 1:

Implementation of Leader in Me Model - We will instill foundational leadership skills in students through a leadership model and house system.

Category: Develop/Implement Student and School Culture Program

Research Cited: Covey, S. (2009) The Leader in Me

Activity - Leadership Notebooks and Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will work collaboratively to develop Leadership Notebooks. Students will set goals and check their progress towards academic and behavioral goals. Students will utilize their notebooks as a communication tool between school and home, and the Leadership Notebook will be an integral part of Student Led Conferences. Additionally, all teachers will model the setting and tracking of personal goals for students.	Other - Student Leadership	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	All School Personnel

Activity - Implementation of a House System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All MES staff will continue implementing a House System. Each house will form a community that will encourage students, faculty, and staff to take pride and ownership in their House. Each house is named after a character and leadership trait. Students will be able to earn house points for student attendance, behavior, and academic growth.	Other	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	All School Personnel

Activity - Professional Development of Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All MES staff will continue to receive professional development related to leadership models and the house system. The Lighthouse Team will conduct weekly planning meetings, and produce a periodical newsletter to keep all school personnel informed.	Professional Learning	05/23/2019	05/23/2019	\$1557	Title I Schoolwide	All faculty members; Principal; Assistant Principal
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Measurable Objective 2:

collaborate to continue to provide a smooth transition that assists students in transitioning from one grade level to the next by 05/23/2019 as measured by evidence gathered through documentation of school transitional events..

Strategy 1:

Transition Assistance - We will provide transitional opportunities for students entering Kindergarten as well as fifth graders transitioning to middle school.

Category: Develop/Implement Student and School Culture Program

Research Cited: Covey, S. (2009) The Leader in Me

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten registration and kindergarten orientation are held to assist entry into school. Registration opportunities are provided at the local school as well as at the HeadStart facility as a service to the community.	Community Engagement	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	Counselor, Kindergarten Teachers, Library Media Specialist, Instructional Partner, Technology Integration Specialist, Speech Teacher

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the summer, a 3-day summer program entitled Kindergarten Academy will be offered to families to ease incoming Kindergarten students into school.	Academic Support Program	04/01/2019	08/02/2019	\$3675	Title I Schoolwide	Kindergarten Teachers

Activity - Meet the Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A scheduled night is held to assist all students in their transition to the next grade by meeting their new teacher.	Community Engagement	05/01/2019	08/09/2019	\$3263	Title I Schoolwide	All School Personnel

Activity - Fifth Grade Tour of Munford Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students will tour the middle school and meet with the administration, counselors, and resource teacher at the end of their fifth-grade year.	Field Trip	08/07/2018	05/23/2019	\$0	Title I Schoolwide	Fifth Grade Teachers

Goal 6: 18/19 All EL Students at Munford Elementary will make progress towards increasing English proficiency.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by achieving Adequate Progress for Language Acquisition (.5 gain or composite score of 4.8) in English Language Arts by 05/23/2019 as measured by ACCESS assessment for English Learners.

Strategy 1:

Standards Based Instruction - 100% of teachers of EL students will deliver WIDA standards-based instruction daily while incorporating instructional strategies that improve reading comprehension, listening, speaking, and writing and implement the Sheltered Content Instruction Program (teaching English in the content areas).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Echevarria, J. and Graves, A. (2014). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities (5th Edition).

Activity - Active Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of teachers will participate in EL training during the month of October focusing on WIDA standards of EL. Teachers with EL students in their classes will be expected to demonstrate the use of the information received in the training through targeting domains already identified for each student. The following types of active engagement strategies will be used with EL students to keep them physically active and involved in their learning: routine questioning, small group and cooperative group activities, partner and individualize sharing opportunities role playing.	Academic Support Program	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	EL Coordinator; Classroom Teachers
Activity - Sheltered Content Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies to make the content comprehensible to the students learning in a second language. These strategies include: modify and mediate instruction, speak slowly, use repetition, use of visual aids and hands-on activities, and use of thematic instruction. Teachers will be educated on the Sheltered Instruction Observation Protocol (SIOP) to be used in designing lessons for the EL student.	Academic Support Program	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	Technology Integration Specialist; Instructional Partner; EL Coordinator; Teachers
Activity - Professional Development of Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to school-wide training focusing on the WIDA standards for EL students, the EL Coordinator and homeroom teachers of EL Students will attend state SAMUEL I training for additional professional development.	Professional Learning	08/07/2018	05/23/2019	\$0	Title I Schoolwide	EL Coordinator; Classroom Teachers

Goal 7: 18/19 Parents of Munford Elementary School will have the opportunity to participate in their child's education.

Measurable Objective 1:

collaborate to build parent capacity for working with their child, providing information regarding academics, behavior, attendance, and reporting assessment information in a timely manner by 05/23/2019 as measured by Parent Surveys.

Strategy 1:

Build Parent Capacity - We will equip parents to better assist their children and to help parents understand academic, attendance, and behavior data.

Category: Develop/Implement Student and School Culture Program

Research Cited: Becher, R.M. Parent Involvement: A Review of Research and Principles of Successful Practice. Urbana, Illinois: ERIC Clearinghouse on Elementary and Early Childhood Education, 1984.

Activity - Parent Information and Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct parent workshops with activities to help strengthen reading and math skills based on grade level needs; Provide helpful tips for helping children on the monthly newsletter and on the school website; Provide a school brochure that includes school-wide information on academics, attendance, behavioral guidelines, dress code, home and school connections, nutrition, etc. to help their children be more successful at school; Provide a monthly school calendar to help keep parents informed; Provide Leadership Notebooks for students to take ownership in their progress academically and behaviorally.	Parent Involvement	08/07/2018	05/23/2019	\$623	Title I Schoolwide	All School Personnel

Activity - School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Munford Elementary will host school events geared towards involving parents in the education of their child which includes, but is not limited to, a yearly family night in which parents and students will have opportunities to participate in activities that can be done in the home to strengthen reading and math skills and build STEAM knowledge and critical thinking skills.	Parent Involvement	08/07/2018	05/23/2019	\$623	Title I Schoolwide	All School Personnel

Strategy 2:

Home Supports for Online Learning - Students will be able to check out internet hot spots through library check out so that they can have internet access at home to complete research homework and web-based remediation and/or enrichment from home allowing their parents to be more involved in the learning process.

Category: Develop/Implement Learning Supports

Research Cited: Becher, R.M. Parent Involvement: A Review of Research and Principles of Successful Practice. Urbana, Illinois: ERIC Clearinghouse on Elementary and Early Childhood Education, 1984.

Activity - Hot Spots	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will check out internet hot spots from the library to take home so they can utilize online resources for homework and remediation or enrichment at home with their parents.	Technology, Parent Involvement	08/07/2018	05/23/2019	\$2899	Title I Schoolwide	Library Media Specialist, Classroom Teacher, Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist

Goal 8: 18/19 3rd grade learners at Munford Elementary School will make gains towards reading proficiency.

Measurable Objective 1:

A 15% increase of Third grade students will demonstrate a proficiency by increasing the percentage of students scoring in the proficient/benchmark category in Reading by 05/23/2019 as measured by Performance Series / Scantron Tests.

Strategy 1:

Active Student Engagement Strategies - Teachers will plan for and provide daily opportunities for active participation and student engagement through the use of strategies, word work/phonics activities, and other resources such as music, videos, and technology.

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

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct whole group and small group instruction for Tier I, Tier II, and/or Tier III to provide explicit instruction in 3rd grade Reading/ELA standards.	Other - Student Engagement	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	Third grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist

Strategy 2:

Professional Development - Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.

Category: Develop/Implement Professional Learning and Support

Research Cited: Darling-Hammond, L., Hyster, M.E., Gardner, M., Espinoza, D. (2017, May) Learning Policy Institute: Effective Teacher Professional Development (Research Brief) Retrieved from <https://learningpolicyinstitute.org>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist	Professional Learning	08/07/2018	05/23/2019	\$1557	Title I Schoolwide	Third grade teachers, ARI support, Instructional Partner, Technology Integration Specialist, Principal, Assistant Principle

Goal 9: 18/19 3rd grade learners at Munford Elementary School will make gains towards math proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% by 05/23/2019 as measured by Performance Series / Scantron Tests.

Strategy 1:

Daily Whole Group and Small Group Instruction - Teachers will provide explicit whole group and small group instruction daily through the use of math investigations/AMSTI math, math manipulatives, and V-math intervention.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, AV. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide explicit whole group and small group instruction through the use of Math Investigations/AMSTI math, math manipulatives, technology resources, and V-math intervention.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	3rd Grade Teachers, Instructional Partner, Technology Integration Specialist, AMSTI Specialist, and contracted math interventionist .
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Strategy 2:

Professional Development - Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.

Category: Develop/Implement Professional Learning and Support

Research Cited: Darling-Hammond, L., Hyer, M.E., Gardner, M., Espinoza, D. (2017, May) Learning Policy Institute: Effective Teacher Professional Development (Research Brief) Retrieved from <https://learningpolicyinstitute.org>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.	Professional Learning	08/07/2018	05/23/2019	\$1557	Title I Schoolwide	Third grade teachers, Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, and AMSTI Support

Strategy 3:

Build Critical Thinking Skills - Students will regularly participate in STEAM/Makerspace activities to build critical thinking and mathematical skills.

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

Research Cited: Science, Technology, Engineering and Math: Education for Global Leadership, retrieved from <https://www.ed.gov/stem>

Activity - STEAM/Makerspace	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will regularly engage in STEAM/Makerspace activities to build their critical thinking and mathematical skills.	Other - STEAM/Makerspace	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	STEAM Teachers, Library Media Specialist, Classroom Teachers
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Goal 10: 18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Reading Proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% from August 2018 until the end of the year assessment by 05/23/2019 as measured by STAR Reading Assessments.

