ACIP

Fitzpatrick Elementary School

Montgomery County Board of Education

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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?

Fitzpatrick Elementary School was built in 1989 on land donated by the Fitzpatrick family in honor of Martha Burke Fitzpatrick and became 4055 Fitzpatrick Blvd. off Virginia Loop Road. It was established to serve Kindergarten through sixth grade students. The area was in great need of a neighborhood school, because many homes and apartments had been built in recent years. The closest schools were already at full enrollment and students were transported by school busses across town for several years prior to the opening of Fitzpatrick. The building consists of 30 regular classrooms, three special education resource rooms, one computer lab, one portable computer lab, a media center, a cafetorium, a BIP classroom, a parent center, a data room, an eight room office suite, a nurse's station, two custodial staff offices , specialist offices, and several storage areas. The facility also has 5 portable classrooms (2-Physical Education, Music, Counseling, and a Behavioral Intervention Class (BIP Unit) and an outside gymnasium (added later).

Once built the school quickly became overcrowded with 945 students. Rezoning caused enrollment to drop the next year to 809 students. Over the past 23 years, enrollment has varied from as high as 1030 students in 1997-98 to 627 students in 2007 due to the opening of McKee Elementary. Presently, 525 students attend Fitzpatrick, which is now K-5 (the sixth grade unit was moved to Middle School. MPS changed to the Middle School Concept). Ninety - eight percent of our students are African American, .0017 percent of the population is caucasion, and .0069 percent of the school population is Hispanic. The poverty level of the school is indicated by the fact that 90% of the students qualify for free lunch; 6% reduced and 4% paid lunch in the previous year. (This year all students recieve free lunch due to a federal program adopted by MPS) These numbers qualify Fitzpatrick to be a Title I school. Teachers in Montgomery Public Schools serve a total of 187 days per year, with students attending classes for 180 days of the year. All teachers have a daily lesson planning period for 30 minutes, while students attend physical education, music, or computer classes. All grades have 30 minutes of library time weekly and guidance counseling weekly.

This year we have four new teachers that joined the faculty. We've also had two of our veteran teachers move from general education positions to special education positions. Although new to Fitzpatrick, they have blended well with the Fitzpatrick Family. Fitzpatrick is working to meet the needs of our changing society. Crime, violence, drugs, and transience are starting to take a toll on our community and our students, in the area of academics and behavior. To address these needs, Fitzpatrick has implemented PBIS (Positive Behavior Support, an initiative to reward students who display positive behavior in many ways), school choir (allowing students to work and sing together in fun ways, as well as, get a chance to perform at and away from school) and a RtI Problem Solving Team (Response to Instruction is an initiative to address the academic and behavioral weaknesses of students and use strategic interventions to foster achievement and improvement) to give students some positive exposure while addressing their needs at their different Tiers.

School's Purpose

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

The mission of Fitzpatrick Elementary School is to engage, educate, and inspire our students in a safe and caring environment that supports and encourages higher learning. At Fitzpatrick Elementary School, instruction is driven by student needs with active engagement and strategic teaching. At the beginning of the year, teachers review their individual test scores, data from the San Diego Quick Assessment, Performance Series Testing, and individual formal assessments. Based on that data and the College and Career Ready Standards, teachers create classroom profiles and determine student strengths and weaknesses. As noted, various forms of data from benchmark assessments are analyzed at the beginning and throughout the year during data meetings, grade level meetings, and faculty meetings. Researched-based instructional decisions are made during these meetings. Types of differentiated instruction and/or necessary interventions to be used are also determined at this time. The school promotes uninterrupted instructional time in an effort to increase student achievement. "I Can" statements are stressed throughout daily lessons and listed on daily agenda boards. This serves as a visual for our students to learn what standard they are covering on a daily basis. Our teachers and school counselor provide goal setting sessions for students in grades 3-5. Students view and discuss their Global Scholar scores. The students get an understanding of where they are and where they need to be. Students commit to doing their best to achieve their goals. Students realize that they must score at or above that specific number for their grade level. Students are challenged to strive for that score on all assignments. Promising all students success (PASS) and the Ownership of Learning are tools used by the counselor to discuss way students can be successful in school. Students are taught that their education is their ultimate responsibility. Parents are notified of the PASS process and are asked to encourage their student (s). Fitzpatrick Elementary strives for commitment from all stakeholders, commits to a safe and nurturing environment, and a positive learning climate to maximize growth of each student.

