



## **ACIP**

# Fultondale Elementary School

## Jefferson County Board of Education

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Fultondale, AL 35068

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

Fultondale Elementary School is a pre-kindergarten through sixth grade school that is located at 950 Central Avenue in Fultondale, Alabama. This is the second year for our Pre-K class that is supported by Federal Programs and the Alabama First Class Pre-K Grant with eighteen (18 four year olds are in the program). Sixth Grade was very successful returning to FES for the 2016-17 school year, after being the FHS for three (3) school years prior. Our ten newest classrooms house first and second grade, and Pre-K.

Fultondale Elementary School moved to its current location in 2007. There are five communities that make up the overall Fultondale school community. Currently, we have 897 students, which includes two preschool classrooms, and the addition of 120 sixth grade students. Our current demographics are: 46% Black, 25% White, 28% Hispanic, and .8% Asian, Pacific Islanders, and Multi-Race students. 71.53% of our students receive a free or reduced lunch. 47% of our students are female and 53% are males.

Fultondale Elementary provides services for a large population of exceptional education students with special needs who are not only zoned to Fultondale, but are also assigned to our school to support other Jefferson County schools within the northern area of our school district.

During the 2017-18 school year, we added a hearing impaired unit (HI) which included the addition of one (1) HI teacher and three (3) Paraprofessional HI interpreters. During this school year, 2018-19, the school transitioned new administration and 18 new faculty/staff members. Additionally, the HI teacher became itinerate and one HI interpreter moved to Bragg Middle School with a student.

Fultondale Elementary School has sixty-seven (67) certified employees including two (2) administrators, sixty-five (65) highly qualified teachers, ten of whom are Nationally Board Certified Teachers and three of whom are working on certification. We have forty-five (45) classrooms including two (2) exceptional education self-contained classrooms, a kindergarten/first grade split class, a first/second grade split class, a first grade transition class, a second grade transition class, six kindergarten classes, four regular first grade classes, four regular second grade classes, five third grade classes, five fourth grade classes, seven fifth grade classes, and four sixth grade classes. Support teachers also includes plus three days (1.6) speech teachers, five (5) exceptional education resource teachers, one (1) music teacher, one (1) librarian, one (1) technology teacher, two (2) counselors, 2 P. E. coaches, one and a half (1.4) gifted teachers, two and a half (2.5) ELL teachers, one (1) instructional coach, one (1) in-school detention teacher, one (1) ARI District Reading Coach. In addition, we have four (4) highly qualified paraprofessionals (instructional aides), two (2) interpreters, eight (8) child nutrition workers, four (4) custodians, a school nurse, one (1) health room aide, and three (3) office workers. All teachers and staff are dedicated to supporting student learning. We also have a very supportive Fultondale City Council and community.

## 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.**

Our Vision at FES is..... All FES students will achieve personal success in their learning in order to become responsible & productive citizens.

Our Mission at FES is...Our mission is to empower students to take ownership of their character and learning through the development of meaningful relationships.

Our Vision and Mission statements were updated during the 2018/2019 school year to reflect the beliefs of all stakeholders. The Continuous Improvement Leadership Team (CILT) is working to identify all the ways we implement our Vision and Mission Statements to include but not limited to: Student Goal Setting, Monthly Newsletter, Morning Announcements, Collaborative Counseling Program, and school goal setting.

## 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.**

Fultondale Elementary School continues to be dedicated to training all sixth grade teachers in (LDC/MDC) Literacy Design Collaborative and Math Design Collaborative. PBL is a strong focus for science and social studies in Kindergarten -second grades. FES was the only elementary school in Jefferson County Schools who piloted SREB in 2015-16. Training was in third and fourth grades, and through the hard work and dedication of these teachers our instructional coach, special education teacher, and administrators, Fultondale Elementary was awarded the "Outstanding LDC/MDC School Award" for Elementary Grades at the National SREB Conference in Louisville Kentucky in July, 2016.

Mrs. Lindsay Wiseman Self won a Channel 42 "One Class at a Time Grant for her exceptional education students, and she also received a donors' choose grant; Ms. Melissa McLain received a JefCoEd Foundation Grant for \$1000, and we have three new teachers to the profession who receive the McDonalds \$500 grant: Mrs. Sarah Hamilton, Ms. Chunterria Hutchins, and Mrs. Lauren Vance.

Fultondale Elementary has ten (10) National Board Certified Teachers, Mrs. Marion LaFonte, Mrs. Kim Odom, Mrs. Heather Weems, Mrs. Bailey Washington, Susan Remick, Tammy Purvis, Lynn Wasylenko, Natalee Smith, Cassie Miller and Mrs. Erika Mason and three (3) teachers in the Stellar (NBCT) Program.

Fultondale Elementary School Science Olympiad Club students won several ribbons and continue to place in several of the 28 different events.

Fultondale Elementary School Track Teams and Newcomb teams placed in several events.

Other achievements from 2014-16 are: Debbie Dumais was named the 2015 "Gifted Teacher of the Year" at the Alabama Gifted Teacher Conference. "Donors Choose" Grants were won by four third grade teachers, and a special education teacher. Seven (7) Jefferson County Foundation Grants totaling approximately \$3,400 were won by four of our teachers in May, 2016.

Mrs. Jennifer Thompson, music teacher won a Logan's Steakhouse grant for over \$500 for instruments. Two McDonalds "New Teacher" \$500 grants were won for classroom supplies.

2014-18

Two third Grade teachers, won donor's choose grants totaling over \$2,500. The City of Fultondale gave the school \$20,000 to assist with needs of the school. We purchased technology including ninety (90) Chrome Books, an interactive Promethean board, and tv for our cafeteria with the city funds. Forty (40) Android tablets were purchased by PTA for Kindergarten-Second Grades and Special Education classes. And, PTA purchased an additional 82 Chrome Books to enable our 3-6th grade classrooms to have a 1:1 initiative.

P.E. teacher, Ann Holcomb received one of 250 Healthy Schools awards sponsored by the President and federal government. She attended a recognition program in Washington D.C. in September, 2014. JefCoEd Grant worth \$400 and a \$3,500 Running grant to develop a running team. The team ran in two races, one in December and one in May.

As a district during the 2018-19 school year, each school moving away from PBL in all subjects to implementation in only Science and Social Studies. Additionally, the district purchased and training K-1st teachers in Phonics First and is implementing a new Lesson Plan template among all regular education teachers. In the area of math, teachers are being trained by SREB and implementing counting collections in K-2 classrooms. Our school (FES) has moved away from training in LDC and MDC except for grade 6th.

## **Additional Information**

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

Our fifth grade students who live in the North Smithville area currently transition to Bragg Middle School, in Gardendale City. As of September, 2016, the Federal courts have not made a final decision of the request for separation of Gardendale schools from the Jefferson County School System. Until a decision is made, these students have a choice to remain at Fultondale Elementary through sixth grade or transition to Bragg for their sixth grade year. This option was a new option for our North Smithville sixth graders this school year based on a temporary ruling by the federal court judge. We hope to enter into a new order with the courts by Jan. 2019.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

In the development of Fultondale Elementary's Continuous Improvement Plan faculty of the school analyzed data collaboratively at scheduled times during the last month of school. During the summer months select faculty from different positions within the school met and compiled academic data, analyzed demographic data, and summarized local school information pertinent to the development of the school's improvement plan. The faculty selected to meet during the summer included the principal, general education teachers, instructional coach, Special Education Lead teacher, EL teacher and PI Coordinator. Additionally, one staff member from the central office's federal programs assisted in the summer planning session. This provided a well-informed view of strengths and weaknesses of Fultondale Elementary. Parent input through surveys and personal interviews at times convenient to parents were included within the development of the improvement plan. We had 82% of our students, 100% of our teachers, and 28% of our parents participate in our AdvancEd stakeholder surveys. Additionally, we had another 20% of our parents participate the Title I Annual Evaluation. The results from these surveys help us determine how we will spend our parenting money and how we plan for/encourage future family engagement activities.

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

Groups represented in the development of Fultondale Elementary's Continuous Improvement Plan included teachers, parents, administrators, and Central Office Specialists. Teachers analyzed and summarized academic, demographic, and local information utilized during the plan's development. Parents and other community stakeholders gave input through surveys and interviews. The administrators participated in analysis of data and scheduled work sessions during the school year and summer. Staff assisted in compiling data which was used for the development of Fultondale Elementary's Continuous Plan. The Team shares data with their grade level/specialist teams and brings questions, concerns or approvals back to the team for each part of the process until we have a majority vote and buy-in to proceed. Members are:

Susan Remick, Principal and CILT Co-Chair

Troy Taylor, Assistant Principal

Kelly West, Federal Programs Supervisor

Anna Vacca, LEA Accountability

Teachers: Ginger Wilson CILT Co Chair and ESL Lead Teacher

Catherine Rice and Lynn Wasylenko counselors;

Debbie McMahan & Joy Gould-Instructional Coaches;

Jeanna Burns-5K;

Tina Criswell & Marion LaFonte-Lead mentor&1st gr;

Bonnie Gilmer 2nd Gr;

Elaine Peters RTI Chair & 3rd Gr;

Josh Patton 4th Gr;

Tammy Purvis 5th Gr;

Lindsay Self Spec. Ed;

Jill West Technology

Parents-Mr. Sledge & Mrs. Knox

Joe Bolton-Community Leader

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

Stakeholders are given a "CIP at a Glance." This document summarizes the main points within the Continuous Improvement Plan in language that is understandable for readers. A copy of the Continuous Improvement Plan is kept in the main office and on the school's website. Both are available for stakeholders. Signs are displayed in the main foyer informing stakeholders of the availability of the Continuous Improvement Plan.