Strategy 1:

Daily Research-Based / Research Supported Whole Group and Small Group Instruction - Teachers will teach explicit whole group and small group lessons daily in Tier I, Tier II, and/or Tier III.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, AV. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach explicit whole group and small group lessons in Tier I, Tier II, and Tier III daily.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	1st, 2nd, 4th, and 5th grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist

Activity - Active Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will engage students by providing opportunities to learn using various modalities with activities to include, but are not limited to, dictation practice, work work activities, audio and visual activities, and online and technical resources.	Other - Student Engagement	08/07/2018	05/23/2019	\$6162	Title I Schoolwide	First, Second, Fourth, and Fifth grade teachers; Instructional Partner; Technology Integration Specialist; contracted interventionist .
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Strategy 2:

Professional Development - Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.

Category: Develop/Implement Professional Learning and Support

Research Cited: Darling-Hammond, L., Hyer, M.E., Gardner, M., Espinoza, D. (2017, May) Learning Policy Institute: Effective Teacher Professional Development (Research Brief) Retrieved from <https://learningpolicyinstitute.org>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.	Professional Learning	08/07/2018	05/23/2019	\$1557	Title I Schoolwide	First, Second, Fourth, and Fifth Grade Teachers, Instructional Partner, Technology Integration Specialist, ARI Support, Principal, Assistant Principal

Goal 11: 18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Math Proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% from August 2018 until the end of the year assessment by 05/23/2019 as measured by STAR Math Assessments.

Strategy 1:

Daily Research-Based Whole Group and Small Group Instruction - Teachers will implement whole group and small group explicit lessons daily for Tier I, Tier II, and Tier III instruction.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD.; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement whole group and small group explicit lessons which may include, but are not limited to, Math Investigations, Number Talks, Counting Collections, and math manipulatives.	Direct Instruction	08/07/2018	05/23/2019	\$13052	Title I Schoolwide	First, Second, Fourth, and Fifth grade teachers, Instructional Partner, Technology Integration Specialist, AMSTI Support, and contracted interventionist

Strategy 2:

Technology Integration - Teachers will utilize digital resources and web-based programs to help students master standards.

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

Research Cited: Margaret, H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.: Hicks T. & Turner, K. (2013). No Longer a Luxury: Digital Literacy Can't Wait. English Journal, 102(6), 58-65.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize digital resources and web-based programs to help students master standards.	Technology	08/07/2018	05/23/2019	\$11596	Title I Schoolwide	First, Second, Fourth, and Fifth Grade Teachers; Instructional Partner; Technology Integration Specialist; and contracted interventionist

Strategy 3:

Professional Development - Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.

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

Research Cited: Darling-Hammond, L., Hyer, M.E., Gardner, M., Espinoza, D. (2017, May) Learning Policy Institute: Effective Teacher Professional Development (Research Brief) Retrieved from <https://learningpolicyinstitute.org>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist	Professional Learning	08/07/2018	05/23/2019	\$6228	Title I Schoolwide	First, Second, Fourth, and Fifth Grade Teachers; Principal; Assistant Principal; AMSTI Supports; Instructional Partner; Technology Integration Specialist

Strategy 4:

Build Critical Thinking Skills - Students will regularly engage in STEAM or Makerspace activities to build their critical thinking skills through the design process.

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

Research Cited: Science, Technology, Engineering and Math: Education for Global Leadership, retrieved from <https://www.ed.gov/stem>

Activity - STEAM/Makerspace	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will regularly participate in STEAM/Makerspace activities to build critical thinking and mathematical skills.	Other - STEAM/Makerspace	08/07/2018	05/23/2019	\$3263	Title I Schoolwide	STEAM Teachers, Library Media Specialist, Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEAM/Makerspace	Students will regularly participate in STEAM/Makerspace activities to build critical thinking and mathematical skills.	Other - STEAM/Make rspace	08/07/2018	05/23/2019	\$3263	STEAM Teachers, Library Media Specialist, Classroom Teachers
Professional Development	Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist	Professional Learning	08/07/2018	05/23/2019	\$1557	Third grade teachers, ARI support, Instructional Partner, Technology Integration Specialist, Principal, Assistant Principle
Hot Spots	Students will check out internet hot spots from the library to take home so they can utilize online resources for homework and remediation or enrichment at home with their parents.	Technology, Parent Involvement	08/07/2018	05/23/2019	\$2899	Library Media Specialist, Classroom Teacher, Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist
STEAM/Makerspace	Students will regularly engage in STEAM/Makerspace activities to build their critical thinking and mathematical skills.	Other - STEAM/Make rspace	08/07/2018	05/23/2019	\$3263	STEAM Teachers, Library Media Specialist, Classroom Teachers

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Daily Research-Based Whole Group and Small Group Instruction	Teacher will provide daily research-based / research supported whole group instruction and utilize small group instruction to address individual student needs.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; Contract Interventionist
Daily Practice Opportunities	Teachers will provide opportunities for sight word practice utilizing apps and web-based programs.	Technology	08/08/2017	05/24/2018	\$4480	Kindergarten Teachers; Technology Integration Specialist
Professional Development	Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.	Professional Learning	08/07/2018	05/23/2019	\$1557	First, Second, Fourth, and Fifth Grade Teachers, Instructional Partner, Technology Integration Specialist, ARI Support, Principal, Assistant Principal
STEAM/Makerspace	Students will regularly engage in STEAM or Makerspace activities to build their critical thinking and math skills.	Other - STEAM/Makerspace	08/07/2018	05/23/2019	\$3263	Classroom Teachers, STEAM Teachers, Library Media Specialist
Meet the Teacher	A scheduled night is held to assist all students in their transition to the next grade by meeting their new teacher.	Community Engagement	05/01/2019	08/09/2019	\$3263	All School Personnel
Professional Development of Staff	All MES staff will continue to receive professional development related to leadership models and the house system. The Lighthouse Team will conduct weekly planning meetings, and produce a periodical newsletter to keep all school personnel informed.	Professional Learning	05/23/2019	05/23/2019	\$1557	All faculty members; Principal; Assistant Principal

Active Engagement	Teachers will engage students by providing opportunities to learn using various modalities with activities to include, but are not limited to, dictation practice, work work activities, audio and visual activities, and online and technical resources.	Other - Student Engagement	08/07/2018	05/23/2019	\$6162	First, Second, Fourth, and Fifth grade teachers; Instructional Partner; Technology Integration Specialist; contracted interventionist .
Technology Integration	Teachers will utilize technology resources and web-based programs to help students master standards.	Technology	08/07/2018	05/23/2019	\$2899	Homeroom teachers and special education teachers
Leadership Notebooks and Student Led Conferences	Teachers and students will work collaboratively to develop Leadership Notebooks. Students will set goals and check their progress towards academic and behavioral goals. Students will utilize their notebooks as a communication tool between school and home, and the Leadership Notebook will be an integral part of Student Led Conferences. Additionally, all teachers will model the setting and tracking of personal goals for students.	Other - Student Leadership	08/07/2018	05/23/2019	\$3263	All School Personnel
Sheltered Content Instruction	Teachers will use strategies to make the content comprehensible to the students learning in a second language. These strategies include: modify and mediate instruction, speak slowly, use repetition, use of visual aids and hands-on activities, and use of thematic instruction. Teachers will be educated on the Sheltered Instruction Observation Protocol (SIOP) to be used in designing lessons for the EL student.	Academic Support Program	08/07/2018	05/23/2019	\$3263	Technology Integration Specialist; Instructional Partner; EL Coordinator; Teachers
Daily Research-Based Whole Group and Small Group Instruction	Teachers will conduct whole group and small group instruction for Tier I, Tier II, and/or Tier III to provide explicit instruction in 3rd grade Reading/ELA standards.	Other - Student Engagement	08/07/2018	05/23/2019	\$3263	Third grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist .
Implementation of a House System	All MES staff will continue implementing a House System. Each house will form a community that will encourage students, faculty, and staff to take pride and ownership in their House. Each house is named after a character and leadership trait. Students will be able to earn house points for student attendance, behavior, and academic growth.	Other	08/07/2018	05/23/2019	\$3263	All School Personnel

Professional Development	Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.	Professional Learning	08/07/2018	05/23/2019	\$1557	Third grade teachers, Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, and AMSTI Support
Technology Integration	Teachers will utilize technology resources and web-based programs to help students master standards	Technology	08/07/2018	05/23/2019	\$2899	General Education Teachers, Special Education Teachers, Instructional Partner, Technology Integration Specialist
Active Student Engagement	100% of teachers will participate in EL training during the month of October focusing on WIDA standards of EL. Teachers with EL students in their classes will be expected to demonstrate the use of the information received in the training through targeting domains already identified for each student. The following types of active engagement strategies will be used with EL students to keep them physically active and involved in their learning: routine questioning, small group and cooperative group activities, partner and individualize sharing opportunities role playing.	Academic Support Program	08/07/2018	05/23/2019	\$3263	EL Coordinator; Classroom Teachers
Daily Instruction and Tiered Support	General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted Interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$3263	General Education Teachers; Special Education Teachers; Contracted Interventionist ; Principal; Assistant Principal
Daily Drills	Teachers will implement daily drills of Kindergarten sight words using flash cards, dry erase boards, Reading Horizons materials, and sight word text.	Direct Instruction	08/07/2018	05/23/2019	\$3263	Kindergarten Teachers and Contract Interventionist