The faculty and staff of Fitzpatrick Elementary School strongly believe in the importance of parental involvement. Measures have been taken to offer parental involvement on a flexible schedule. At the beginning of the year, Fitzpatrick Elementary holds a general parents' meeting where information is presented about Title I programs, the curriculum, and academic assessments. Parents also learn procedures for scheduling parent-teacher conferences, as well as how they can participate in decisions related to the education of their child. Parents are given the opportunity to visit their child's classroom and meet their teachers. Teachers then provide additional information on the subjects they teach and ways students are assessed. An open house for parents and guardians is held in the first three months of school, also two report card conferences are held during the first and third nine weeks.

We also believe that excellence in behavior is just as important as academics. Fitzpatrick's PBIS reward system consists of "Gotcha" tickets and a school store where tickets may be traded for prizes. Several events are held throughout the year for students who show exceptional behavior and citizenship. Students receive tickets from the faculty and staff when they are caught displaying good citizenship. Posters are displayed throughout the school as positive behavior reminders.

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.

This year Fitzpatrick saw an increase in parental involvement, as well as, an increase in the membership and participation in the school's PTA (Parent Teacher Association). Along with an increase in membership, the school also received the Golden Apple Award for 100% membership from the faculty and staff. Also, Dr. Milledge, the school's principal was given the Montgomery County Elementary Principal of the Year Award by the PTA for the 2016-17 school year.

Based on the data received from the ACT Aspire, Reading ,Mathematics, Science, and Writing in grades 3rd-5th are areas of concern. In Math, only 22% of our students were classified as being Ready, in Reading, 10%, In Science, 11%, and in Writing, 7%. Also, based on the data, English was an area of strength where 45% of our 3rd graders were Ready, 43% % our 4th graders were Ready, and 52% of our 5th graders were Ready (a total of 45% for the school).

We are charting a great course for the 2016-17 school year and beyond. To bring about a change in the aforementioned inconsistent student achievement, we had to revisit some areas. Our teachers are receiving on-going professional development on teaching to the standards (CCRS), developing strategic lesson plans and strategic teaching. Using the CCRS, the ACOS, Global Scholar data, ACT Apire data, DIBELS Next data, strategic lessons, strategic teaching, and a wealth of research based CCRS concentrated materials, we are making focused strides in teaching standards to fidelity. There is also added support from our 3rd grade ARI Literacy Coach, as well as, our Academic Interventionist, who works with K, 1st, 2nd, 4th, and 5th.

Additional Information

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

Events such as Read Across America, Hispanic Heritage Month, Black History Month, Popcorn fundraisers, Spring Fling, Parent Engagement Workshops, Parent Title-I meetings, and PTA meetings are occasions, throughout the year, when community leaders, near and far, and parents work with our students and our school. We welcome all stakeholders to volunteer by reading to students, participating in programs, fundraisers, and many monthly activities. It is very important that all stakeholders work together to educate our the young "Fitzpatrick Family" members.

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.

The process used to engage a variety of stakeholders in the development of our continuous improvement plan started with the Building Leadership Team (BLT). The BLT met at the end of July and in August to discuss the goals and foreseen challenges for the 2016-2017 school year.   Dr. Milledge, the principal, explained Fitzpatrick's areas of concern (academics, behavior, further understanding and implementation of CCRS and strategic planning and teaching, parental involvement, and community involvement).