# Student Performance Diagnostic

## **Introduction**

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

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Doc Student Performance Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

## Areas of Notable Achievement

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

Ideally, we would like to see all areas improve dramatically. However, we are most proud of the growth in the areas of math as compared to reading.

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

These scores are calculated based on the state's new formula in which ACT Aspire scores are factored into our current scores. Therefore, we do not have previous year's scores to compare in order to identify trends.

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

Fifth Grade reading for the highest % of students scoring level III and IV. Additionally, our caucasian and African American populations out-scored our hispanic population, especially in the lower grades.

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

Trends can not be calculated at this time as the state recalculated the scores based on comparisons with ACT Aspire.

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

Again, comparison data is needed to answer this question. However, we need to continue to work with our Hispanic population to increase their achievement levels.

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

This is the primary assessment that measures these specific areas.

## Areas in Need of Improvement

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

We strive to increase the achievement of all students at our school.

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

Trends can not be calculated at this time as the state has changed the formula for these current scores. Therefore, previous year's scores would not be comparable, as we understand it.

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

The overall lowest areas are caucasians 6th grade reading and 4th and 6th grade reading for the percent of students scoring III and IVs.

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

Trends can not be calculated at this time.

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

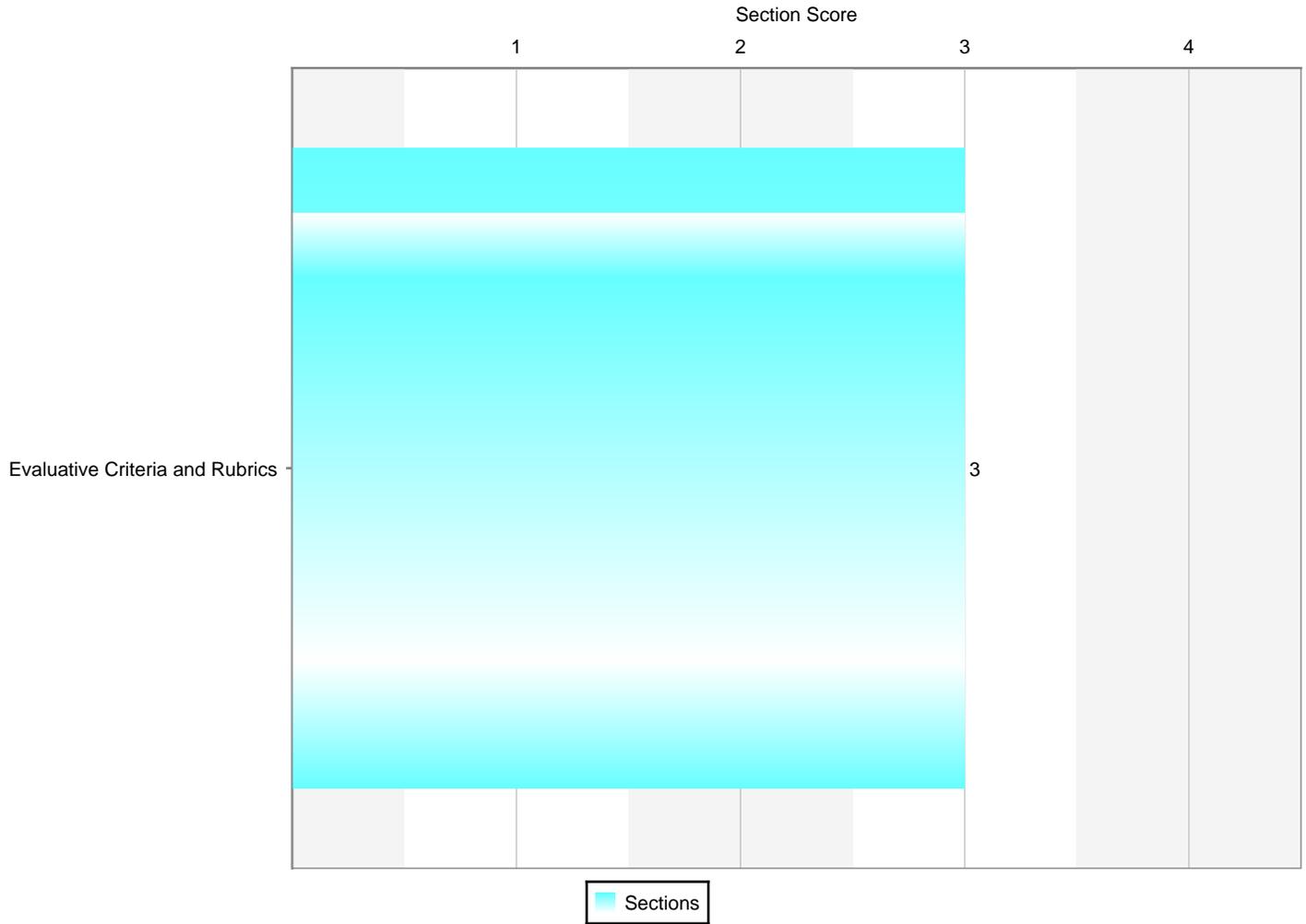
Trends can not be calculated at this time.

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

This is the primary data source that measures these factors.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Susan Remick, Principal Troy Taylor, Assistant Principal Ginger Wilson, ESL/POC/PIC and Co-Chair J. Burns, Kindergarten Tina Criswell, 1st Grade/Lead Mentor Bonnie Gilmer, 2nd Grade Elaine Peters, 3rd Grade/PST Chair Joshua Patton, 4th Grade Tammy Purvis, 5th Grade Alyson Torbett, 5th Grade/PIC Chunteria Hutchins, 6th Grade Jill West, E Team Leader Catherine Rice, Guidance Counselor Lynn Wasylenko, Guidance Counselor Wendall Sledge; PTA Vice President Monique Knox; PTA President Joe Bolton; Community Liaison Kelly West; District Liaison Anna Vacca; Deputy Superintendent	

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	Jeff Caufield; Director of Human Resources of Jefferson County 205-379-2117	Non-Discrimination Policy

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	Jeff Caufield, Director of Human Resources (Jefferson County) 205-379-2117 Susan Remick, Principal of Fultondale Elementary (Jefferson County) 205-379-3459	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Please see the attached documentation that is provided to parents in all school agendas and during the Title I meeting that is held at the beginning of each school year.	Parents Right to Know

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	We also distribute this in Spanish as well.	School Parent Compact

# **2018-2019 FES ACIP**

## **Overview**

### **Plan Name**

2018-2019 FES ACIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	FY19 Preparing all students to be college and career ready upon graduation.	Objectives: 5 Strategies: 6 Activities: 11	Organizational	\$316087

## Goal 1: FY19 Preparing all students to be college and career ready upon graduation.

### Measurable Objective 1:

demonstrate a proficiency in reading. by 05/23/2019 as measured by a 10% increase from the fall administration to the spring administration of DIBELS Next (K-1) and GSPS (2-6) & increase the percentage of students who met their growth targets..

### Strategy 1:

Quality Instruction - We will plan for, provide, and monitor for quality instruction in grades K-6 using district practice standards, district lesson plan template, and Phonics First (K-1) instruction.

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

Research Cited: Hattie's Visual Instruction

Research based from Orton Gilligham

Activity - Reading and Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for researched based instructional strategies for teaching reading. \$10,000 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Susan Remick Troy Taylor Joy Gould Debbie McMahan District Personnel Phonics First Training Staff

Activity - Lesson Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a district wide lesson plan template, plan for quality lessons, implement a reflection, review, and revise of current practices. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning. \$4,818.85 has been allocated for classroom materials and supplies and \$12,000 to purchase needed technology.	Academic Support Program	08/09/2018	05/23/2019	\$16819	Title I Part A	Susan Clay Susan Remick Troy Taylor Joy Gould Debbie McMahan Jill West Classroom Teachers

Activity - Additional Personnel (reading, math, & .5 counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Two hundred seventy-one thousand, five hundred seventy-eight dollars and fifteen cents (\$271,578.15) or 86% constitutes the total cost of four teacher salaries, one half of a counselors salary, benefits, and substitutes.	Class Size Reduction	08/09/2018	05/23/2019	\$271578	Title I Part A	Susan Remick Troy Taylor
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Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For our extended day program we have set aside \$3,603.00. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.	Tutoring	11/08/2018	04/01/2019	\$3603	Title I Part A	Susan Remick Troy Taylor Ginger Wilson Extended Day Teachers

**Measurable Objective 2:**

demonstrate a proficiency in math by 10% for the fall administration to the spring administration of GSPS (2-6) by 05/23/2019 as measured by and increase the percentage of students who met their growth targets from 52 to 58 in 2019.

**Strategy 1:**

Quality Instruction in Math - Plan for, provide and monitor quality instruction in grades K-6 while implementing Counting Collections, Investigations Curriculum, Standards based instruction and District Lesson Plan template.

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

Research Cited: National Research Council (2001) set forth in its document Adding It Up: Helping Children Learn Mathematics a list of five strands, which includes conceptual understanding: Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Activity - Grade Level PD for quality lesson planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PD focused on the development of standards based, rigorous lessons using the district lesson plan template in grades 2-6. \$10,000 has been allocated for substitutes and professional development.	Academic Support Program	08/09/2018	05/23/2019	\$9000	Title I Part A	Tina Sanders Laurie Richards Susan Remick Troy Taylor Debbie McMahan District Personnel

**Measurable Objective 3:**

collaborate to decrease the number students with 15 or more absences by 10%. by 05/23/2019 as measured by INOW attendance records.