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Professional Development	Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist.	Professional Learning	08/07/2018	05/23/2019	\$1557	Kindergarten Teachers, Instructional Partner, Technology Integration Specialist, AMSTI Supports, Principal, Assistant Principal
Daily Research-Based Whole Group and Small Group Instruction	Teachers will implement whole group and small group explicit lessons which may include, but are not limited to, Math Investigations, Number Talks, Counting Collections, and math manipulatives.	Direct Instruction	08/07/2018	05/23/2019	\$13052	First, Second, Fourth, and Fifth grade teachers, Instructional Partner, Technology Integration Specialist, AMSTI Support, and contracted interventionist
Kindergarten Registration	Kindergarten registration and kindergarten orientation are held to assist entry into school. Registration opportunities are provided at the local school as well as at the HeadStart facility as a service to the community.	Community Engagement	08/07/2018	05/23/2019	\$3263	Counselor, Kindergarten Teachers, Library Media Specialist, Instructional Partner, Technology Integration Specialist, Speech Teacher
Professional Development of Staff	In addition to school-wide training focusing on the WIDA standards for EL students, the EL Coordinator and homeroom teachers of EL Students will attend state SAMUEL I training for additional professional development.	Professional Learning	08/07/2018	05/23/2019	\$0	EL Coordinator; Classroom Teachers

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<p>Parent Information and Workshops</p>	<p>Conduct parent workshops with activities to help strengthen reading and math skills based on grade level needs; Provide helpful tips for helping children on the monthly newsletter and on the school website; Provide a school brochure that includes school-wide information on academics, attendance, behavioral guidelines, dress code, home and school connections, nutrition, etc. to help their children be more successful at school; Provide a monthly school calendar to help keep parents informed; Provide Leadership Notebooks for students to take ownership in their progress academically and behaviorally.</p>	<p>Parent Involvement</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$623</p>	<p>All School Personnel</p>
<p>Daily Instruction and Tiered Support</p>	<p>General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.</p>	<p>Direct Instruction</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$5974</p>	<p>General Education Teachers; Special Education Teachers; Contracted Interventionist</p>
<p>Explicit Instruction</p>	<p>Teachers will provide explicit whole group and small group instruction through the use of Math Investigations/AMSTI math, math manipulatives, technology resources, and V-math intervention.</p>	<p>Direct Instruction</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$3263</p>	<p>3rd Grade Teachers, Instructional Partner, Technology Integration Specialist, AMSTI Specialist, and contracted math interventionist</p>
<p>Daily Research-Based / Research Supported Whole Group and Small Group Instruction</p>	<p>Teachers will conduct whole group and small group instruction to provide explicit instruction in all Kindergarten math standards which are not limited to, but include, counting collections and math investigation lessons.</p>	<p>Direct Instruction</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$3263</p>	<p>Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; AMSTI Regional Specialists, Contracted Interventionist</p>

Professional Development	Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, AMSTI supports, grade-level team meetings, and coaching cycles with the Instructional Partner and/or the Technology Integration Specialist	Professional Learning	08/07/2018	05/23/2019	\$6228	First, Second, Fourth, and Fifth Grade Teachers; Principal; Assistant Principal; AMSTI Supports; Instructional Partner; Technology Integration Specialist
Professional Development	Teachers will participate in a variety of professional learning sessions and PLCs to include, but are not limited to, embedded professional development trainings, ARI supports, grade-level team meetings, and coaching cycles with the Instructional Partner.	Professional Learning	08/07/2018	05/23/2019	\$1557	Kindergarten Teachers, Principal, Assistant Principal, Instructional Partner, Title I Coordinator/Technology Integration Specialist, ARI support personnel
School Events	Munford Elementary will host school events geared towards involving parents in the education of their child which includes, but is not limited to, a yearly family night in which parents and students will have opportunities to participate in activities that can be done in the home to strengthen reading and math skills and build STEAM knowledge and critical thinking skills.	Parent Involvement	08/07/2018	05/23/2019	\$623	All School Personnel
Implementation of Web-Based Programs	Teachers will engage students in web-based programs to support small group instruction and intervention.	Technology, Direct Instruction	08/08/2017	05/24/2018	\$2899	Kindergarten Teachers; Technology Integration Specialist
Kindergarten Academy	During the summer, a 3-day summer program entitled Kindergarten Academy will be offered to families to ease incoming Kindergarten students into school.	Academic Support Program	04/01/2019	08/02/2019	\$3675	Kindergarten Teachers

ACIP

Munford Elementary School

Professional Development to Support Instruction	Supplemental professional development will be provided to better equip all teachers to meet student needs. Content-area planning meetings, Special Education Data Meetings, school-wide staff development, etc. will be implemented.	Professional Learning	08/08/2017	04/30/2018	\$1557	Principal; Assistant Principal; Instructional Partner; Technology Integration Specialist; Special Education Teachers
Technology Integration	Teachers will utilize digital resources and web-based programs to help students master standards.	Technology	08/07/2018	05/23/2019	\$11596	First, Second, Fourth, and Fifth Grade Teachers; Instructional Partner; Technology Integration Specialist; and contracted interventionist
Professional Development to Support Instruction	Supplemental professional development will be provided to better equip all teachers to meet student needs. Content-area planning meetings, Special Education Data Meetings, school-wide staff development, etc. will be implemented.	Professional Learning	08/07/2018	05/23/2019	\$0	Principal; Assistant Principal; Instructional Partner; Technology Integration Specialist; Special Education Teachers
Fifth Grade Tour of Munford Middle School	Fifth grade students will tour the middle school and meet with the administration, counselors, and resource teacher at the end of their fifth-grade year.	Field Trip	08/07/2018	05/23/2019	\$0	Fifth Grade Teachers
Active Student Engagement Strategies	Teachers will plan for and provide daily opportunities for active participation and student engagement through the use of strategies, manipulatives, and other resources such as music, videos, and technology.	Other - Student Engagement	08/07/2018	05/23/2019	\$6162	Kindergarten Teachers, Instructional Partner, Technology Integration Specialist/DL P Coach, Contracted Interventionist

ACIP

Munford Elementary School

Explicit Instruction	Teachers will teach explicit whole group and small group lessons in Tier I, Tier II, and Tier III daily.	Direct Instruction	08/07/2018	05/23/2019	\$3263	1st, 2nd, 4th, and 5th grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist
					Total	\$133278

DRAFT

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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		May 2018 Parent Survey Results

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Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

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Areas of Notable Achievement

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

Parent's ability to contact their child's teacher to discuss their progress or concerns.

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

Parental involvement opportunities and activities

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

No other feedback sources are unavailable at this time.

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Areas in Need of Improvement

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

Utilizing the INow Parent Portal

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

Parent's ability to attend scheduled parent involvement activities.

What are the implications for these stakeholder perceptions?

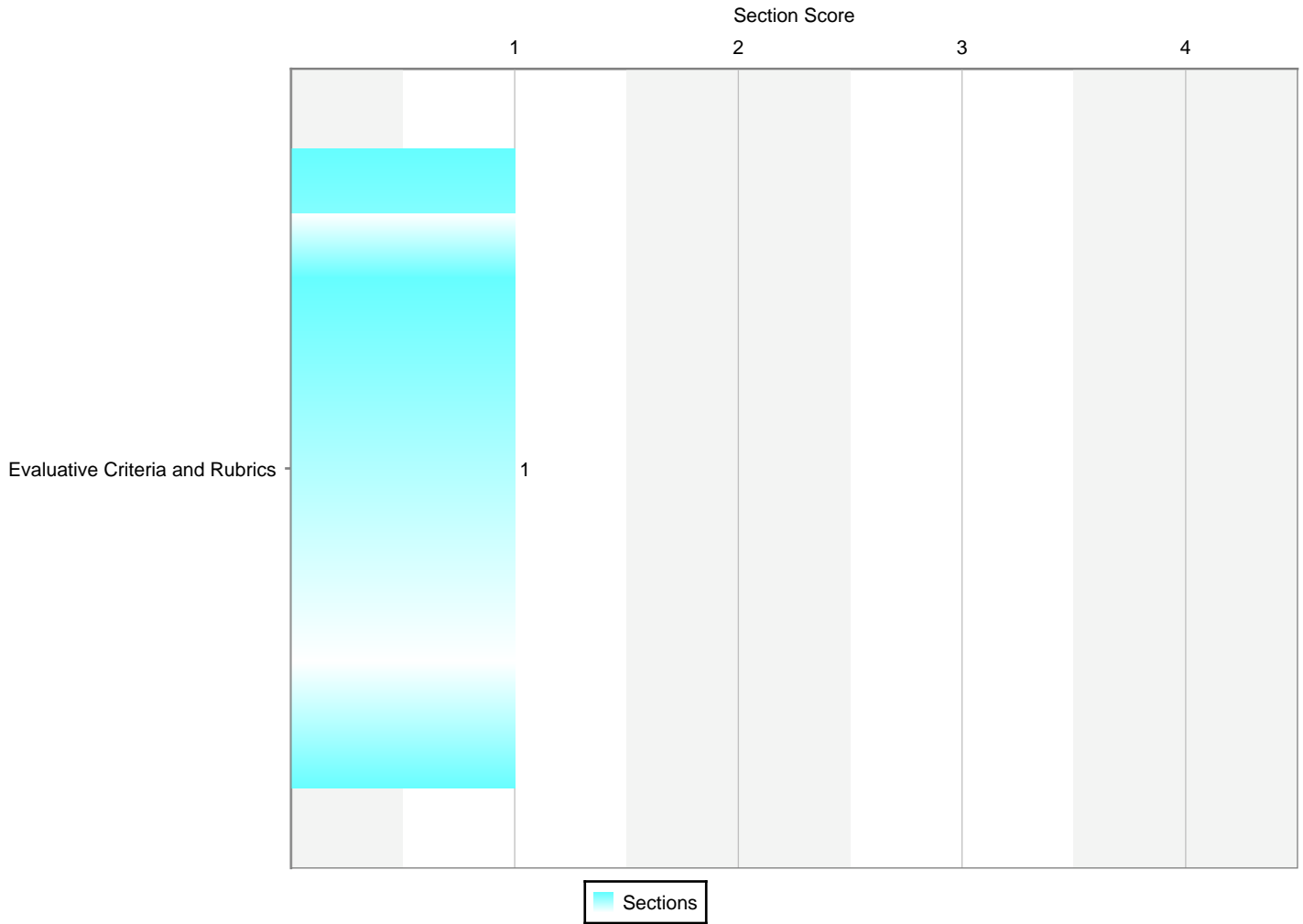
Parents are happy with the number and types of parental involvement activities offered. Parents feel comfortable coming to the school and contacting their child's teacher. Parent's are often not available to attend scheduled events.