The CIP team consists of the administration, a representative of each grade (K-5), school specialists, our ARI 3rd grade Literacy Coach, our Academic Interventionist, and parents/community members. The stakeholders consist of the school administrator, counselor, teachers, parents, and community members. The stakeholders are picked randomly through surveys, school participation, and active engagement at parent and community meetings. Meetings are scheduled during report card conferences, parent/teacher meetings, and PTA meetings to help accommodate the parents and their schedules. Home visits are also conducted when necessary and convenient for parents. Stakeholders become active participants in the planning, monitoring, and evaluation of the school. During the course of the process, we encourage collaboration and shared responsibility for school improvement among all stakeholders. An array of information is used to communicate with stakeholders about the standards, gathering vital information, and how the standards and indicators are being analyzed. This incites a rich exchange of ideas, engages a prodigious number of people, creates a collective language, and understanding throughout the school. The process of evaluating and reporting on AdvancED's standards, at the school level, contributes to shaping a culture of continuous self-study or growth. All stakeholder groups are represented in the review of each standard and will be encouraged to attend evaluation meetings.

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

Fitzpatrick Elementary School's Building Leadership Team reviews, evaluates, and revises the CIP throughout the year. There are two parents on the committee who represent all the parents of the school. During the review process, all parents are notified through notices sent home. The notices help parents understand their role and responsibility to read the plan. They are informed that the plan is under review, that a copy of the plan is available for review in the library and the parent center, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, dissatisfied parents may voice their concerns in a letter to the school.

Our school provides various ways for internal and external stakeholders to contribute to the success of the Continuous Improvement Plan and our school. Representatives from stakeholder groups that assist with the development of the improvement plan were local businesses, community leaders, and parents, such as, Chick-Fil-A, who offers incentives to reward students who make gains in academic achievement. Macedonia Baptist Church, who partners with the school through volunteer hours in the classrooms, library, and beautification of the outside grounds. Dr. Morgan, who is a community leader, as well as a pediatrician, whose office is located directly in front of the school, who

volunteers by tutoring, sponsoring a classroom and donating items needed within the school. Alabama Power, who has recently become our partner. The Montgomery Police Department and the District Attorney's office who partner with us to provide the I-LEAD program to our fifth graders. We also receive a great deal of support from the Regency Park community and our neighboring apartment complexes. Our doors are always open for parents and community to participate in the improvement process.

The members of Fitzpatrick's Building Leadership Team (BLT) are:

1. Mrs. Diane Motley, Kindergarten Teacher
2. Mrs. Patricia Lane, First Grade Teacher
3. Mr. Darrin Roberson, Fifth Grade Teacher
4. Ms. Shalandra Love, Second Grade Teacher
5, Ms. Mary Williams, Fourth Grade Teacher
6. Mr. Robert Rivera, Third Grade Teacher
7. Dr. Betty Ann Palmer, Technology Coordinator
8. Mrs. Jennifer Lane, Librarian
9. Mrs. Brandi Moodi, Assistant Principal
10. Mr. Leon Favor, Parent (PTA President)
11. Ms. Kimberly Williams, Parent
12. Ms. Kimberlyn Stallworth, ARI 3rd Grade Literacy Coach
13. Mrs. Cassandra Mitchell, Academic Interventionist
14. Dr. William Milledge, Jr., Principal

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

The plan will be communicated to all stakeholders via School Website, copies in the school library, and in the front office of the school.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student Performance Data was analyzed during the ACIP/Building Leadership Team meeting. Several data sources were used to determine the school's strengths and weakness. These data sources include ACT Aspire, Global Scholar, and DIBELS Next.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

Students have performed above the expected levels of performance in the area English on the ACT Aspire for the 2015-2016 school year (3rd grade-42% and 5th grade-52%).

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

A positive trend in performance was noted in Math for 3rd grade, going from 31% to 33%. There was also an increase in English for 3rd grade, going from 41%-42% and in 5th grade, going from 51%-52%.

Which area(s) indicate the overall highest performance?

English in 3rd and 5th grade proved to be the area of overall highest performance.

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

The females have shown a trend of increased performance in the areas of English, in the 3rd grade (47%-48%).
The males have shown a trend of increased performance in the area of Math in the 3rd grade (22%-29%).
The females have shown a trend of increased performance in the area of Science in the 4th grade (11%-13%).
The males have shown a trend of increased performance in the area of English, in the 5th grade (43%-44%), and females in Math (3%-19%),

Between which subgroups is the achievement gap closing?

The achievement gap between African American males and females has increased based on the data from 2015-2016. The achievement gap is not presently closing between these subgroups.