**Strategy 1:**

Student Attendance - Plan for, implement, and monitor student attendance. Address attendance expectations with parents at orientation. A letter will be sent to parents when students reach 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused absences during the 2018-2019 school year.

Category: Implement Guidance and Counseling Plan

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Activity - Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students who have chronic attendance issues from the previous school year (more than 15 absences-excused/unexcused) Conference with parents/students who have been identified at the beginning of the school year in order to determine the root cause absences. Develop a plan of action based on conference with parents/students and set a goal for individual student attendance. Monitor student attendance via daily attendance checks/phone calls by the classroom teachers, administration, counselor, office staff, and the interventionist (as needed).	Behavioral Support Program, Other - Attendance	08/09/2018	05/23/2019	\$0	No Funding Required	Susan Remick Troy Taylor Lynn Wasylenko Catherine Rice Dr. JoNetta Terry

**Measurable Objective 4:**

collaborate to implement other required Title 1 components by 05/23/2019 as measured by input gathered at parent meetings and survey results.

**Strategy 1:**

Family Engagement - Build positive parent and family engagement opportunities to increase parent satisfaction

Category: Other - Parent and Family

Activity - Family Engagement Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results from 2018 spring annual evaluation and eProve surveys to plan parent and family engagement opportunities with parent committee members. Share results with staff, faculty, and other stakeholders.	Parent Involvement	08/01/2018	05/23/2019	\$0	No Funding Required	Ginger Wilson, PIC Alyson Torbett, PIC Susan Remick, Principal Troy Taylor, Assistant Principal

Activity - Communicate & Conduct Family Engagement Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate (agenda books, calendar of events, school messenger, etc...) and conduct parent and family engagement opportunities with all stakeholders. \$4,087.20 has been allocated to purchase agenda books for students.	Community Engagement	08/01/2018	05/23/2019	\$4087	Title I Part A	Susan Remick, Principal Troy Taylor, Assistant Principal Ginger Wilson, PIC Alyson Torbett, PIC

Activity - Family Engagement Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conduct and analyze data from the spring 2019 annual evaluation and eProve surveys.	Parent Involvement	06/01/2018	05/23/2019	\$0	No Funding Required	Susan Remick, Principal Troy Taylor, Assistant Principal Ginger Wilson, PIC Alyson Torbett, PIC
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**Strategy 2:**

Transitions - Create a narrative explaining all the transition opportunities available at your school...how new and returning students transition into the school, how students transition grade level to grade level within the school, and how students transition to schools within the feeder pattern.

Category: Develop/Implement Learning Supports

Activity - Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-K Orientation will be conducted before school begins for incoming Pre-K students and parents. A Kindergarten and 1st Grade summer camp will be conducted during summer for one week to evaluated incoming students and acclimate them to the school procedures. We will conduct a Step Up day for Pre-K - 5th grade students to meet the teachers in the next grade level. Fultondale HS will conduct a Wildcat Camp during the summer to prepare and inform students/parents for the upcoming rigor of middle school. Students who will attend Bragg MS will take a field trip during the spring to help inform them on the upcoming rigor of middle school.	Academic Support Program	08/01/2018	05/23/2019	\$0	No Funding Required	Susan Remick, Principal Troy Taylor, Assistant Principal Ginger Wilson, PIC Alyson Torbett, PIC Counselors Summer Camp teachers Pre-K teachers

**Measurable Objective 5:**

increase student growth of ELs who met their cumulative growth target will increase by 6% from the Spring 2018 (49%) to the Spring 2019 administration by 05/23/2019 as measured by of the WIDA ACCESS for ELLs 2.0 english language proficiency assessment. .

**Strategy 1:**

Quality Instruction for ELs - We will plan for, provide, and monitor for quality instruction to increase English language proficiency.

Category: Develop/Implement Learning Supports

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ESL teachers will attend monthly PLCs at COB (professional development) ESL lead teacher will attend the WIDA conference in Detroit Oct 22-26. The ESL teachers will turn around training to the grade levels to plan and implement instruction that incorporates ESL strategies to teach content and language simultaneously.	Professional Learning	08/13/2018	05/23/2019	\$1000	Title I Part A	Ginger Wilson, Lead ESL Teacher and 2-4 ESL Teacher Maria Juan, K-1 ESL Teacher Kenneth McGaughy, 5-6 ESL Teacher Susan Remick, Principal Troy Taylor, Assistant Principal.
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communicate & Conduct Family Engagement Opportunities	Communicate (agenda books, calendar of events, school messenger, etc...) and conduct parent and family engagement opportunities with all stakeholders. \$4,087.20 has been allocated to purchase agenda books for students.	Community Engagement	08/01/2018	05/23/2019	\$4087	Susan Remick, Principal Troy Taylor, Assistant Principal Ginger Wilson, PIC Alyson Torbett, PIC
Professional Development	ESL teachers will attend monthly PLCs at COB (professional development) ESL lead teacher will attend the WIDA conference in Detroit Oct 22-26. The ESL teachers will turn around training to the grade levels to plan and implement instruction that incorporates ESL strategies to teach content and language simultaneously.	Professional Learning	08/13/2018	05/23/2019	\$1000	Ginger Wilson, Lead ESL Teacher and 2-4 ESL Teacher Maria Juan, K-1 ESL Teacher Kenneth McGaughy, 5-6 ESL Teacher Susan Remick, Principal Troy Taylor, Assistant Principal.
Grade Level PD for quality lesson planning	Grade level PD focused on the development of standards based, rigorous lessons using the district lesson plan template in grades 2-6. \$10,000 has been allocated for substitutes and professional development.	Academic Support Program	08/09/2018	05/23/2019	\$9000	Tina Sanders Laurie Richards Susan Remick Troy Taylor Debbie McMahan District Personnel

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Lesson Studies	Implement a district wide lesson plan template, plan for quality lessons, implement a reflection, review, and revise of current practices. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning. \$4,818.85 has been allocated for classroom materials and supplies and \$12,000 to purchase needed technology.	Academic Support Program	08/09/2018	05/23/2019	\$16819	Susan Clay Susan Remick Troy Taylor Joy Gould Debbie McMahan Jill West Classroom Teachers
Extended Day	For our extended day program we have set aside \$3,603.00. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.	Tutoring	11/08/2018	04/01/2019	\$3603	Susan Remick Troy Taylor Ginger Wilson Extended Day Teachers
Reading and Math Professional Development	Professional development for researched based instructional strategies for teaching reading. \$10,000 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Susan Remick Troy Taylor Joy Gould Debbie McMahan District Personnel Phonics First Training Staff
Additional Personnel (reading, math, & .5 counselor)	Two hundred seventy-one thousand, five hundred seventy-eight dollars and fifteen cents (\$271,578.15) or 86% constitutes the total cost of four teacher salaries, one half of a counselors salary, benefits, and substitutes.	Class Size Reduction	08/09/2018	05/23/2019	\$271578	Susan Remick Troy Taylor
<b>Total</b>					<b>\$316087</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Attendance	Identify students who have chronic attendance issues from the previous school year (more than 15 absences-excused/unexcused) Conference with parents/students who have been identified at the beginning of the school year in order to determine the root cause absences. Develop a plan of action based on conference with parents/students and set a goal for individual student attendance. Monitor student attendance via daily attendance checks/phone calls by the classroom teachers, administration, counselor, office staff, and the interventionist (as needed).	Behavioral Support Program, Other - Attendance	08/09/2018	05/23/2019	\$0	Susan Remick Troy Taylor Lynn Wasylenko Catherine Rice Dr. JoNetta Terry

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Family Engagement Opportunities	Use results from 2018 spring annual evaluation and eProve surveys to plan parent and family engagement opportunities with parent committee members. Share results with staff, faculty, and other stakeholders.	Parent Involvement	08/01/2018	05/23/2019	\$0	Ginger Wilson, PIC Alyson Torbett, PIC Susan Remick, Principal Troy Taylor, Assistant Principal
Transitions	Pre-K Orientation will be conducted before school begins for incoming Pre-K students and parents. A Kindergarten and 1st Grade summer camp will be conducted during summer for one week to evaluated incoming students and acclimate them to the school procedures. We will conduct a Step Up day for Pre-K - 5th grade students to meet the teachers in the next grade level. Fultondale HS will conduct a Wildcat Camp during the summer to prepare and inform students/parents for the upcoming rigor of middle school. Students who will attend Bragg MS will take a field trip during the spring to help inform them on the upcoming rigor of middle school.	Academic Support Program	08/01/2018	05/23/2019	\$0	Susan Remick, Principal Troy Taylor, Assistant Principal Ginger Wilson, PIC Alyson Torbett, PIC Counselors Summer Camp teachers Pre-K teachers
Family Engagement Data	Conduct and analyze data from the spring 2019 annual evaluation and eProve surveys.	Parent Involvement	06/01/2018	05/23/2019	\$0	Susan Remick, Principal Troy Taylor, Assistant Principal Ginger Wilson, PIC Alyson Torbett, PIC
<b>Total</b>					<b>\$0</b>	

# **Title I Schoolwide Diagnostic**

## Introduction

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

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

### How was the comprehensive needs assessment conducted?

The 2018-19 CILT team met regularly in the summer to review data and formulate goals for the 2018-19 school year. The team met twice in July and several times in August. Data analyzed included but is not limited to Scantron Performance Series, DIBELS, ACCESS, parent/teacher/students surveys, student/teacher attendance, and discipline.