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

Other stakeholder feedback sources are not available at this time.

Report Summary

Scores By Section



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Title I Schoolwide Diagnostic

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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).

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

How was the comprehensive needs assessment conducted?

During our first professional development meeting of the year, each grade level reviewed the process of developing and implementing the Continuous Improvement Plan (CIP). Following the review, grade levels conducted a data analysis in order to complete the needs assessment. After identifying instructional strengths and weaknesses in grade level groups, each grade level constructed SMART goals.

Goals were written for reading and math in grades K-5 based on the identified needs. School-wide needs (use of technology, cultural, etc.) were identified and goals were written based on those needs. Professional development opportunities will be provided through scheduled meetings to continue the planning process and to support teachers in various instructional strategies based on identified needs.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment are detailed in the Student Performance Diagnostic data document.

What conclusions were drawn from the results?

Based on the Comprehensive Needs Assessment, the following areas will be an instructional focus for the 2018-2019 school year:

1. To address readiness levels, all grades will work to increase proficiency in writing through strategic planning, professional development, and the use of school-wide writing benchmarks.
2. To address readiness levels in reading and math, a continued focus is needed on standards to ensure understanding, rigor, delivery, and mastery.

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

Based on student achievement data, instructional focuses were determined for the 2018-2019 school year as outlined in question 3 of Component 1.

After analyzing perception data gathered from parent and faculty surveys and school program and demographic data, evidence indicates that the Leader in Me process and the house system is improving the school's culture and stakeholders' perception of the school. Student attendance continues to improve compared to previous school years. Parent and faculty surveys indicate positive attitudes regarding the school environment and events planned for parent and family participation.

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

School goals and instructional focuses are determined based on the results of student achievement data, perception data, and demographic data.

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

As shown in the Student Performance Diagnostic Data Document, student achievement is assessed through multiple assessments. The goals include measurable outcomes based on research-based strategies and activities.

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

School-wide goals are developed based on the needs assessment to improve the achievement of all students. Additional goals are developed to meet the needs of students with disabilities. Specific needs of individual students are addressed through the RTI model and through the Special Education program when applicable.

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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:

18/19 All students with identified disabilities will make progress in reading.

Measurable Objective 1:

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Reading by 04/30/2018 as measured by STAR Assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating researched-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize technology resources and web-based programs to help students master standards.	Technology	08/07/2018	05/23/2019	\$2899 - Title I Schoolwide	Homeroom teachers and special education teachers

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$5974 - Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist

Activity - Professional Development to Support Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to better equip all teachers to meet student needs. Content-area planning meetings, Special Education Data Meetings, school-wide staff development, etc. will be implemented.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	Principal; Assistant Principal; Instructional Partner; Technology Integration Specialist; Special Education Teachers

Goal 2:

18/19 All students with identified disabilities will make progress in math.

Measurable Objective 1:

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Mathematics by 05/23/2019 as measured by STAR Math assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating research-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD.; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.: Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize technology resources and web-based programs to help students master standards	Technology	08/07/2018	05/23/2019	\$2899 - Title I Schoolwide	General Education Teachers, Special Education Teachers, Instructional Partner, Technology Integration Specialist

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted Interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist; Principal; Assistant Principal

Activity - Professional Development to Support Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to better equip all teachers to meet student needs. Content-area planning meetings, Special Education Data Meetings, school-wide staff development, etc. will be implemented.	Professional Learning	08/08/2017	04/30/2018	\$1557 - Title I Schoolwide	Principal; Assistant Principal; Instructional Partner; Technology Integration Specialist; Special Education Teachers

Goal 3:

18/19 All EL Students at Munford Elementary will make progress towards increasing English proficiency.

Measurable Objective 1:

SY 2018-2019

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100% of English Learners students will demonstrate a proficiency by achieving Adequate Progress for Language Acquisition (.5 gain or composite score of 4.8) in English Language Arts by 05/23/2019 as measured by ACCESS assessment for English Learners.

Strategy1:

Standards Based Instruction - 100% of teachers of EL students will deliver WIDA standards-based instruction daily while incorporating instructional strategies that improve reading comprehension, listening, speaking, and writing and implement the Sheltered Content Instruction Program (teaching English in the content areas).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Echevarria, J. and Graves, A. (2014). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities (5th Edition).

Activity - Professional Development of Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to school-wide training focusing on the WIDA standards for EL students, the EL Coordinator and homeroom teachers of EL Students will attend state SAMUEL I training for additional professional development.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	EL Coordinator; Classroom Teachers

Activity - Active Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of teachers will participate in EL training during the month of October focusing on WIDA standards of EL. Teachers with EL students in their classes will be expected to demonstrate the use of the information received in the training through targeting domains already identified for each student. The following types of active engagement strategies will be used with EL students to keep them physically active and involved in their learning: routine questioning, small group and cooperative group activities, partner and individualize sharing opportunities role playing.	Academic Support Program	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	EL Coordinator; Classroom Teachers

Activity - Sheltered Content Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies to make the content comprehensible to the students learning in a second language. These strategies include: modify and mediate instruction, speak slowly, use repetition, use of visual aids and hands-on activities, and use of thematic instruction. Teachers will be educated on the Sheltered Instruction Observation Protocol (SIOP) to be used in designing lessons for the EL student.	Academic Support Program	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Technology Integration Specialist; Instructional Partner; EL Coordinator; Teachers

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

Goal 1:

18/19 All Kindergarten learners at Munford Elementary School will make gains towards reading proficiency.

Measurable Objective 1:

100% of Kindergarten grade students will demonstrate a proficiency by successfully mastering 85% of Kindergarten sight words in Reading by 05/23/2019 as measured by grade level assessments.

Strategy1:

Technology Integration - Teachers will integrate technology into small group and whole group instruction to help students master sight words through manipulation activities, skill practice, and audio & visual supports for learning.

Category: Develop/Implement Learning Supports

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement, Naperville, Ill.: Hicks, T. & Turner, K (2013). No Longer a Luxury: Digital Literacy Can't Wait. English Journal, 102(6), 58-65.

Activity - Implementation of Web-Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in web-based programs to support small group instruction and intervention.	Direct Instruction Technology	08/08/2017	05/24/2018	\$2899 - Title I Schoolwide	Kindergarten Teachers; Technology Integration Specialist

Activity - Daily Practice Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for sight word practice utilizing apps and web-based programs.	Technology	08/08/2017	05/24/2018	\$4480 - Title I Schoolwide	Kindergarten Teachers; Technology Integration Specialist

Strategy2:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating research-based and/or research supported strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily drills of Kindergarten sight words using flash cards, dry erase boards, Reading Horizons materials, and sight word text.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Kindergarten Teachers and Contract Interventionist

ACIP

Munford Elementary School

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide daily research-based / research supported whole group instruction and utilize small group instruction to address individual student needs.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; Contract Interventionist

Goal 2:

18/19 All students with identified disabilities will make progress in reading.

Measurable Objective 1:

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Reading by 04/30/2018 as measured by STAR Assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating researched-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$5974 - Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize technology resources and web-based programs to help students master standards.	Technology	08/07/2018	05/23/2019	\$2899 - Title I Schoolwide	Homeroom teachers and special education teachers

Goal 3:

18/19 All students with identified disabilities will make progress in math.

Measurable Objective 1:

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Mathematics by 05/23/2019 as measured by STAR Math assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating research-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD.; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize technology resources and web-based programs to help students master standards	Technology	08/07/2018	05/23/2019	\$2899 - Title I Schoolwide	General Education Teachers, Special Education Teachers, Instructional Partner, Technology Integration Specialist

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted Interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist; Principal; Assistant Principal

Goal 4:

18/19 All Kindergarten learners at Munford Elementary School will make gains towards math proficiency.

Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency by successfully counting to 100 in Mathematics by 05/23/2019 as measured by grade level assessments.

Strategy1:

Build Critical Thinking Skills - Students will regularly participate in STEAM or Makerspace activities to build critical thinking and math skills.

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

Research Cited: Science, Technology, Engineering and Math: Education for Global Leadership, retrieved from <https://www.ed.gov/stem>

Activity - STEAM/Makerspace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will regularly engage in STEAM or Makerspace activities to build their critical thinking and math skills.	Other - STEAM/Makerspace	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Classroom Teachers, STEAM Teachers, Library Media Specialist

Strategy2:

Explicit Instruction - Teachers will provide intensive, explicit whole group and small group instruction incorporating research-based and/or

research supported strategies.