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

According to other data sources such as Global Scholar there is consistency in student performance in the areas of reading and math when comparing those scores to the ACT Aspire.

Areas in Need of Improvement

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

Based on the ACT Aspire scores Reading, Science, Math, and Writing are below the expected levels of performance.

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

A negative trend in performance was noted in the areas of Reading for 5th grade (from 21%-14%), 4th grade (from 21%-12%), and 3rd grade (16%-9%). A negative trend was also noted in the area of Math for 4th grade (21%-, Writing for 5th grade (8%-0%), and Science for 3rd grade (13%-8%), 4th grade (21%-12%), and 5th grade (20%-14%).

Which area(s) indicate the overall lowest performance?

The areas of overall lowest performance were 4th grade Math and Reading, 3rd-5th grade Writing, and 3rd-5th grade Science.

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

A decreasing trend in performance was noted with African American females in English and African American males and females in Reading. Both subgroups also showed a decrease in writing.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between African American females and males seems to closing slightly when comparing the 2014-2015 data to the 2015-2016 data. However, the data does show a decrease in both subgroups.

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

According to other data sources such as Global Scholar there is consistency in student performance in the areas of reading and math, when compared to the ACT Aspire.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3
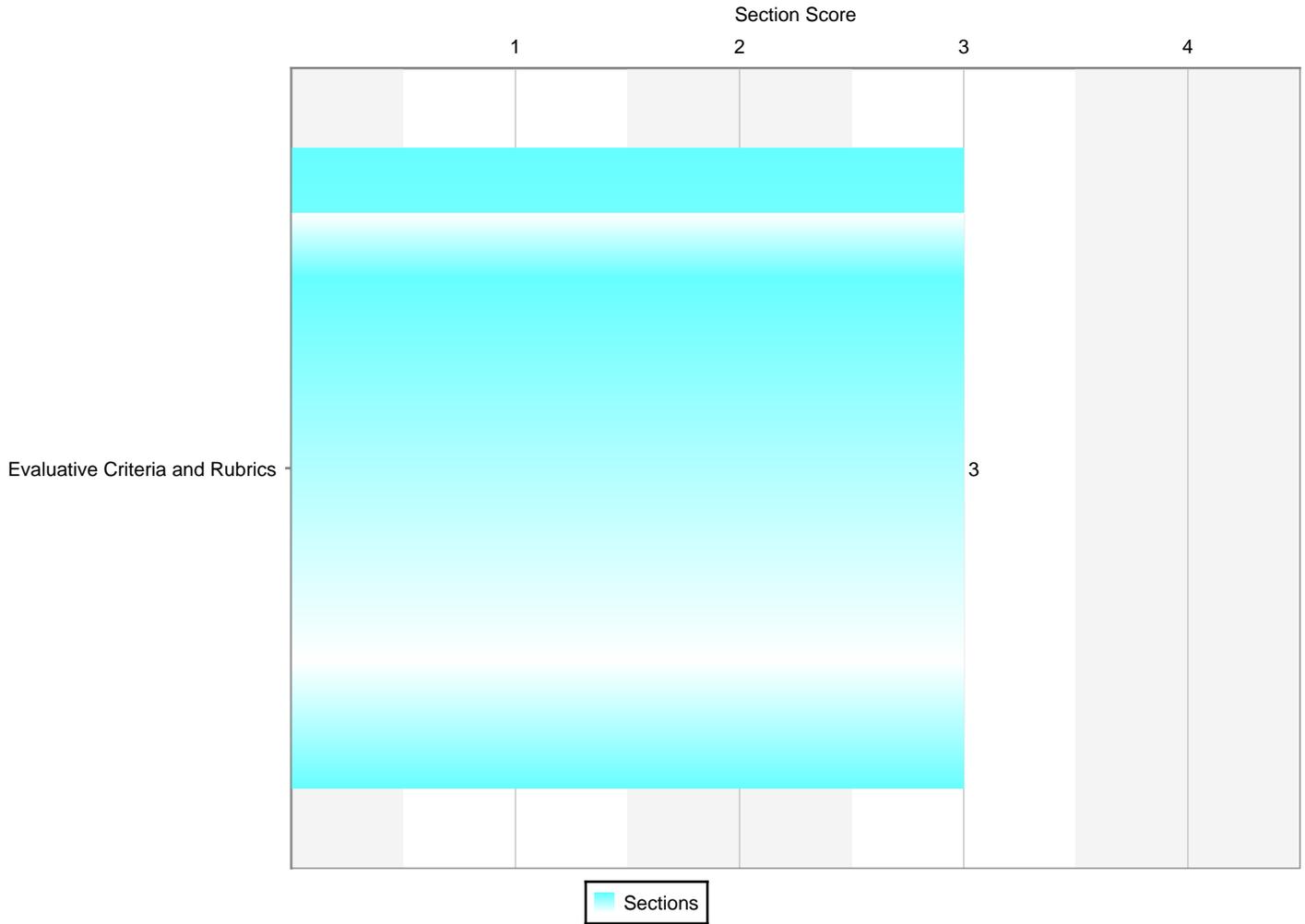
Sections