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

#### Scantron Performance Series

#### Reading

Grade	Total Students	Far Above	Above	Below	Far Below
3	109	4 (4%)	46 (42%)	47 (43%)	9 (8%)
4	144	18 (12.5%)	47 (33%)	57 (40%)	19 (13%)
5	126	18 (14%)	42 (33%)	53 (42%)	13 (10%)
6	118	14 (12%)	37 (31%)	52 (44%)	12 (10%)

#### Math

Grade	Total Students	Far Above	Above	Below	Far Below
3	109	10 (9%)	41 (38%)	44 (40%)	11 (10%)
4	144	18 (12.5%)	68 (47%)	42 (29%)	13 (9%)
5	126	15 (12%)	47 (37%)	47 (37%)	16 (13%)
6	118	12 (10%)	48 (41%)	42 (36%)	13 (11%)

#### Growth Target

Grade Level	Reading	Math
3	44%	48%

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4	44%	61%
5	47%	50%
6	45%	52%

## Scantron Gains Analysis

## Reading

Grade Level	Below Average %(Growth)	Low Average %(Growth)	High Average %(Growth)	Above Average(Growth)	
3	8	47	41	4	4
	14	42	32	12	
5	10	42	33	14	
6	10	45	33	12	

## Math

Grade Level	Below Average %(Growth)	Low Average %(Growth)	High Average %(Growth)	Above Average %(Growth)
1	10	36	43	11
2	18	42	28	13
3	10	42	39	9
4	9	30	49	13
5	13	38	38	12
6	11	37	41	10

## 2018 ACCESS

49% of ELs met their comprehensive growth target.

K	1	2	3	4	5	6
50%	82%	39%	26%	59%	31%	0%

## DIBELS

	Fall Benchmark Percent	Winter Benchmark Percent	Spring Benchmark Percent
Kindergarten	118_ Students Tested	120_ Students Tested	117_ Students Tested
NWF CLS	XX	74%	72%
NWF WRC	XX	Not defined	
Composite	40%	78%	85%

## Discipline

The total number of SIR incidents from 16-17 to 17-18 decreased from 79 to 43.

## Retention

The total number of retentions decreased from 16-17 and 17-18 from 23 to 17.

AdvancED Culture & Climate Survey Data Analysis

Top 3

Parents

3-6th Grade Parents- 73% indicate that students work with others at school.

3-6th grade parents- 65-49% feel their interactions at school are respectful, supportive, helpful, and comfortable

38% of parents reported that they have been at the school for 4 or more years. This was the highest %.

Students

6th Graders- 71-80% feel teachers are fun, helpful and respectful

3-5th Graders- approx 63% report they have been at the school for 4 or more years.

3-5 Graders- 8% or less rated their teachers negatively (mean 23 students), don't care 5 students and unfair-26 students)

Teachers

57% of the teachers responding had been at the school for 4 or more years.

82% of the teachers describe their colleagues as caring.

67% of the STAFF responded that they feel patient, calm and usually have enough time.

Bottom 3

Parents

3-6th Grade Parents- approx 45% indicate that students complete worksheets and listen to teachers while at school.

3-6th grade parents- 24% (50 parents)- 8% feel their interactions with teachers are Brief (48), distant (38), uncomfortable and useless (23).

Only 24% of those taking this survey were Hispanic while 50% were African american and 44% with white.

Students

6th Graders- approx 45% feel tired and bored

3-5th Graders- approx 25% feel bored or confused

Teachers

72% of teachers (43) feel there is never enough time.

13%-2% of teachers feel their colleagues are mean, lazy, inconsistent, fake and untrustworthy

17%-8% of STAFF feel their colleagues are lazy, fake and uninterested.

**What conclusions were drawn from the results?**

Scantron

What percent of students are in the highest (High Average/Above Average) performance bands? How has this changed since the fall assessment?

32% of students were in the High Average/Above Average performance bands in the Spring in Reading. In the Fall 31% were in the High Average/Above Average performance bands so we had an increase of 1%.

35% of students were in the High Average/Above Average performance bands in the Spring in Reading. In the Fall 31% were in the High Average/Above Average performance bands so we had an increase of 4%.

45% of our students are meeting their target in Reading and 52% of our students are meeting their target in Math. All grade levels in Math are above the district average. In Reading we are below the district in grades 3-6.

45% of students scored in the highest growth categories in Reading and 52% in Math.

**ACCESS**

49% of ELs met their cumulative growth target. 70% of students made some increase in English language proficiency from 2017 to 2018. From 2016 to 2017 81% of ELs made an increase in ELP. The first grade group had the highest percentage of ELs who make an increase in ELP. They also grew the furthest. 3rd and 6th grade had the lowest percentage to make an increase. The students at lower proficiency levels increase at higher rate. It is more challenging for students at the developing (level 3) and expanding (level 4) levels to increase as much as the students at the lower proficiency levels. Students in grades 3rd-6th grade over all have a challenging time moving from level 3 in reading and writing to level 4. In order to score at level 4 in any domain students must begin to use technical language. As a school, we have room for growth in increasing the student use of technical language in our content classrooms. We must increase opportunities for students to utilize technical language orally and in writing. The students using the language are the students learning the language! Additionally, research shows that it takes 5-7 years to learn a language. We have several students who will be in their 6th or 7th year and have not scored a 4.8 in order to exit. We need to develop a 5 year plan for students who have not exited ESL after their 5th year. The comparison of proficiency levels at each domain shows some strengths and weaknesses. The majority of the kindergarten students scored at level 1 in reading in 2017. When this group of students tested in 2018 zero students remained on level 1 in reading. In 2017, 82% of the K students were at a level 1 in Writing and in 2018 38% moved to a level 2 and 47% to level 3. This shows that the 2018 first grade of ELs made significant progress in language acquisition. This comparison also shows a weakness in students making adequate progress in reading and writing in grades 3, 5, and 6th. In grades 3, 5, and 6th speaking was also a weakness. 0% of students testing in grades 3, 5, and 6th scored between 4.0-6.0 in speaking. This shows we must increase opportunities for student to student interaction using academic/technical

language.

**DIBELS**

When looking at NWF only we have a decrease of 2% from Winter to Spring, but when looking at the Composite Scores we had an increase of 45% which looks at LNF, FSF, PSF, and NWF. There is a trend at our school for the past several years our students drop a small amount in NWF because they are trying to make sense of their reading so therefore they are trying to make real words out of the words and it slows them down.

The discipline data reveals that there is a trend in students and teachers improving in their management of behavior.

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

32% of students were in the High Average/Above Average performance bands in the Spring in Reading. In the Fall 31% were in the High Average/Above Average performance bands so we had an increase of 1%.

35% of students were in the High Average/Above Average performance bands in the Spring in Reading. In the Fall 31% were in the High Average/Above Average performance bands so we had an increase of 4%.

45% of our students are meeting their target in Reading and 52% of our students are meeting their target in Math.

All grade levels in Math are above the district average. In Reading we are below the district in grades 3-6.

45% of students scored in the highest growth categories in Reading and 52% in Math.

**ACCESS**

49% of ELs met their cumulative growth target. The goal for the state was 47.5% We met the goal this year but will need to increase to 55% for 2019.

**DIBELS**

When looking at NWF only we have a decrease of 2% from Winter to Spring, but when looking at the Composite Scores we had an increase of 45% which looks at LNF, FSF, PSF, and NWF. There is a trend at our school for the past several years our students drop a small amount in NWF because they are trying to make sense of their reading so therefore they are trying to make real words out of the words and it slows them down.

The discipline data reveals that there is a trend in students and teachers improving in their management of behavior.

## Perception-

Students feel teachers are fun helpful, and respectful- students indicate they participate in small group, complete presentations and set learning targets.

92% of teachers in the spring of 2018 felt that students frequently work with others. In the fall of 2018, 84% of 6th graders and 86% of 3rd through 5th graders reported that they work in small groups in at least half of their classes. This indicates that teachers and students have matching perceptions in this area.

Though less than 52% of 6th grade students reported that they use rubrics to complete assignments in at least half of their classes, 91% of teachers often or almost always design lessons with the expected outcome in mind.

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

The school goals were written based on the results of the needs assessment. Areas of concern are addressed through the strategies and activities in the plan.

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

Multiple types of data (state and local assessments), attendance (student & teacher), surveys (parents, students, and teachers), and discipline) were analyzed and areas of concern were determined. The goals were written to meet those areas of concern.

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

We analyze the data at each grade level and look for commonalities. As we address those needs we look specifically at our population of students that are considered disadvantaged. During the analysis of data, we also looked at data by subgroup. Our school is a Title I school meaning that approximately 71% of our students are on free and reduced lunch.

**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:**

Preparing all students to be college and career ready upon graduation.

**Measurable Objective 1:**

demonstrate a proficiency in reading, by 05/23/2019 as measured by a 10% increase from the fall administration to the spring administration of DIBELS Next (K-1) and GSPS (2-6) & increase the percentage of students who met their growth targets..

**Strategy1:**

Quality Instruction - We will plan for, provide, and monitor for quality instruction in grades K-6 using district practice standards, district lesson plan template, and Phonics First (K-1) instruction.