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

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based / Research Supported Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct whole group and small group instruction to provide explicit instruction in all Kindergarten math standards which are not limited to, but include, counting collections and math investigation lessons.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; AMSTI Regional Specialists, Contracted Interventionist

Activity - Active Student Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and provide daily opportunities for active participation and student engagement through the use of strategies, manipulatives, and other resources such as music, videos, and technology.	Other - Student Engagement	08/07/2018	05/23/2019	\$6162 - Title I Schoolwide	Kindergarten Teachers, Instructional Partner, Technology Integration Specialist/DLP Coach, Contracted Interventionist

Goal 5:

18/19 All EL Students at Munford Elementary will make progress towards increasing English proficiency.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by achieving Adequate Progress for Language Acquisition (.5 gain or composite score of 4.8) in English Language Arts by 05/23/2019 as measured by ACCESS assessment for English Learners.

Strategy1:

Standards Based Instruction - 100% of teachers of EL students will deliver WIDA standards-based instruction daily while incorporating instructional strategies that improve reading comprehension, listening, speaking, and writing and implement the Sheltered Content Instruction Program (teaching English in the content areas).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Echevarria, J. and Graves, A. (2014). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities (5th Edition).

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Activity - Active Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of teachers will participate in EL training during the month of October focusing on WIDA standards of EL. Teachers with EL students in their classes will be expected to demonstrate the use of the information received in the training through targeting domains already identified for each student. The following types of active engagement strategies will be used with EL students to keep them physically active and involved in their learning: routine questioning, small group and cooperative group activities, partner and individualize sharing opportunities role playing.	Academic Support Program	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	EL Coordinator; Classroom Teachers

Activity - Sheltered Content Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies to make the content comprehensible to the students learning in a second language. These strategies include: modify and mediate instruction, speak slowly, use repetition, use of visual aids and hands-on activities, and use of thematic instruction. Teachers will be educated on the Sheltered Instruction Observation Protocol (SIOP) to be used in designing lessons for the EL student.	Academic Support Program	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Technology Integration Specialist; Instructional Partner; EL Coordinator; Teachers

Goal 6:

18/19 3rd grade learners at Munford Elementary School will make gains towards reading proficiency.

Measurable Objective 1:

A 15% increase of Third grade students will demonstrate a proficiency by increasing the percentage of students scoring in the proficient/benchmark category in Reading by 05/23/2019 as measured by Performance Series / Scantron Tests.

Strategy1:

Active Student Engagement Strategies - Teachers will plan for and provide daily opportunities for active participation and student engagement through the use of strategies, word work/phonics activities, and other resources such as music, videos, and technology.

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

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct whole group and small group instruction for Tier I, Tier II, and/or Tier III to provide explicit instruction in 3rd grade Reading/ELA standards.	Other - Student Engagement	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Third grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist.

Goal 7:

18/19 3rd grade learners at Munford Elementary School will make gains towards math proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% by 05/23/2019 as measured by Performance Series / Scantron Tests.

Strategy1:

Build Critical Thinking Skills - Students will regularly participate in STEAM/Makerspace activities to build critical thinking and mathematical skills.

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

Research Cited: Science, Technology, Engineering and Math: Education for Global Leadership, retrieved from <https://www.ed.gov/stem>

Activity - STEAM/Makerspace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will regularly engage in STEAM/Makerspace activities to build their critical thinking and mathematical skills.	Other - STEAM/Makerspace	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	STEAM Teachers, Library Media Specialist, Classroom Teachers

Strategy2:

Daily Whole Group and Small Group Instruction - Teachers will provide explicit whole group and small group instruction daily through the use of math investigations/AMSTI math, math manipulatives, and V-math intervention.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit whole group and small group instruction through the use of Math Investigations/AMSTI math, math manipulatives, technology resources, and V-math intervention.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	3rd Grade Teachers, Instructional Partner, Technology Integration Specialist, AMSTI Specialist, and contracted math interventionist.

Goal 8:

18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Reading Proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% from August 2018 until the end of the year assessment by 05/23/2019 as measured by STAR Reading Assessments.

Strategy1:

Daily Research-Based / Research Supported Whole Group and Small Group Instruction - Teachers will teach explicit whole group and small group lessons daily in Tier I, Tier II, and/or Tier III.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, AV. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students by providing opportunities to learn using various modalities with activities to include, but are not limited to, dictation practice, work work activities, audio and visual activities, and online and technical resources.	Other - Student Engagement	08/07/2018	05/23/2019	\$6162 - Title I Schoolwide	First, Second, Fourth, and Fifth grade teachers; Instructional Partner; Technology Integration Specialist; contracted interventionist.

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach explicit whole group and small group lessons in Tier I, Tier II, and Tier III daily.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	1st, 2nd, 4th, and 5th grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist

Goal 9:

18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Math Proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% from August 2018 until the end of the year assessment by 05/23/2019 as measured by STAR Math Assessments.

Strategy1:

Build Critical Thinking Skills - Students will regularly engage in STEAM or Makerspace activities to build their critical thinking skills through the design process.

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

Research Cited: Science, Technology, Engineering and Math: Education for Global Leadership, retrieved from <https://www.ed.gov/stem>

Activity - STEAM/Makerspace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will regularly participate in STEAM/Makerspace activities to build critical thinking and mathematical skills.	Other - STEAM/Makerspace	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	STEAM Teachers, Library Media Specialist, Classroom Teachers

Strategy2:

Technology Integration - Teachers will utilize digital resources and web-based programs to help students master standards.

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

Research Cited: Margaret, H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.: Hicks T. & Turner, K. (2013). No Longer a Luxury: Digital Literacy Can't Wait. English Journal, 102(6), 58-65.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize digital resources and web-based programs to help students master standards.	Technology	08/07/2018	05/23/2019	\$11596 - Title I Schoolwide	First, Second, Fourth, and Fifth Grade Teachers; Instructional Partner; Technology Integration Specialist; and contracted interventionist

Strategy3:

Daily Research-Based Whole Group and Small Group Instruction - Teachers will implement whole group and small group explicit lessons daily for Tier I, Tier II, and Tier III instruction.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD.; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement whole group and small group explicit lessons which may include, but are not limited to, Math Investigations, Number Talks, Counting Collections, and math manipulatives.	Direct Instruction	08/07/2018	05/23/2019	\$13052 - Title I Schoolwide	First, Second, Fourth, and Fifth grade teachers, Instructional Partner, Technology Integration Specialist, AMSTI Support, and contracted interventionist

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:

18/19 All Kindergarten learners at Munford Elementary School will make gains towards reading proficiency.

Measurable Objective 1:

100% of Kindergarten grade students will demonstrate a proficiency by successfully mastering 85% of Kindergarten sight words in Reading by 05/23/2019 as measured by grade level assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating research-based and/or research supported strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide daily research-based / research supported whole group instruction and utilize small group instruction to address individual student needs.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; Contract Interventionist

Goal 2:

18/19 All students with identified disabilities will make progress in reading.

Measurable Objective 1:

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Reading by 04/30/2018 as measured by STAR Assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating researched-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$5974 - Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist

Goal 3:

18/19 All students with identified disabilities will make progress in math.

Measurable Objective 1:

70% of Students with Disabilities students will increase student growth by one grade level equivalency in Mathematics by 05/23/2019 as measured by STAR Math assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit instruction incorporating research-based strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD.; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Instruction and Tiered Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers will provide daily whole group instruction and utilize small group instruction to address individual student needs. Tier 2 and Tier 3 interventions will be implemented according to student needs. Contracted Interventionist(s) will be utilized to monitor and implement web-based interventions as well as providing one-on-one and small group instruction.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	General Education Teachers; Special Education Teachers; Contracted Interventionist; Principal; Assistant Principal

Goal 4:

18/19 All Kindergarten learners at Munford Elementary School will make gains towards math proficiency.

Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency by successfully counting to 100 in Mathematics by 05/23/2019 as measured by grade level assessments.

Strategy1:

Explicit Instruction - Teachers will provide intensive, explicit whole group and small group instruction incorporating research-based and/or research supported strategies.

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

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based / Research Supported Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct whole group and small group instruction to provide explicit instruction in all Kindergarten math standards which are not limited to, but include, counting collections and math investigation lessons.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Kindergarten Teachers; Instructional Partner; Title I Resource/Technology Integration Specialist; AMSTI Regional Specialists, Contracted Interventionist

Goal 5:

18/19 3rd grade learners at Munford Elementary School will make gains towards reading proficiency.

Measurable Objective 1:

A 15% increase of Third grade students will demonstrate a proficiency by increasing the percentage of students scoring in the proficient/benchmark category in Reading by 05/23/2019 as measured by Performance Series / Scantron Tests.

Strategy1:

Active Student Engagement Strategies - Teachers will plan for and provide daily opportunities for active participation and student engagement through the use of strategies, word work/phonics activities, and other resources such as music, videos, and technology.

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

Research Cited: Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct whole group and small group instruction for Tier I, Tier II, and/or Tier III to provide explicit instruction in 3rd grade Reading/ELA standards.	Other - Student Engagement	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Third grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist.

Goal 6:

18/19 3rd grade learners at Munford Elementary School will make gains towards math proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% by 05/23/2019 as measured by Performance Series / Scantron Tests.

Strategy1:

Daily Whole Group and Small Group Instruction - Teachers will provide explicit whole group and small group instruction daily through the use of math investigations/AMSTI math, math manipulatives, and V-math intervention.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, AV. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

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Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit whole group and small group instruction through the use of Math Investigations/AMSTI math, math manipulatives, technology resources, and V-math intervention.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	3rd Grade Teachers, Instructional Partner, Technology Integration Specialist, AMSTI Specialist, and contracted math interventionist.