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, ELL, 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	Fitzpatrick Elementary School's Instructional Leadership Team members have read, understand, and are in compliance with the AdvancED policies and procedures.	

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	Fitzpatrick Elementary School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. The school level designated employee to ensure compliance is Dr. William Milledge, Principal, 4055 Fitzpatrick Blvd., Montgomery, Alabama 36116, 334.284.8044.	Compliance Form

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	Fitzpatrick Elementary School has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities, this person is: Dr. William A. Milledge, Jr. 4055 Fitzpatrick Blvd. Montgomery, AL 36117 Work 334-284-8044, Fax 334-284-8045	Compliance Form

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Fitzpatrick Elementary has a School-Parent Involvement Plan.	Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Fitzpatrick Elementary has a School-Parent compact. As a Title I school, the School-Parent Compact contains the required components (NCLB, Section 118(d)(1-2)(ABC) and was jointly developed with parents of participating students.	School Compact

Goals and Plans 2016-17

Overview

Plan Name

Goals and Plans 2016-17

Plan Description

Goals, Objectives, Strategies, and Activities

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	Special education students will be in a collaborative setting and will increase their performance in reading, math, science, and writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
2	Implement a parental engagement program to increase parental and family involvement.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
3	We will develop and enhance teacher experience, knowledge, and leadership skills through peer interaction and leadership opportunities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
4	Every student is College and Career Ready upon graduation.	Objectives: 3 Strategies: 3 Activities: 3	Academic	$0

Goal 1: Special education students will be in a collaborative setting and will increase their performance in reading, math, science, and writing.

Measurable Objective 1:

1% of Students with Disabilities students will demonstrate a behavior that establish an increase in academic achievement in the areas of Math and in Reading by 05/26/2017 as measured by ACT ASPIRE.

Strategy 1:

Co-Teaching and Inclusion - General and special education teachers will use ALSDE curriculum guides to help plan for daily learning objectives.

30-Special Education and General Education Teachers will receive training on co-teaching models and inclusion teaching. This will address academics and behavior.

60-Special Education and General Education Teachers will plan and implement lessons to meet the needs of the identified students. They will also be involved in quarterly data meetings to gain further insight on student achievement based on Performance Series data.

90-Continuous collaboration between the Special Education Teachers, General Education Teachers, Academic Interventionist, and Instructional Leader.

Category: Develop/Implement Learning Supports

Research Cited: Friend, M. (2008). Co-teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Greensboro, NC: Marilyn Friend, Inc.

Activity - Co-Teaching and Inclusion Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching and Inclusion monthly meetings.	Professional Learning	08/10/2016	05/26/2017	$0	No Funding Required	Instructional Leader, Special Education Teacher, General Education Teacher

Activity - Quarterly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education and General Education Teachers will participate in monthly quarterly data meetings based on Performance Series data, disciplinary referral data, and data from formative and informative assessments within the classroom. This will also involve the academic interventionist and the instructional leader.	Behavioral Support Program, Academic Support Program	08/10/2016	05/26/2017	$0	No Funding Required	Special Education Teacher, General Education Teacher, Academic Interventionist, and Administrators

Goal 2: Implement a parental engagement program to increase parental and family involvement.