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

Research Cited: Hattie's Visual Instruction

Research based from Orton Gilligham

Activity - Phonics First PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for researched based instructional strategies for teaching reading. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/06/2018	05/23/2019	\$2040 - Title I Part A \$0 - District Funding	Susan Remick Troy Taylor Joy Gould Debbie McMahan Susan Clay Phonics First Training Staff

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Activity - Lesson Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a district wide lesson plan template, plan for quality lessons, implement a reflection, review, and revise of current practices. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/09/2018	05/23/2019	\$10000 - Title I Part A	Susan Clay Susan Remick Troy Taylor Joy Gould Debbie McMahan

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For our extended day program we have set aside \$3,597.90. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.	Tutoring	11/08/2018	04/01/2019	\$3597 - Title I Part A	Susan Remick Troy Taylor Ginger Wilson

Activity - Additional Personnel (reading, math, & .5 counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two hundred seventy-one thousand, five hundred seventy-eight dollars and fifteen cents (\$271,578.15) or 86% constitutes the total cost of four teacher salaries, one half of a counselors salary, benefits, and substitutes.	Class Size Reduction	08/09/2018	05/23/2019	\$271578 - Title I Part A	Susan Remick Troy Taylor

**Measurable Objective 2:**

demonstrate a proficiency in math by 10% for the fall administration to the spring administration of GSPS (2-6) by 05/23/2019 as measured by and increase the percentage of students who met their growth targets from 52 to 58 in 2019.

**Strategy1:**

Quality Instruction in Math - Plan for, provide and monitor quality instruction in grades K-6 while implementing Counting Collections, Investigations Curriculum, Standards based instruction and District Lesson Plan template.

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

Research Cited: National Research Council (2001) set forth in its document Adding It Up: Helping Children Learn Mathematics a list of five strands, which includes conceptual understanding: Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Activity - Grade Level PD for quality lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PD focused on the development of standards based, rigorous lessons using the district lesson plan template in grades 2-6.	Academic Support Program	08/09/2018	05/23/2019	\$9000 - Other	Tina Sanders Laurie Richards Susan Remick Troy Taylor Debbie McMahan

Activity - Counting Collections PD (K-1)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement instructional strategies to develop number sense and problem solving strategies in math for K-1. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/09/2018	05/23/2019	\$10000 - Title I Part A	Tina Sanders Susan Remick Troy Taylor Debbie McMahan

**Measurable Objective 3:**

collaborate to decrease the number students with 10 or more absences by 10%. by 05/23/2019 as measured by INOW attendance records.

**Strategy1:**

Student Attendance - Plan for, implement, and monitor student attendance. Address attendance expectations with parents at orientation. A letter will be sent to parents when students reach 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused absences during the 2018-2019 school year.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Address attendance expectations with parents at orientation. A letter will be sent home to parents for those students who have 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused for 2018-2019 school year.	Policy and Process	08/09/2018	05/23/2019	\$30000 - Title I Part A	Susan Remick Troy Taylor Lynn Wasylenko Catherine Rice Dr. JoNetta Terry

**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:**

Preparing all students to be college and career ready upon graduation.

**Measurable Objective 1:**

demonstrate a proficiency in math by 10% for the fall administration to the spring administration of GSPS (2-6) by 05/23/2019 as measured by and increase the percentage of students who met their growth targets from 52 to 58 in 2019.

**Strategy1:**

Quality Instruction in Math - Plan for, provide and monitor quality instruction in grades K-6 while implementing Counting Collections, Investigations Curriculum, Standards based instruction and District Lesson Plan template.

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

Research Cited: National Research Council (2001) set forth in its document Adding It Up: Helping Children Learn Mathematics a list of five strands, which includes conceptual understanding: Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Activity - Counting Collections PD (K-1)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement instructional strategies to develop number sense and problem solving strategies in math for K-1. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/09/2018	05/23/2019	\$10000 - Title I Part A	Tina Sanders Susan Remick Troy Taylor Debbie McMahan

Activity - Grade Level PD for quality lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PD focused on the development of standards based, rigorous lessons using the district lesson plan template in grades 2-6.	Academic Support Program	08/09/2018	05/23/2019	\$9000 - Other	Tina Sanders Laurie Richards Susan Remick Troy Taylor Debbie McMahan

**Measurable Objective 2:**

collaborate to decrease the number students with 10 or more absences by 10%. by 05/23/2019 as measured by INOW attendance records.

**Strategy1:**

Student Attendance - Plan for, implement, and monitor student attendance. Address attendance expectations with parents at orientation. A letter will be sent to parents when students reach 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused absences during the 2018-2019 school year.

Category: Implement Guidance and Counseling Plan

Research Cited:

**ACIP**

Fultondale Elementary School

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Address attendance expectations with parents at orientation. A letter will be sent home to parents for those students who have 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused for 2018-2019 school year.	Policy and Process	08/09/2018	05/23/2019	\$30000 - Title I Part A	Susan Remick Troy Taylor Lynn Wasylenko Catherine Rice Dr. JoNetta Terry

**Measurable Objective 3:**

demonstrate a proficiency in reading. by 05/23/2019 as measured by a 10% increase from the fall administration to the spring administration of DIBELS Next (K-1) and GSPS (2-6) & increase the percentage of students who met their growth targets..

**Strategy1:**

Quality Instruction - We will plan for, provide, and monitor for quality instruction in grades K-6 using district practice standards, district lesson plan template, and Phonics First (K-1) instruction.

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

Research Cited: Hattie's Visual Instruction

Research based from Orton Gilligham

Activity - Lesson Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a district wide lesson plan template, plan for quality lessons, implement a reflection, review, and revise of current practices. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/09/2018	05/23/2019	\$10000 - Title I Part A	Susan Clay Susan Remick Troy Taylor Joy Gould Debbie McMahan

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For our extended day program we have set aside \$3,597.90. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.	Tutoring	11/08/2018	04/01/2019	\$3597 - Title I Part A	Susan Remick Troy Taylor Ginger Wilson

**ACIP**

Fultondale Elementary School

Activity - Phonics First PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for researched based instructional strategies for teaching reading. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/06/2018	05/23/2019	\$2040 - Title I Part A \$0 - District Funding	Susan Remick Troy Taylor Joy Gould Debbie McMahan Susan Clay Phonics First Training Staff

Activity - Additional Personnel (reading, math, & .5 counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two hundred seventy-one thousand, five hundred seventy-eight dollars and fifteen cents (\$271,578.15) or 86% constitutes the total cost of four teacher salaries, one half of a counselors salary, benefits, and substitutes.	Class Size Reduction	08/09/2018	05/23/2019	\$271578 - Title I Part A	Susan Remick Troy Taylor

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:**

Preparing all students to be college and career ready upon graduation.

**Measurable Objective 1:**

demonstrate a proficiency in reading, by 05/23/2019 as measured by a 10% increase from the fall administration to the spring administration of DIBELS Next (K-1) and GSPS (2-6) & increase the percentage of students who met their growth targets..

**Strategy1:**

Quality Instruction - We will plan for, provide, and monitor for quality instruction in grades K-6 using district practice standards, district lesson SY 2018-2019

**ACIP**

Fultondale Elementary School

plan template, and Phonics First (K-1) instruction.

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

Research Cited: Hattie's Visual Instruction

Research based from Orton Gilligham

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For our extended day program we have set aside \$3,597.90. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.	Tutoring	11/08/2018	04/01/2019	\$3597 - Title I Part A	Susan Remick Troy Taylor Ginger Wilson

Activity - Phonics First PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for researched based instructional strategies for teaching reading. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/06/2018	05/23/2019	\$2040 - Title I Part A \$0 - District Funding	Susan Remick Troy Taylor Joy Gould Debbie McMahan Susan Clay Phonics First Training Staff

Activity - Lesson Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a district wide lesson plan template, plan for quality lessons, implement a reflection, review, and revise of current practices. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/09/2018	05/23/2019	\$10000 - Title I Part A	Susan Clay Susan Remick Troy Taylor Joy Gould Debbie McMahan

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Two hundred seventy-one thousand, five hundred seventy-eight dollars and fifteen cents (\$271,578.15) or 86% constitutes the total cost of four teacher salaries, one half of a counselors salary, benefits, and substitutes.	Class Size Reduction	08/09/2018	05/23/2019	\$271578 - Title I Part A	Susan Remick Troy Taylor

**Measurable Objective 2:**

collaborate to decrease the number students with 10 or more absences by 10%. by 05/23/2019 as measured by INOW attendance records.

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**Strategy1:**

Student Attendance - Plan for, implement, and monitor student attendance. Address attendance expectations with parents at orientation. A letter will be sent to parents when students reach 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused absences during the 2018-2019 school year.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Address attendance expectations with parents at orientation. A letter will be sent home to parents for those students who have 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused for 2018-2019 school year.	Policy and Process	08/09/2018	05/23/2019	\$30000 - Title I Part A	Susan Remick Troy Taylor Lynn Wasylenko Catherine Rice Dr. JoNetta Terry

**Measurable Objective 3:**

demonstrate a proficiency in math by 10% for the fall administration to the spring administration of GSPS (2-6) by 05/23/2019 as measured by and increase the percentage of students who met their growth targets from 52 to 58 in 2019.

**Strategy1:**

Quality Instruction in Math - Plan for, provide and monitor quality instruction in grades K-6 while implementing Counting Collections, Investigations Curriculum, Standards based instruction and District Lesson Plan template.

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

Research Cited: National Research Council (2001) set forth in its document Adding It Up: Helping Children Learn Mathematics a list of five strands, which includes conceptual understanding: Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Activity - Grade Level PD for quality lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PD focused on the development of standards based, rigorous lessons using the district lesson plan template in grades 2-6.	Academic Support Program	08/09/2018	05/23/2019	\$9000 - Other	Tina Sanders Laurie Richards Susan Remick Troy Taylor Debbie McMahan

**ACIP**

Fultondale Elementary School

Activity - Counting Collections PD (K-1)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement instructional strategies to develop number sense and problem solving strategies in math for K-1. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/09/2018	05/23/2019	\$10000 - Title I Part A	Tina Sanders Susan Remick Troy Taylor Debbie McMahan

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

Preparing all students to be college and career ready upon graduation.