Goal 7:

18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Reading Proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% from August 2018 until the end of the year assessment by 05/23/2019 as measured by STAR Reading Assessments.

Strategy1:

Daily Research-Based / Research Supported Whole Group and Small Group Instruction - Teachers will teach explicit whole group and small group lessons daily in Tier I, Tier II, and/or Tier III.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, AV. ASCD; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40.; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students by providing opportunities to learn using various modalities with activities to include, but are not limited to, dictation practice, work work activities, audio and visual activities, and online and technical resources.	Other - Student Engagement	08/07/2018	05/23/2019	\$6162 - Title I Schoolwide	First, Second, Fourth, and Fifth grade teachers; Instructional Partner; Technology Integration Specialist; contracted interventionist.

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach explicit whole group and small group lessons in Tier I, Tier II, and Tier III daily.	Direct Instruction	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	1st, 2nd, 4th, and 5th grade teachers, Instructional Partner, Technology Integration Specialist, and contracted interventionist

Goal 8:

18/19 1st, 2nd, 4th, and 5th Grade Students Will Make Gains Towards Math Proficiency

Measurable Objective 1:

increase student growth by increasing the percentage of students scoring in the proficient/benchmark category by 15% from August 2018 until the end of the year assessment by 05/23/2019 as measured by STAR Math Assessments.

Strategy1:

Daily Research-Based Whole Group and Small Group Instruction - Teachers will implement whole group and small group explicit lessons daily for Tier I, Tier II, and Tier III instruction.

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

Research Cited: Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD.; Rosenshine, B. (2012). Principles of Instruction. Education Digest, 78(3), 30-40; Brunn, Peter. The Lesson Planning Handbook. New York: Scholastic, 2010.

Activity - Daily Research-Based Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement whole group and small group explicit lessons which may include, but are not limited to, Math Investigations, Number Talks, Counting Collections, and math manipulatives.	Direct Instruction	08/07/2018	05/23/2019	\$13052 - Title I Schoolwide	First, Second, Fourth, and Fifth grade teachers, Instructional Partner, Technology Integration Specialist, AMSTI Support, and contracted interventionist

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

Goal 1:

18/19 All EL Students at Munford Elementary will make progress towards increasing English proficiency.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by achieving Adequate Progress for Language Acquisition (.5 gain or composite score of 4.8) in English Language Arts by 05/23/2019 as measured by ACCESS assessment for English Learners.

Strategy1:

Standards Based Instruction - 100% of teachers of EL students will deliver WIDA standards-based instruction daily while incorporating instructional strategies that improve reading comprehension, listening, speaking, and writing and implement the Sheltered Content Instruction Program (teaching English in the content areas).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Echevarria, J. and Graves, A. (2014). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities (5th Edition).

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Activity - Active Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of teachers will participate in EL training during the month of October focusing on WIDA standards of EL. Teachers with EL students in their classes will be expected to demonstrate the use of the information received in the training through targeting domains already identified for each student. The following types of active engagement strategies will be used with EL students to keep them physically active and involved in their learning: routine questioning, small group and cooperative group activities, partner and individualize sharing opportunities role playing.	Academic Support Program	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	EL Coordinator; Classroom Teachers

Activity - Sheltered Content Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies to make the content comprehensible to the students learning in a second language. These strategies include: modify and mediate instruction, speak slowly, use repetition, use of visual aids and hands-on activities, and use of thematic instruction. Teachers will be educated on the Sheltered Instruction Observation Protocol (SIOP) to be used in designing lessons for the EL student.	Academic Support Program	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Technology Integration Specialist; Instructional Partner; EL Coordinator; Teachers

Activity - Professional Development of Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to school-wide training focusing on the WIDA standards for EL students, the EL Coordinator and homeroom teachers of EL Students will attend state SAMUEL I training for additional professional development.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	EL Coordinator; Classroom Teachers

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

Transact is used to provide documents to families in their native language when needed. Parent conferences are also scheduled as needed to meet the needs of the parents. Interpreters are provided as needed.

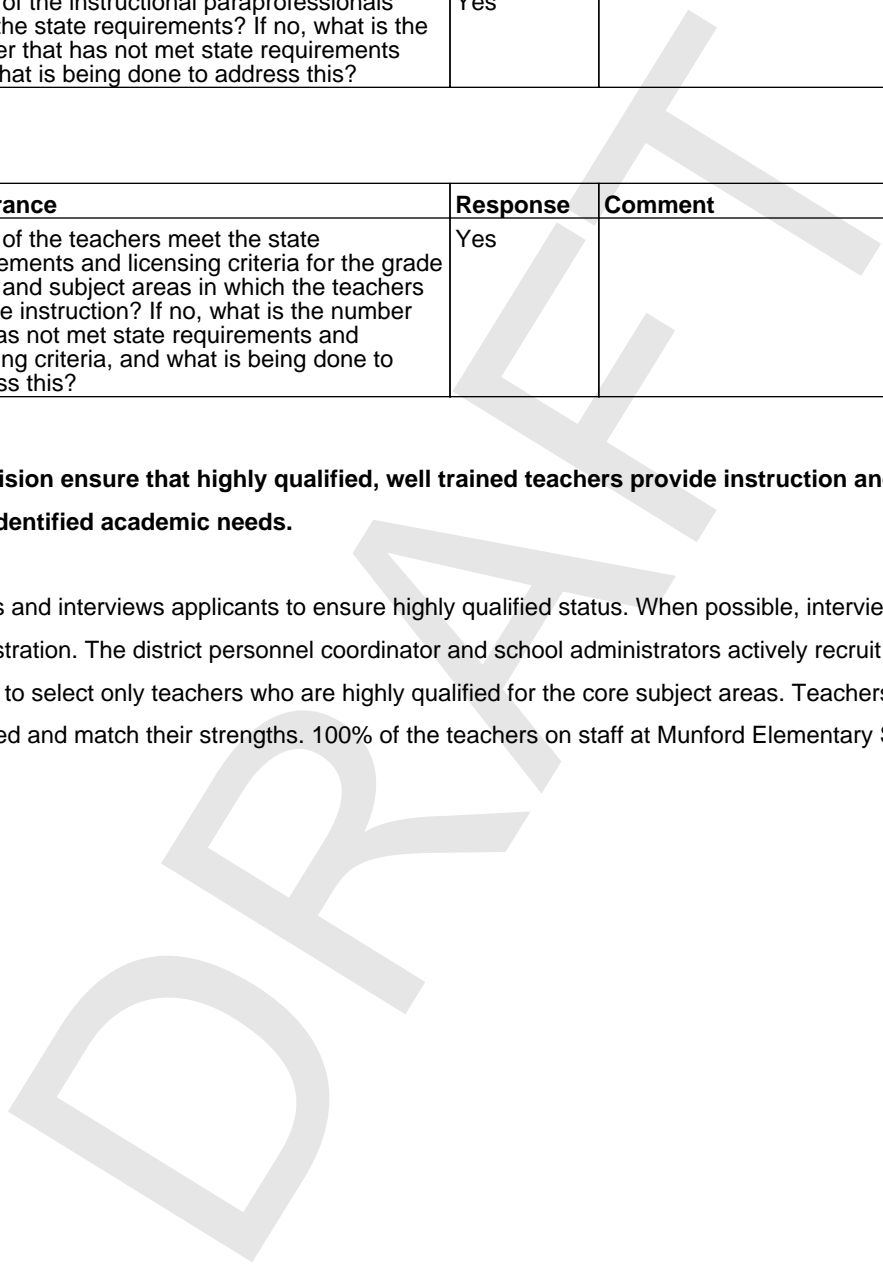
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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.

The school carefully screens and interviews applicants to ensure highly qualified status. When possible, interview teams include other staff members along with administration. The district personnel coordinator and school administrators actively recruit and carefully screen and interview applicants in order to select only teachers who are highly qualified for the core subject areas. Teachers are placed in positions for which they are highly qualified and match their strengths. 100% of the teachers on staff at Munford Elementary School are highly qualified.



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

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

Following the 2017-2018 school year, 8 of 53 certified staff members are no longer employed by Munford Elementary School. Two teachers took jobs in other school systems, two took other jobs within the Talladega County School System, one retired, one teacher took another profession, and two teachers were non-renewed. This is a turnover rate of 15%.

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

For the 2018-2019 school year, 63% of certified staff hold a Master's degree or higher: 2 with AA, 29 with Masters, and 18 with Bachelors

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).

Strategies used to attract and retain highly qualified teachers include providing high quality professional development, mentoring, supportive teaching/learning environments, a collaborative culture, and professional learning communities. All new teachers are paired with an experienced mentor teacher. Mentors meet with new teachers on a weekly basis. The mentor teacher provides suggestions and instructional strategies to the new teacher. The mentor teacher provides instructional, professional, and personal support. At Munford Elementary School, teachers are supported by an instructional partner and a technology coach to provide them with additional training and support, as needed. Also, new teachers participate in grade-level professional development sessions on a regular basis to learn with and from their colleagues.

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.

Professional development is provided and sustained through regularly scheduled professional development meetings throughout the school year. Student assessment data is reviewed regularly through administrator data chats and professional development meetings, and strategies and resources to address identified needs are based on that data.

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

Professional development opportunities are planned throughout the year.

Members of the leadership team and a teacher representative participate in the Powerful Conversations Network (PCN) and Instructional Partners (IP) network. The information gained from these networking opportunities are used to provide professional development to all teachers at the local school level.

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

All new teachers are paired with an experienced mentor teacher. Mentors meet with new teachers on a weekly basis. The mentor teacher provides suggestions and instructional strategies to the new teacher. All teachers are supported through grade-level meetings and through regularly scheduled professional development meetings. The Instructional Partner and Technology Integration Specialist provide support for all teachers.