Measurable Objective 1:

collaborate to increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success by 05/26/2017 as measured by workshop surveys and quarterly surveys provided at the end of each nine weeks.

Strategy 1:

Parent Workshops - Parents will be invited to parental workshops where lessons will be modeled that mirror the instruction that is taking place in the classroom by the

teacher. Parents will also be trained on interpreting data.

Category: Develop/Implement Student and School Culture Program

Research Cited: "Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level. Parents increase their

interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs. When

schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale."

Home-School Relations: Working Successfully with Parents and Families, by G. Olsen, M.L. Fuller, 2008 edition.

Activity - Parent Workshops on Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided with workshops on strategic lessons from teachers who will be modeling actual lessons done in their classes. 30: Parents will be invited to parental workshops where lessons will be modeled that mirror the instruction that is taking place in the classroom by the teacher. Parents will also be trained on interpreting data. 60: Monthly parent/community meetings. PTA meetings. Mother and Father engagement days. The parents will also be provided with materials to work with their children at home, as well as, having the opportunity to observe different teachers presenting their lessons in the classroom. 90: Continued monthly meetings and workshops. Review data.	Community Engagement, Parent Involvement	10/31/2016	05/26/2017	$0	No Funding Required	Instructional leaders, ARI Literacy Coach, Academic Interventionist, and Teachers.

Measurable Objective 2:

collaborate to increase parental engagement by 05/26/2017 as measured by sign-in sheets and surveys.

Strategy 1:

Parental Engagement Training - Teachers will receive training on parental involvement and engagement in order to gain more insight on the proper way to involve and

engage parents and the community in student academics and behavior in school.

Category: Implement Community Based Support and Intervention System

Research Cited: When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like

school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

Activity - Parental Engagement Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30: Teacher training on parental involvement and engagement. 60: Implementation of parental involvement and engagement workshops. 90: Continued implementation of parental involvement and engagement workshops. Review data (surveys).	Community Engagement, Parent Involvement	10/31/2016	05/26/2017	$0	No Funding Required	Teachers, ARI Literacy Coach, Academic Interventionist, Administrators

Goal 3: We will develop and enhance teacher experience, knowledge, and leadership skills through peer interaction and leadership opportunities.

Measurable Objective 1:

collaborate to determine best practices for improving teaching and learning as well as climate and culture by 05/26/2017 as measured by the retention and development of highly qualified teachers..

Strategy 1:

Teacher Effectiveness - Providing the teachers the opportunity to conduct workshops, participate in walk-through as observers, present to their peers, and serve as

models for novice teachers or individuals new to the building or grade level.

Category: Other - Teacher Effectiveness

Research Cited: Ackerman, R., & Mackenzie, S. (Eds.). (2006). Uncovering teacher leadership: Essays and voices from the field. Thousand Oaks, CA: Corwin Press.

Activity - Workshop Presentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30: Provide continuous professional development on effective instruction, teaching to the standards, effective planning, and utilizing data for instruction. 60: Teachers will conduct workshops for their peers, parents, and teachers from within and outside of our feeder patterns. 90: Provide teacher feedback from workshops, walk-throughs, and planning sessions.	Recruitment and Retention	08/10/2016	05/26/2017	$0	No Funding Required	Teachers,ARI Literacy Coach, Academic Interventionist, Instructional Leaders

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 30: Identifying Master teachers and novice teachers or those who are new to the building.
60: Initial meetings with Master teachers and novice teachers.Master teachers will mentor novice teachers, teachers who are new to the building, or new to a grade level.
90: Continued mentoring. | Recruitment and Retention | 08/10/2016 | 05/26/2017 | $0 | No Funding Required | Instructional Leaders, ARI Literacy Coach, Academic Interventionist, Teachers |

Goal 4: Every student is College and Career Ready upon graduation.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness by increasing reading proficiency in Reading by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire .

(shared) Strategy 1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used to provide intervention for students. 60 day identify Tier I, II, and III students using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data. 60 day-Small group instruction activities (Compass Learning, Focused Intervention Reading) for Tier I, II, and III students. 60 days-Tier II and III 3rd grade ELA and Math students will receive interrvention with the ARI reading coach daily. 90 days-Tier II Kindergarten, 1st, 2nd, 4th, and 5th grade ELA and Math students will receive intervention with the Academic Interventionist weekly for 30 minutes.	Academic Support Program	08/22/2016	04/28/2017	$0	No Funding Required	Teachers, Reading Coach, Academic Interventionist, and Administrators

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency (Average/Above Average/Level III/Level IV) in Mathematics by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire.

(shared) Strategy 1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used to provide intervention for students. 60 day identify Tier I, II, and III students using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data. 60 day-Small group instruction activities (Compass Learning, Focused Intervention Reading) for Tier I, II, and III students. 60 days-Tier II and III 3rd grade ELA and Math students will receive intervention with the ARI reading coach daily. 90 days-Tier II Kindergarten, 1st, 2nd, 4th, and 5th grade ELA and Math students will receive intervention with the Academic Interventionist weekly for 30 minutes.	Academic Support Program	08/22/2016	04/28/2017	$0	No Funding Required	Teachers, Reading Coach, Academic Interventionist, and Administrators

Measurable Objective 3:

A 10% increase of All Students will demonstrate a proficiency as measured by the district writing assessments in Writing by 05/26/2017 as measured by end of the 9 weeks writing assessments and Spring scores on the ACT Aspire.

Strategy 1:

Writing Strategy 1 - A "Writer's Workshop" Training will be provided for 3rd-5th grade ELA teachers in order to enhance teacher knowledge in the area of providing strategies for students in order to increase writing proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: With any combination of teaching strategies a teacher chooses to use, students must be given ample time to write. Writing cannot be a subject that is short-changed or glossed over due to time constraints. Moreover, for weaker writers, additional time, individualized support, and explicit teaching of transcription skills (i.e., handwriting, spelling, typing) may be necessary. P Hogan (Ed), Cambridge Encyclopedia of Language Sciences (pp. 848–851). Cambridge University Press, Cambridge, UK.Graham S & Perin D (2007),

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writer's Workshop-30 Days: Dr. Lue Ella Smith will provide training to the 3rd-5th grade teachers 60 Days: Teachers will implement the Writer's Workshop and assess students (formative and summative) on writing utilizing the district's rubric.	Professional Learning, Academic Support Program	10/24/2016	05/26/2017	$0	No Funding Required	ARI State Specialist (Dr. Lue Ella Smith), Teachers, ARI Literacy Coach, Academic Interventionist, Administrators

Strategy 2:

Writing Strategy 2 - Teachers will model writing daily, as well as, provide time for their students to write daily. This will be noted on the teachers daily schedule and within their lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Writing strategies should be taught explicitly and directly through a gradual release of responsibility from teacher to student. Teachers should ensure that students have the background knowledge and skills they need to understand and use a writing strategy. Graham, Steve, What Works Clearinghouse, U.S. Department of Education (2012)

Activity - Modeling and Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model writing and provide students with opportunities to write daily. 30: Teachers will demonstrate different forms of writing after teaching capitalization, indention, punctuation, etc. 60: Teachers will continue modeling after attending the Writer's Workshop. Teachers will also assess students on writing utilizing the district's rubric. 90: Teachers will continue to model and assess.	Academic Support Program	08/15/2016	05/26/2017	$0	No Funding Required	Teachers, ARI Literacy Coach, Academic Interventionist, and Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching and Inclusion Meetings	Co-Teaching and Inclusion monthly meetings.	Professional Learning	08/10/2016	05/26/2017	$0	Instructional Leader, Special Education Teacher, General Education Teacher
Activity-Intervention	Compass Learning will be used to provide intervention for students. 60 day identify Tier I, II, and III students using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data. 60 day-Small group instruction activities (Compass Learning, Focused Intervention Reading) for Tier I, II, and III students. 60 days-Tier II and III 3rd grade ELA and Math students will receive intervention with the ARI reading coach daily. 90 days-Tier II Kindergarten, 1st, 2nd, 4th, and 5th grade ELA and Math students will receive intervention with the Academic Interventionist weekly for 30 minutes.	Academic Support Program	08/22/2016	04/28/2017	$0	Teachers, Reading Coach, Academic Interventionist, and Administrators
Parental Engagement Training	30: Teacher training on parental involvement and engagement. 60: Implementation of parental involvement and engagement workshops. 90: Continued implementation of parental involvement and engagement workshops. Review data (surveys).	Community Engagement, Parent Involvement	10/31/2016	05/26/2017	$0	Teachers, ARI Literacy Coach, Academic Interventionist, Administrators