**Measurable Objective 1:**

demonstrate a proficiency in reading, by 05/23/2019 as measured by a 10% increase from the fall administration to the spring administration of DIBELS Next (K-1) and GSPS (2-6) & increase the percentage of students who met their growth targets..

**Strategy1:**

Quality Instruction - We will plan for, provide, and monitor for quality instruction in grades K-6 using district practice standards, district lesson plan template, and Phonics First (K-1) instruction.

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

Research Cited: Hattie's Visual Instruction

Research based from Orton Gilligham

Activity - Additional Personnel (reading, math, & .5 counselor)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two hundred seventy-one thousand, five hundred seventy-eight dollars and fifteen cents (\$271,578.15) or 86% constitutes the total cost of four teacher salaries, one half of a counselors salary, benefits, and substitutes.	Class Size Reduction	08/09/2018	05/23/2019	\$271578 - Title I Part A	Susan Remick Troy Taylor

**ACIP**

Fultondale Elementary School

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For our extended day program we have set aside \$3,597.90. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.	Tutoring	11/08/2018	04/01/2019	\$3597 - Title I Part A	Susan Remick Troy Taylor Ginger Wilson

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**Measurable Objective 2:**

demonstrate a proficiency in math by 10% for the fall administration to the spring administration of GSPS (2-6) by 05/23/2019 as measured by and increase the percentage of students who met their growth targets from 52 to 58 in 2019.

**Strategy1:**

Quality Instruction in Math - Plan for, provide and monitor quality instruction in grades K-6 while implementing Counting Collections, Investigations Curriculum, Standards based instruction and District Lesson Plan template.

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

Research Cited: National Research Council (2001) set forth in its document Adding It Up: Helping Children Learn Mathematics a list of five strands, which includes conceptual understanding: Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

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Fultondale Elementary School

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Activity - Grade Level PD for quality lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PD focused on the development of standards based, rigorous lessons using the district lesson plan template in grades 2-6.	Academic Support Program	08/09/2018	05/23/2019	\$9000 - Other	Tina Sanders Laurie Richards Susan Remick Troy Taylor Debbie McMahan

**Measurable Objective 3:**

collaborate to decrease the number students with 10 or more absences by 10%. by 05/23/2019 as measured by INOW attendance records.

**Strategy1:**

Student Attendance - Plan for, implement, and monitor student attendance. Address attendance expectations with parents at orientation. A letter will be sent to parents when students reach 3 unexcused absences. Administration and Guidance Counselors will conference with parents of students with 7 unexcused absences during the 2018-2019 school year.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

The school meets with parents of ELL students individually, in small groups, and in whole group to provide assessment results in a language understandable to the parents. The school currently employees two ESL teachers that are fluent in Spanish and can interpret documents for parents. The school also has access to ELSA to help languages other than Spanish.



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

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	100% of the instructional paraprofessionals meet the state requirements.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	100% of the classrooms teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which they provide instruction.	

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

Staffing decisions at Fultondale Elementary School are made to ensure that well-trained teachers provide effective instruction. Teachers are strategically placed according to their qualifications and strengths in order to address identified academic needs of students. In compliance with the Alabama Department of Education hiring policies, the Human Resource Department of Jefferson County Board of Education determines which teacher applicants meet state certification and licensure requirements of (Sec. 112(c)(6))

## 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?**

Fultondale Elementary had a 23% turnover rate.

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

Fultondale Elementary School teaching experience levels are as follows:

37 certified staff have their masters degree

28 certified staff have a bachelors degree

1 certified staff has her EdS degree

Both administrators have a Masters degree in Educational Leadership

7 teachers are Nationally Board Certified Teachers

Approximately 4 teachers are working on national board certification or are working on re-certification

**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).**

- Lead/Teacher mentors are assigned to new teachers. Mentors help build a culture of collaboration and belonging to the school.
- Quality, on-going professional development is provided to develop teacher leaders, as well as build a positive school culture.
- Peer observations allow teachers opportunities for professional growth.
- Teachers are provided a common planning time which promotes productive, professional conversations to hone their practice.
- Loan forgiveness opportunities may be available to teachers working in the school for an extended period of time.

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

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

The reading and math data show Fultondale Elementary should focus PD efforts. Teachers will continue to develop foundational reading skills. The Kindergarten and first grade teachers will attend Phonics First district trainings. 2-6 teachers at FES will participate in lesson studies implemented by the district in order to facilitate lessons that lead to student learning and increased achievement.

Fultondale Elementary's Instructional Coach and ARI Coach are working with teachers, attending data meetings, participating in PST, walkthroughs, and vertical team meetings.

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

Fultondale Elementary will participate in the following district level professional developments:

K-1 Phonics First and Counting Collections

2-6 Lesson Plan Studies in Reading and Math

Diversity Training

Parent Engagement

Positive Behavior

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

The Jefferson County School District has established a teacher mentoring program. Through this program the lead mentor receives on-going training provided by the district and returns to Fultondale Elementary to train the school level mentors. Teachers in their first three years of teaching are assigned a mentor. Non-tenured and teachers new to Fultondale receive guidance and support from the school's lead mentor. In addition, non-tenured teachers are provided the opportunity to visit other classrooms to enhance their teaching practices. Mentors observe new teachers to provide feedback. New teachers are also offered many professional development opportunities including Classroom Organization and Management Program (COMP) training.

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

Teachers will participate in ongoing PD throughout the school year. Teachers will plan and implement lessons that incorporate strategies from the trainings. Lesson plan studies will take place during grade level planning time. The district will provide support during the meetings.

The parent engagement coordinators will provide ongoing turn around trainings on parent engagement topics. The teachers who attend the district level Diversity training will facilitate ongoing turn around trainings with teachers.

Follow up and monitoring of professional development at Fultondale occurs in the following ways:

- Walkthroughs
- Grade level meetings
- CIP reviews and reflections
- Ongoing regional, district, and local support
- Peer visits

Teacher professional learning plans ensure that professional development is ongoing and focused to the needs of the teachers and students at Fultondale Elementary

**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:**

Preparing all students to be college and career ready upon graduation.

**Measurable Objective 1:**

collaborate to decrease the number students with 10 or more absences by 10%. by 05/23/2019 as measured by INOW attendance records.

**Strategy1:**

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Category: Implement Guidance and Counseling Plan

Research Cited:

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**Measurable Objective 2:**

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**Strategy1:**

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**ACIP**

Fultondale Elementary School

Activity - Counting Collections PD (K-1)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Grade Level PD for quality lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PD focused on the development of standards based, rigorous lessons using the district lesson plan template in grades 2-6.	Academic Support Program	08/09/2018	05/23/2019	\$9000 - Other	Tina Sanders Laurie Richards Susan Remick Troy Taylor Debbie McMahan

**Measurable Objective 3:**

demonstrate a proficiency in reading, by 05/23/2019 as measured by a 10% increase from the fall administration to the spring administration of DIBELS Next (K-1) and GSPS (2-6) & increase the percentage of students who met their growth targets..

**Strategy1:**

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

Research Cited: Hattie's Visual Instruction

Research based from Orton Gilligham

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**ACIP**

Fultondale Elementary School

Activity - Lesson Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a district wide lesson plan template, plan for quality lessons, implement a reflection, review, and revise of current practices. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/09/2018	05/23/2019	\$10000 - Title I Part A	Susan Clay Susan Remick Troy Taylor Joy Gould Debbie McMahan

Activity - Phonics First PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for researched based instructional strategies for teaching reading. \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning.	Academic Support Program	08/06/2018	05/23/2019	\$2040 - Title I Part A \$0 - District Funding	Susan Remick Troy Taylor Joy Gould Debbie McMahan Susan Clay Phonics First Training Staff

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For our extended day program we have set aside \$3,597.90. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.	Tutoring	11/08/2018	04/01/2019	\$3597 - Title I Part A	Susan Remick Troy Taylor Ginger Wilson

## 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?

Teachers at Fultondale Elementary School make instructional decisions based on the analysis of academic assessments. This is a vital part of the academic planning process. This process includes:

- " Reviewing summative assessments to determine areas in need of improvement such as the following: Scantron Performance Series, ACCESS, and AAA.
- " Analyzing current data in grade level/content meetings in order to adjust instruction such as: DIBELS Next, Common Assessments, and Scantron Performance/Achievement Series.
- " Designing and sharing strategies to meet individual needs based on academic achievement.
- " Collaboration between general education, resource, special education, and the instructional coach to share data to coordinate services.
- " Rtl along with the Problem Solving Team (PST) provides support to teachers in regard to specific strategies to employ when addressing the academic and behavioral needs of at-risk students.

## **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?**

Throughout the school year, a variety of collaborative meetings focused on student academic performance are held. Teams analyze and evaluate student academic data from common assessments and State assessments to identify those who are not achieving at an advanced or proficient level.

**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 RTI chairperson, instructional coaches, principal, and classroom grade level teachers meet to discuss areas of concern. Based on multiple data sources a Tier III plan is developed if needed. Plans can be focused on behavior, academics, and/or attendance. Goals and strategies are set. A faculty member is assigned to the students to provide the Tier III instruction, collect data, and report back to the team. If goals are not being successfully met, every four weeks or sooner the team meets to review and adjust the plan as needed. At the end of eight weeks, the team decides to refer to special education testing, send back to Tier II, or revise Tier III plan and interventions.