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

Professional development is provided and sustained through regularly scheduled professional development meetings throughout the school year. Student assessment data is reviewed regularly through administrator data chats and professional development meetings, and strategies and resources to address identified needs are based on that data.

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:

18/19 Munford Elementary School will establish and sustain a positive and productive school-culture.

Measurable Objective 1:

collaborate to continue to provide a smooth transition that assists students in transitioning from one grade level to the next by 05/23/2019 as measured by evidence gathered through documentation of school transitional events..

Strategy1:

Transition Assistance - We will provide transitional opportunities for students entering Kindergarten as well as fifth graders transitioning to middle school.

Category: Develop/Implement Student and School Culture Program

Research Cited: Covey, S. (2009) The Leader in Me

Activity - Meet the Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A scheduled night is held to assist all students in their transition to the next grade by meeting their new teacher.	Community Engagement	05/01/2019	08/09/2019	\$3263 - Title I Schoolwide	All School Personnel

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten registration and kindergarten orientation are held to assist entry into school. Registration opportunities are provided at the local school as well as at the HeadStart facility as a service to the community.	Community Engagement	08/07/2018	05/23/2019	\$3263 - Title I Schoolwide	Counselor, Kindergarten Teachers, Library Media Specialist, Instructional Partner, Technology Integration Specialist, Speech Teacher

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer, a 3-day summer program entitled Kindergarten Academy will be offered to families to ease incoming Kindergarten students into school.	Academic Support Program	04/01/2019	08/02/2019	\$3675 - Title I Schoolwide	Kindergarten Teachers

ACIP

Munford Elementary School

Activity - Fifth Grade Tour of Munford Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will tour the middle school and meet with the administration, counselors, and resource teacher at the end of their fifth-grade year.	Field Trip	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	Fifth Grade Teachers

DRAFT

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?

Monthly data chats are utilized to provide an opportunity for teachers to collaborate with administrators to review and analyze progress monitoring data and assessment data to identify students in need of instructional interventions. Monthly professional development meetings are held by grade levels to focus on areas of the instructional program that need improvement and strategies to address these needs. Multiple times throughout the year, substitutes are used to provide half-day planning sessions for teachers to work in grade level teams to plan units of instruction and to develop lessons and common assessments. Weekly faculty meetings address instructional strategies, Leader in Me culture development, 21st Century learning skills, and STEAM education.

DRAFT

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?

All state, district, and school assessment data is analyzed to assess student achievement and to identify students' strengths and weaknesses. Once identified, the Rtl process is utilized to ensure that instructional interventions are in place and progress is being made.

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?

The Rtl Problem Solving Team (PST) provides teachers with additional strategies to address specific academic or behavioral needs. Assistance is provided through the use of contracted interventionists, web-based programs, and explicit instruction of intervention programs.

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

Students can participate in our After School Program. Students with the greatest academic needs are given priority when filling the available slots for this program. During the after school program, tutoring, review, homework help, and intervention are provided. Students are also able to participate in physical activity as well as art, music, and technology projects. Relationships are established to encourage the less confident, at-risk students. Additionally, multiple web-based programs are available for home use by students. Stride Academy, MyON, Reading Horizon's Discovery, and IXL (K-5) are available for students to use at home.

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 Munford Elementary, including those identified as migrant, limited English proficient, special education, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available.

Migrant- Migrant students are identified by state migrant recruiters. There are no barriers to their immediate enrollment and placement in classes. The Problem Solving Team (PST) is in place to provide support for their learning through Rtl. Resources are available through the district and community agencies to help these students with financial, health, and other needs.

English Learners- A home language survey is administered upon registration. Students who have a first language other than English are administered the W-APT to determine eligibility for the EL program. There are no barriers to the immediate enrollment and placement in classes for EL students. Individual EL plans are created, and accommodations are provided as needed. These students are taught through the sheltered content instructional approach and utilizing WIDA standards-based instruction. The Problem Solving Team (PST) is in place to

provide support for their learning through RtI. Teachers of EL students are provided with additional training to support the learning of EL students in their classrooms.

Economically Disadvantaged- Free or reduced meals are provided for economically disadvantaged students, and they are not denied participation in any programs or services due to an inability to pay. Rural Relief is available to assist with clothing, medical, dental, and other needs. The Problem Solving Team is in place to provide support for their learning through RtI.

Special Education- Special education services are provided in accordance with federal and state laws. Following interventions using research-based programs, if a student is still not successful, evaluations are conducted as appropriate to determine eligibility for special education services. An IEP team develops a plan for the individual student who is eligible for special education services.

Neglected and/or Delinquent- Talladega County does not have a facility that serves neglected and/or delinquent students. If one opens in the district, appropriate services will be provided.

Homeless- There are no barriers to the immediate enrollment and placement in classes of homeless students. Homeless students are not isolated or stigmatized in any way, and all requirements of federal law are implemented. Assistance is available for providing clothing and supplies and addressing medical, dental, or other needs. The Problem Solving Team is in place to provide support for their learning through RTI.

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.

Foster children's needs are addressed through the RtI Problem Solving Team and through individual sessions, as needed, with the school counselor.

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.

All Title I expenditures and programs are directly aligned with an identified goal with strategies and activities based on the needs assessment. All state foundation units and state funds are placed as they are earned. The school utilizes federal, state, and local grants as applicable to provide other programs and resources for students (i.e. Stride Academy).

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)?

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Munford Elementary School. The State of Alabama School Foundation Program funds teacher units based on student enrollment. A budget detail is included in this plan. Title I - Part A is used to supplement regular funded programming. These funds are used to provide professional development, reading and math interventionists, to purchase various materials and instructional supplies, to purchase technology equipment. Title II funds are used for professional development activities. Title VI funds are used for professional development and technology. The Forestry Department funds the Munford schools with grant money which is used for educational activities, and for the salary of the Science Resource Teacher. Local district funds are used for classroom units and local school funds are used for instructional and operational needs.

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

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

Periodically, throughout the year, Munford Elementary brings in the CIP committee to review and evaluate the CIP. There are parents on the committee to represent all of the parents in the school. A notice will be sent home to make parents aware that the plan is under review. If, after the plan is finalized and approved a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The CIP committee will meet and consider the concerns and revise as is appropriate. The school will submit any unresolved parent concerns at the same time the CIP is submitted to the central office.

Additionally, faculty members serving on the CIP team to include classroom teachers, the Technology Integration Specialist, school counselor, principal, and assistant principal will conduct periodic walkthroughs to monitor implementation of strategies and activities related to specific goals. Professional development meetings will be used to monitor progress towards goals and to identify strategies and practices to address identified needs.

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

Each year, the faculty works as a school team to analyze assessment data provided from school and state assessments to evaluate the progress made towards goals. The Title I Program Evaluation is used as a reporting tool to report gains towards goals, and the needs assessment allows the school an opportunity to identify areas of strength and weakness in order to set new goals for the new school year.

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 Title I Program Evaluation is used each year to determine if the school wide program is effective. Data is collected, reported and compared to Goal Objectives to determine if goal was successful. The CIP is "continuous", and there may be a need to continue a goal into the following school year to continue to attain a specific goal.

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?

Periodically, throughout the year, Munford Elementary brings in the CIP committee to review and evaluate the CIP. There are parents on the committee to represent all of the parents in the school. A notice will be sent home to make parents aware that the plan is under review. If, after the plan is finalized and approved a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The CIP committee will meet and consider the concerns and revise as is appropriate. The school will submit any unresolved parent concerns at the same time the CIP is submitted to the central office. Monitoring walkthroughs are implemented by members of the CIP team, progress towards goals is evaluated in professional development meetings, and adjustments are made as necessary to ensure continuous improvement of students in the school wide program.

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.	44.15

Provide the number of classroom teachers.

44.85

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3402550.0

Total

3,402,550.00

DRAFT

Administrator Units

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

Provide the number of administrators.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

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.	0.0

Total

0.00

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.	0.0

Total

0.00

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.	0.0

Total

0.00

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.

0.0

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.

0.0

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.	14295.0

Total

14,295.00

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.	4289.0

Total

4,289.00

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.	25544.0

Total

25,544.00

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.	4581.0

Total

4,581.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	230415.15

Provide a brief explanation and breakdown of expenses.