**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 who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional instructional assistance. This is achieved by the following at Fultondale Elementary School:

- " Before school-7:15-7:45- Individual teachers provide instruction, as needed.
- " After school-3:00-4:00- Students are identified using previous Scantron Performance Series data
- " Kindergarten camp- 1 week in the summer 8:00-11:30
- \* Literacy Council-once a week, students receive tutoring
- \* Future problem Solvers- meet once a week 3:00-4:00
- \* Science Olympiad-meet once a week 3:00-4:00

**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.**

Following federal, state, and local regulations, along with JefCoEd policies/ procedures, equitable access is given to all populations in all programs in the school system. The SW program will provide services to all students including Migrant, English Learners (ELs),

Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless. All populations of students at Fultondale Elementary School have equal access to educational support and services. All homeless, migratory, and limited English proficient (LEP) students must have equal access to the same free appropriate public education, including public preschool education provided to other children to other children and youth. All homeless, migratory, and LEP students are provided with the opportunity to meet the same challenging state content and performance standards to which all students are held without being stigmatized or isolated. Migrant students are identified through the school registration process based on the migrant survey and the parent's employment. If identified, migrant students are served through the EL program, Title I programs, and/or any applicable support provided by the LEA, as per Board policy. There are presently no migrant students at Fultondale Elem. School.

EL students are identified using the Home Language Survey and the WIDA Screener/WAPT. The LEP committee coordinates needed services and works in conjunction with the PST when necessary as per Board policy. The FPAC coordinates with the EL Advisory Sub Committee. LEP students are served through the regular classroom. Parent correspondence is sent home in a language the parents can understand and translators are available to translate at parent-teacher conferences, etc. if necessary. Fultondale Elem. School has 225 EL students at this time. Economically Disadvantaged students are identified through participation in the free/reduced lunch program. Students are served academically through SW program initiatives that include reading and math intervention. Reading and math materials are available to reinforce skills taught in the classroom. In addition, materials for parents to improve their capacity to help their child achieve academically are available for check out in a parent resource room. Non-academic needs are identified by classroom teachers and referrals are made to the school counselor for needs such as school supplies, holiday meals, gifts, clothes, shoes, jackets, etc. These items are often sponsored

through local resources and church donations. Fultondale Elementary provides special education services and uses appropriate procedures in accordance with federal and state laws and regulations. The referral coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the students is eligible for special education services. The IEP team develops the plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated in the regular classroom. Pull out programs will occur only when the nature of severity of the disability is such that education in the general education classroom cannot be successfully achieved. Fultondale Elem. School ensures that children with disabilities have access to a variety of educational programs and services such as art, music, EL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities offered to students in the regular education program. Neglected/Delinquent students are identified through annual surveys and referrals. \*\*\*\*Students are presently served through an agreement with Birmingham City Schools. Students receive comparable services as per Board policy. NCLB programs are coordinated with the programs serving these at-risk populations through the Federal Programs Advisory Committee, ongoing dissemination of information, and inservice training of administrators and teachers regarding available district and community at-risk services. Homeless students are identified and served as directed by the Stewart B. McKinney-Vento Homeless Education Assistance Act through the services of our local homeless liaison. The Student Services Department works cooperatively with the liaison for homeless students to ensure appropriate identification and coordination of services. NCLB programs are coordinated with the programs serving this at-risk population through the Federal Programs Advisory Committee. District personnel are provided professional development opportunities to promote the awareness of homelessness. It is the goal of the JefCoEd School System to ensure the educational rights of students experiencing homelessness. Fultondale Elementary School provides information regarding the availability of assistance, connection to the JefCoEd social worker, school supplies and other materials deemed as necessary.

**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.**

NA

## **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.**

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Fultondale Elementary School. The following is a comprehensive list of fund sources, with an explanation of their usage:

The SDE Foundation Program: The State of Alabama funds teacher units based on student enrollment. For the 2018-19 school year the state funding includes the following units plus fringe benefits: 2 administrator(s), 105 counselor, 1 librarian, 52.93 teachers. In addition to salaries and benefits the foundation program provides \$30786 for teacher materials/supplies, \$17229 for technology, \$5521 for library enhancement, \$5169 for professional development, and \$61583 for textbooks for a grand total of \$4234798

Title I, Part A: Funds are used to SUPPLEMENT regular funded programming to provide additional staff to assist struggling students, instructional materials, technology, professional development, books/periodicals, parenting materials, extended day/year programs, etc. For FY19 these monies will be used as follows:

The faculty and staff of Fultondale Elementary School are diligent in our endeavor to work as a team in order to promote a learning environment that positively affects our students' education. We strive to meet the needs of the whole child--academically, socially, emotionally, and physically. Based on our current needs assessments and school improvement goals and objectives, the FES Budget Committee has determined the following recommendations.

Two hundred seventy-one thousand, five hundred seventy-eight dollars and fifteen cents (\$271,578.15) or 86% constitutes the total cost of four teacher salaries, one half of a counselors salary, benefits, and substitutes. Instructional student classroom supplies will be allocated at \$4,818.85. Additionally, \$20,000.00 has been allocated for professional development and substitutes. These funds will primarily be used to allow teachers time to plan LDC/MDC lesson modules in 6th grade and for teacher release time which will allow teachers to participate in embedded professional development targeted on the implementation of the new lesson plan template, CCRS, foundational math and reading strategies, Phonics First and Quality Questioning. We have set aside \$12,000.00 to maintain our computer hardware. The Title I Parenting Allocation (1.3% set aside) or \$4087.20 will be spent on student agendas. This will provide our parents and teachers a means to effectively communicate.

Additionally, the faculty and staff at Fultondale Elementary plans to budget for an extended day program to meet the needs of students/grade levels identified through GSPS and K/1st DIBELS reports. For our extended day program we have set aside \$3,603.00. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.

The committee reserves the right to revise the FY19 budget allocations if the need arises.

Title II, Part A: Funds are used for PD at the district level, which is in addition to state and local PD activities. The PD activities are based on district weaknesses shown through data analysis. Funds are allocated at the district level and are not included in the local school budget.

Title III: Funds are used to provide professional development opportunities, purchase supplemental materials/supplies, and fund summer programs for EL students. The funds are allocated at the district level and are not included in the local budget.

Title IX: Funds provide assistance for children who are deemed homeless. The funds are allocated at the district level and are not included

in the local school budget.

Local District Funds: Teacher materials and supplies/combined purchases are \$8500.

Local School Funds: The total local budget for 2018-19 is \$143988.64 (public) and \$1826.33(non-public). The district provides 1.57 additional local units which may include teachers, counselors, and assistant principals for a total of \$69695.25

**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)?**

All funds/programs/services available to the district are coordinated and integrated to support the goals of the instructional program through collaboration between teachers, parents, administrators, and community representative stakeholders.

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

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

Fultondale ES continually monitors the implementation of our school wide plan through the following: -Data Meetings

-Grade Level/Content Area Meetings

-Walkthroughs

-Vertical Team Meetings

-Student Work

We report out our progress and re-evaluate our plan formally at a mid-year review and at an end-of-the-year review.

### 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?

A Small group of our CILT members met during the summer with district leaders and during the beginning of the 2018-2019 school year to analyze and document a needs assessment. Based on the needs assessment and with the guidance of the school system our CIP was developed. The needs assessment and drafted goals were shared with the faculty at a faculty meeting.

### 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?

At Fultondale ES we continually analyze data from multiple sources to monitor the progress of students who are struggling to meet the state standards. The data sources include but are not limited to: Scantron Series, Tier II and III data, DIBELS Next, Grade level common assessments and data specific to special education, gifted and ESL students.

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

After each data meeting, walkthrough, mid-year, and end-of-the-year review, we review and evaluate our CIP and address any needs.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	52.93

Provide the number of classroom teachers.

52.93

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2895044.0

Total

2,895,044.00

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	95426.0

Total

95,426.00

### Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	60124.0

Total

60,124.00

### Counselor

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

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	81945.0

Total

81,945.00

### Librarian

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

Provide the number of Librarians.

18.21

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	51666.0

Total

51,666.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	17229.0

Total

17,229.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5169.0

Total

5,169.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	30786.0

Total

30,786.00

### Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	5521.0

Total

5,521.00

## Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	316087.2

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

The faculty and staff of Fultondale Elementary School are diligent in our endeavor to work as a team in order to promote a learning environment that positively affects our students' education. We strive to meet the needs of the whole child--academically, socially, emotionally, and physically. Based on our current needs assessments and school improvement goals and objectives, the FES Budget Committee has determined the following recommendations.

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Additionally, the faculty and staff at Fultondale Elementary plans to budget for an extended day program to meet the needs of students/grade levels identified through GSPS and K/1st DIBELS reports. For our extended day program we have set aside \$3,603.00. The details of this program are still being developed. However, we are looking at the possibility of an after-school program starting in November to help boost early reading abilities and a summer camp for rising kindergarten students.

The committee reserves the right to revise the FY19 budget allocations if the need arises.

**Title II**

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

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

The money is used for district professional development activities which are in addition to professional development activities purchased with state/local funds. The professional development activities are based on district weaknesses shown through data analysis. Funds are allocated at the district level and are not included in the local budget.

**Title III**

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

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

The money is used to provide professional development opportunities, purchase supplemental materials/supplies, and fund summer programs for EL students. The funds are allocated at the district level and are not included in the local budget

**Title IV**

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

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

NA

**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

### 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

### 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

**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

## Local Funds

Label	Question	Value
1.	Provide the total	224010.22

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

SCHOOL: Public \$143988.64 and Non-Public \$1826.33

The funds are used to provide instructional materials, professional development, technology, copier maintenance, grounds maintenance, janitorial supplies, etc.

DISTRICT: \$ 8500

The funds are used for teacher materials/supplies and common purchases.