Copier Maintenance Contract-\$7,200.00

Elementary Materials/Supplies-\$19,577.21

Other Instructional Supplies-\$2,320.00

Non. Cap. Inst. Equipment-\$1,412.00

Computers/iPads/LCD's/Smartboard/Printer-\$8,536.46

License Fees-\$8.855.00

Prof. Dev./Data Mtg. Subs.-\$9,341.92

Teacher Stipends-\$4,876.06

Out-of-State Travel-\$3,000.00

Registration-\$2,000.00

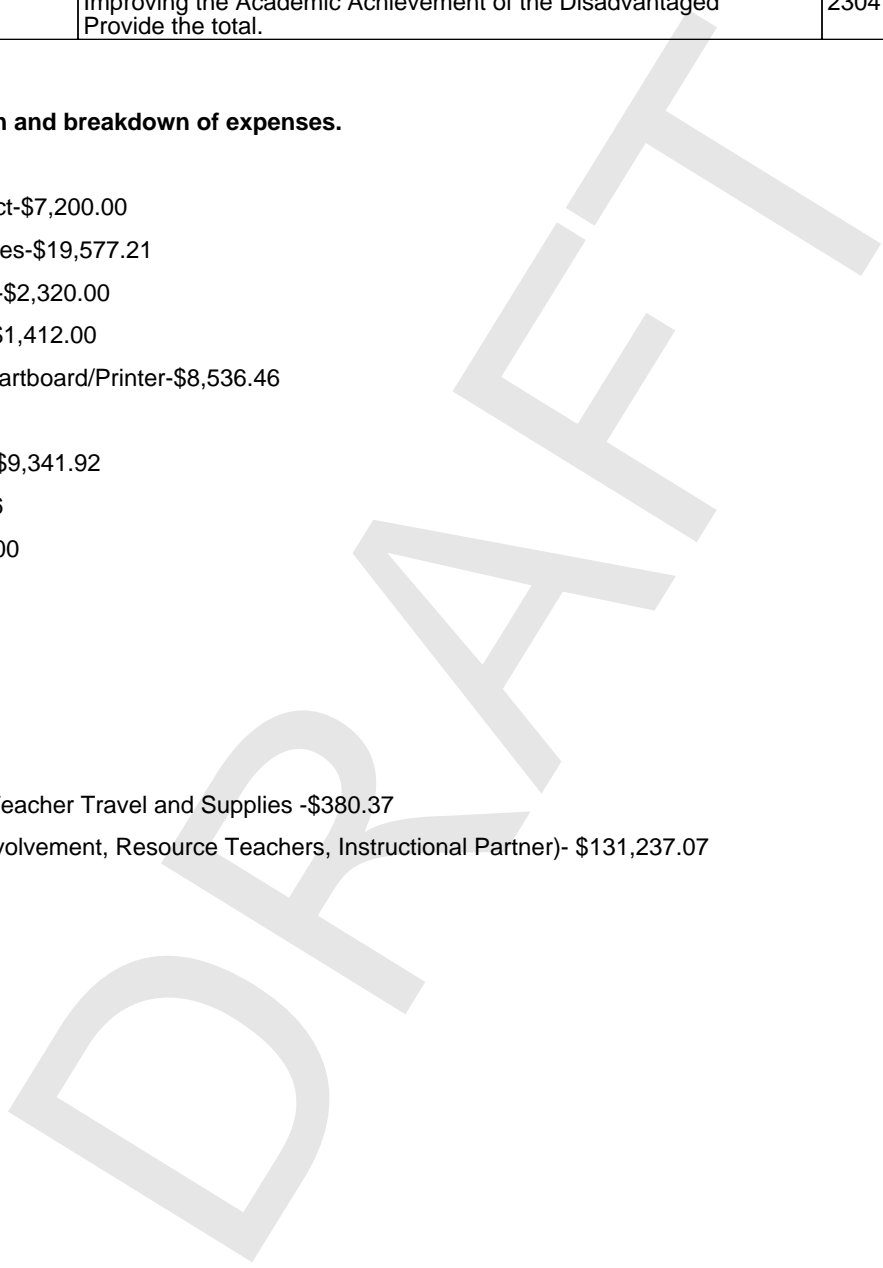
In-State Travel-\$285.58

Interventionists-\$30,772.42

Salaries and Benefits:

Early Childhood Resource Teacher Travel and Supplies -\$380.37

Salaries/Benefits (Parent Involvement, Resource Teachers, Instructional Partner)- \$131,237.07



Title II

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

Provide a brief explanation and a breakdown of expenses.

All schools have equal access to professional development resources and activities that are provided by Title II funds.

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	236800.0

Provide a brief explanation and breakdown of expenses.

Public: \$219, 400.00

Non-public: \$17, 400.00

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.

DRAFT

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))

Munford Elementary School holds an annual meeting for all parents grades K-5. Parents are notified of this meeting through notices sent home by students, reminders on the monthly schoolwide calendar, reminders via social media using the school Facebook page, and phone calls made through the automated phone system. Topics to be discussed at the meeting are:

- Title I Participation, Services, and Parent Rights
- 1% set aside
- LEA Title I and Parent and Family Engagement Plans
- Continuous Improvement Plan
- School Parent and Family Engagement Plan
- School-Parent Compacts
- Requesting qualifications of your child's teacher
- Annual evaluation of the Parent and Family Engagement Plan

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))

Parent meetings are held at different times during the day and after school hours. Parents are informed of school-wide subjects, how to schedule a parent-teacher conference, how to help their students, and how to participate in decisions related to the education of their children. Parents are given a school brochure at the beginning of the school year, which includes detailed information on these topics. On Meet the Teacher Night, teachers provide parents with information concerning subjects they teach and how students are individually assessed. To assist in providing an opportunity for parents to attend meetings, meetings and/or workshops will be held during the school day and in the evenings. Three parent representatives serve on our Title I committee and are active participants in the review/assessment of the plan. All parents are given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer during the next school year. Results of these surveys are reviewed by the Title I Resource Teacher and are used in determining needed changes. Parents are also encouraged to provide input and suggestions in writing to administration throughout the school year. Funds for parental involvement are used to purchase materials for parent workshops and family nights and for educational materials for parents.

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

On Meet the Teacher night, each grade level conducts a parent session and discusses the curriculum, assessments, and expectations of students at that particular grade level. At the annual Title I meeting, parent meetings, and workshops, Munford Elementary School presents information about the Title I program, the curriculum, and/or types of academic assessments used. Parents learn about the reading and math goals. They also learn how to schedule a parent-teacher conference. They are reminded about how they can participate in decisions related to the education of their child. Parent workshops are held by each grade level to inform parents of curriculum requirements, assessment forms, and tips for helping children be successful. A monthly school calendar and newsletter provides parents with a schedule of opportunities in which they may be involved. Each classroom sends home a weekly newsletter specifying the standards that are being addressed in each content area for that week. Parents can contact the principal for questions or suggestions. Interpreters are utilized when meeting with non-English speaking parents. Software and a paid translator are used to convert parent correspondence to Spanish when needed.

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

The School-Parent-Student Compact was developed through the efforts of parents and teachers. An effort was made in 2012 to revise our compacts so they are grade-level specific using input from parents and teachers. The compacts were reviewed August of 2018. The compacts are distributed to all students at the beginning of the school year. Parents and students are asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts are kept in the classroom for use during parent-teacher and/or student-teacher conferences. The compacts will be reviewed annually by teachers and parents and updated as needed.

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

Periodically throughout the year, Munford Elementary brings in the CIP committee to review and evaluate the CIP. There are parents on the committee to represent all of the parents in the school. A notice will be sent home to make parents aware that the plan is under review. If after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The CIP committee will meet and consider the concerns and revise as needed. The school will submit any unresolved parent concerns at the same time the CIP is submitted to the central office.

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)

Munford Elementary School will accomplish many of these items through its annual parent meeting. Parents will receive an overview of the academic content standards and assessments and information will be given concerning Title I, the services offered through it and the parents right to be involved in their child's education. Explanations will also be given at Meet the Teacher Night concerning the assessments and standards being addressed at each particular grade level. Meet the Teacher Night is held to give parents the opportunity to meet their child's teachers and learn about individual class subjects, routines, assessments and what their role will be in helping their child to succeed. Additionally, each grade level will host a parent workshop in an open-house format in which parents can learn suggestions for being involved in their child's education and interact with their children in classroom activities and learn about ways to use online programs to help their children be successful. Teachers will also share tips for success with parents. Parent-teacher conferences will be held as needed. Parents monitor their child's progress through the INOW Home Portal, Leadership Binders, progress reports, and report cards. Teachers also provide student data with Rtl progress reports every two weeks. Parents are invited to Rtl Problem Solving meetings to work with teachers to improve student progress.

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)

Brochures are made available in the school office, which offer suggestions for parents on ways to help their child be successful. The school offers parent workshops to assist parents with strategies to use at home to work with their children. Family Reading, Math, and STEAM Night is offered to provide fun, educational activities that parents can do at home to increase their child's interest in reading, math, and STEAM. Leadership Nights/Open House activities are held to allow parents to participate in the school culture and stay informed. Information is included on monthly newsletters to give parents tips and ideas to use when working with their children on academic subjects. This information is also included on the school website. Parents are invited and informed about these events via written notice, Blackboard Mass Communicate automated phone calls, social media postings via the school Facebook page and Twitter, and monthly calendars and newsletters.

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)

Munford Elementary School expects all staff and faculty members to welcome parents to the school, as appropriate. It is the responsibility of all staff members to encourage interaction with parents and to ensure that they feel the need for a partnership in order to provide the best educational experience for the student. Faculty meetings include opportunities for discussing ways to increase parental involvement/opportunities for parents. The CIP/Parent Involvement Team also meets periodically to discuss ways to increase parent involvement. Teachers will work with the resource teacher and instructional partner to plan parent involvement activities and materials that will best meet our school's identified goals.

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)

Munford Elementary has an open door policy for parents wishing to assist in our parent volunteer program. There are always areas available for parent assistance. Some of these include: preparing teacher and/or student materials, reading with students, assisting in the library, PTA meetings & events, etc. Parents are also invited to visit classrooms when there are special activities taking place. This gives parents the opportunity to see the learning that is taking place so they can assist their children in extending that learning. Other activities previously described include Family Reading, Math, and STEAM Night, parent workshops, and newsletters for parents. Materials sent home to EL Families will be translated using Transact when needed.

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)

Information on monthly calendars, school forms, etc. are sent to parents of EL students in Spanish as needed. TransAct is available for use to access forms, signage, etc in Spanish to accommodate the parents of our EL students.

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))

Using the parent surveys, needs of parents are assessed and workshops are developed to meet these needs using available resources. Teacher-generated workshops to train and inform parents will provide materials to assist parents in working with their children at home. Programs will be presented in auditory and visual formats. When needed, documents and presentations will be translated to other languages.

DRAFT