The district provides 1.57 additional local units which may include teachers, counselors, and assistant principals for a total of \$69695.25.

SCHOOL TOTAL + DISTRICT TOTAL = \$2240.10.22

# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

During the first grading period of the school year, Fultondale Elementary School holds an Annual Title I Parent Meeting to inform parents of the school's participation in Title I and present a PowerPoint explaining Title I requirements and parental rights. Parents are notified of the meeting in numerous ways. Notices are sent home in an appropriate language, the meeting is advertised in agendas, Class Dojo, and SchoolMessenger is used to inform the parents of the meeting. Incentives may be used to foster parent attendance. The Title I presentation may be held in conjunction with the school's PTA meeting/open house in order to boost attendance (the meeting is clearly advertised as the Annual Title I Meeting so that parents understand they are going to learn about federal requirements). Childcare and supper are available when possible. Topics discussed include but aren't limited to: Title I Program services and parent's rights, accountability results, school curriculum and state content standards, school parent compacts, parent resource centers (including the 1% set aside for parenting), parent surveys, the district parent and family engagement plan, and the local school parent and family engagement plan. Fultondale Elementary School will comply with the Parents' Right-to-Know provision of the No Child Left Behind Act of 2001. The Parents' Right-to-Know notice is distributed annually in registration packets, agenda books, discussed at the annual Title I Meeting, posted in the school, and located on the school website. JefCoEd has a procedure in place to disseminate the requested information to parents.

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

1. The staff at Fultondale Elementary School has a strong belief in the importance of parent and family engagement and therefore measures are in place to offer parent meetings on a flexible schedule. The parent survey(s) given at the end of the 2017-18 school year indicates most parents prefer meetings after school and in the early evening between 5:30-7:00 p.m. Meetings will be held in a variety of formats including whole group, breakout sessions, focus groups, performances, etc. Topics discussed at meetings will be based on parent needs and educator suggestions. Supper will be offered at a discounted rate when possible to assist parents. The schools in the feeder pattern will communicate to ensure that meetings are not scheduled on the same night so parents with multiple children may attend all school meetings. If the need arises, morning and lunch meetings may be held to accommodate the needs of Fultondale Elementary School parents. The parent resource center will be open from 7:30 to 3:15 for parents to pick up materials and information. The resource center will also be open 30 minutes before and after each parent meeting for parents to check out materials. Parenting materials may be showcased at each parent meeting and highlighted in teacher/school newsletters.

NOTE: Resource materials may be sent home with students - parents are not required to come to the school to receive materials.

2. Fultondale Elementary School believes in involving parents in all aspects of the Title I program. The school has 2 parental representatives on the CIP planning/review committee who are active participants in the development and review of the plan. In addition, all parents are given the opportunity to review the plan and offer input before the plan is approved each year. Parents are informed of their right to offer input at the annual meeting and this information is also included in school/teacher newsletters. All parents are given surveys to help determine parental perceptions and needs and the results of the surveys are reviewed by the CIP planning committee to determine activities.

training, and purchases for the school year. The CIP is reviewed and evaluated continuously throughout the school year with assistance from parents. In addition, parents have the opportunity each spring to evaluate the parental involvement plan/program of Fultondale Elementary School. The results are used to guide both the school and the district with decisions regarding parent and family engagement.

3. Fultondale Elementary School houses a parent resource center for parents and students to check out materials. The center is open during the school day as well as before and after parent meetings and houses a variety of resources in English and Spanish. Parents have the opportunity to participate in surveys in the spring of each school year to determine their needs. The resources provided assist parents in helping their child be more successful in mastering the state academic content standards. Materials include learning activities that parents and children can do together to strengthen the home-school connection. Throughout the year, Fultondale Elementary School holds parenting sessions on various topics including, but not limited to, assisting my child with reading and math, understanding how to prepare my child for standardized testing, how to interpret Scantron, DIBELS, and ACCESS score reports, and how to address issues such as bullying, peer pressure and discipline. Parents also provide input in both formal and informal meetings throughout the school year to assist in determining the appropriate materials to be purchased for the parent resource room. The parent and family engagement committee and surveys aid in determining topics for parenting sessions/workshops. Based on the survey findings and conversations with parents, Fultondale Elementary School will use their allotment of the 1% parental involvement set-aside to purchase agendas for families.

**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))**

During the first grading period of each school year, Fultondale Elementary will hold a meeting where information will be presented about the following: the Title I program, the curriculum used in the school, forms of academic assessments, and achievement expectations. In addition, parents are informed about procedures for scheduling a parent teacher conference and how they can participate in decisions related to the education of their child. Parents receive a copy of the parenting section of the CIP (Parent and Family Engagement diagnostic), as well as the LEA Title I Parental Involvement Plan/Policy. Parents are invited to visit their child's classroom(s) and meet the teacher(s). Teachers provide information about the subjects taught, how students are individually assessed, procedures, etc.

Fultondale Elementary School makes every effort to inform parents of assessment results in a language that is easy to understand. Educational terms are kept to a minimum and key information is provided. To the extent practicable, results are sent home in the language of the parent. An interpreter is available to explain results at Fultondale Elementary School. Assessment results are distributed in a variety of methods: parent reports from state mandated standardized tests, report cards, progress reports, weekly tests, and parent meetings to explain the reports.

**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))**

It is the goal of Fultondale Elementary School to develop a strong partnership with our students' families. This relationship will be enhanced through our School-Parent Compacts. A School-Parent

Compact is distributed annually to every student at Fultondale Elementary School. The compact contains three sections: student, parent and teacher. The compact describes how students, parents, and teachers share responsibility for improved student academic achievement.

The compacts are updated each year, customized for Fultondale Elementary School, and are specific to grades or grade spans. Parents assist with writing/revising the compacts annually. The compacts are sent home to all students during the first month of school and are used by teachers when meeting with parents and students. The compacts are retained in each teacher's classroom.

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

Each year, Fultondale Elementary School meets with the CIP planning committee to review and evaluate the CIP. There are 2 parent representatives on the committee. During the CIP development, parents may submit comments via Focus Groups, Parent Involvement Committee, email, and conferences. Upon completion, parents are informed that the plan is available for review by a sign posted in the lobby or main office of the school. The sign states that the plan may be reviewed upon request to the principal. The plan may be written in a shorter version (At A Glance) for parents and other stakeholders to understand. If a parent has a problem or concern with the CIP, they may contact the Federal Programs Department at the Jefferson County Board of Education to set up a meeting to discuss such concerns.

**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)**

Fultondale Elementary School's CILT team works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Fultondale Elementary School has a parent resource center. This center is open for parents during the school day from 7:30 to 3:15 as well as 30 minutes before a parent meeting. This center houses a variety of resources in English and Spanish for parents to check out. The resources are designed to assist parents in helping their child meet the academic content standards set by the State. Other materials include learning activities that parents and children can do together that strengthen the home-school connection. Throughout the year, Fultondale Elementary provides parenting sessions on topics determined by review of the parent survey results, as well as, input from the parent involvement committee. Topics include, but not limited to, transition to middle school, creating an academic environment, and working as a partner with your child's teacher. In addition, FES will host various parent nights including a focus on literacy and mathematics.

**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)**

Fultondale Elementary School will continue to provide professional development in parent and family engagement with its staff through in-service, faculty, and grade level meetings in understanding the importance of parent and family engagement and working as a partner with parents. This year the CILT team placed special emphasis on the need to ensure a closer connection between the school and the parent and family engagement activities. All staff members are expected to welcome parents to the school and work with them in meeting the needs of each child. Discussions include using a variety of methods to reach parents such as newsletters, telephone calls, agenda books, email, SchoolMessenger, websites, etc. The parental involvement coordinator will participate in professional development with national consultants and district staff to build their capacity in working with parents. In return, they will train the school staff.

**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)**

Fultondale Elementary School coordinates its parent and family engagement programs for all parents. Both English and Spanish speaking parents are involved in parenting activities. An interpreter is available to assist Spanish speaking families with meeting their needs. The Parent Resource Center has literature and activities that parents can use at home to support the achievement of their children. Fultondale Elementary School currently has 191 EL 1 and EL 2 students and about 32 additional children that are considered FEL 1-4 and are being monitored students. Title I works in conjunction with Title III and Title X to build parental capacity in order to foster student success.

**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)**

Fultondale Elementary School makes every effort to inform all parents of meetings held at the school. Information about school meetings, activities, etc. is sent to parents in a language that they can understand. In addition, Fultondale Elementary School utilizes the services of the LEA translator who assists with written and verbal communications. Fultondale Elementary holds separate meetings for Hispanic families to address their needs and inform them of important school issues with the assistance of an interpreter.

**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)**

Fultondale Elementary School makes every effort to honor parent requests as related to their involvement in their child's education. For example, parents at Fultondale Elementary feel strongly that the school is a safe environment and the teachers/school have strong communication with the home. Fultondale Elementary School maintains open communication with parents and encourages input through meetings, conferences, newsletters, surveys, etc. A conscious effort is made to accommodate all reasonable requests for support by faculty members.

**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))**

Fultondale Elementary School makes every effort to accommodate the needs of all parents. In conjunction with the LEA, Fultondale Elementary

School provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides basic information and school reports in a format and to the extent practicable in a language that parents can understand. Fultondale Elementary School presently has 191 EL 1 and EL 2 students and about 32 additional children that are considered FEL 1-4 and are being monitored; therefore, most notices are sent to parents of these children in Spanish. In addition, the LEA has a translator/interpreter available to assist with parental communication. Fultondale Elementary is a handicapped accessible building. No migrant students are enrolled at this time.