Quarterly Data Meetings	Special Education and General Education Teachers will participate in monthly quarterly data meetings based on Performance Series data, disciplinary referral data, and data from formative and informative assessments within the classroom. This will also involve the academic interventionist and the instructional leader.	Behavioral Support Program, Academic Support Program	08/10/2016	05/26/2017	$0	Special Education Teacher, General Education Teacher, Academic Interventionist, and Administrators
Peer Mentoring	30: Identifying Master teachers and novice teachers or those who are new to the building. 60: Initial meetings with Master teachers and novice teachers.Master teachers will mentor novice teachers, teachers who are new to the building, or new to a grade level. 90: Continued mentoring.	Recruitment and Retention	08/10/2016	05/26/2017	$0	Instructional Leaders, ARI Literacy Coach, Academic Interventionist, Teachers
Modeling and Time	Teachers will model writing and provide students with opportunities to write daily. 30: Teachers will demonstrate different forms of writing after teaching capitalization, indention, punctuation, etc. 60: Teachers will continue modeling after attending the Writer's Workshop. Teachers will also assess students on writing utilizing the district's rubric. 90: Teachers will continue to model and assess.	Academic Support Program	08/15/2016	05/26/2017	$0	Teachers, ARI Literacy Coach, Academic Interventionist, and Administrators
Workshop Presentation	30: Provide continuous professional development on effective instruction, teaching to the standards, effective planning, and utilizing data for instruction. 60: Teachers will conduct workshops for their peers, parents, and teachers from within and outside of our feeder patterns. 90: Provide teacher feedback from workshops, walk-throughs, and planning sessions.	Recruitment and Retention	08/10/2016	05/26/2017	$0	Teachers,ARI Literacy Coach, Academic Interventionist, Instructional Leaders
Parent Workshops on Strategic Teaching	Parents will be provided with workshops on strategic lessons from teachers who will be modeling actual lessons done in their classes. 30: Parents will be invited to parental workshops where lessons will be modeled that mirror the instruction that is taking place in the classroom by the teacher. Parents will also be trained on interpreting data. 60: Monthly parent/community meetings. PTA meetings. Mother and Father engagement days. The parents will also be provided with materials to work with their children at home, as well as, having the opportunity to observe different teachers presenting their lessons in the classroom. 90: Continued monthly meetings and workshops. Review data.	Community Engagement, Parent Involvement	10/31/2016	05/26/2017	$0	Instructional leaders, ARI Literacy Coach, Academic Interventionist, and Teachers.

Writer's Workshop	Writer's Workshop-30 Days: Dr. Lue Ella Smith will provide training to the 3rd-5th grade teachers 60 Days: Teachers will implement the Writer's Workshop and assess students (formative and summative) on writing utilizing the district's rubric.	Professional Learning, Academic Support Program	10/24/2016	05/26/2017	$0	ARI State Specialist (Dr. Lue Ella Smith), Teachers, ARI Literacy Coach, Academic Interventionist, Administrators
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Students

In my school my principal and teachers want every student to learn.

In my school I am learning new things that will help me.

In my school my teachers want me to do my best work.

My teachers tell me how to behave and do my work.

My teachers ask my family to come to school activities.

My teachers tell my family how I am doing in school.

My school has many places where I can learn, such as the library

Parents

Our school's purpose statement is clearly focused on student success.

Our school's purpose statement is formally reviewed and revised with involvement from parents.

Our school has high expectations for students in all classes.

All of my child's teachers report on my child's progress in easy to understand language.

My child knows the expectations for learning in all classes.

Our school ensures that instructional time is protected and interruptions are minimized.

My child is prepared for success in the next school year.

Staff

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Our school's leaders expect staff members to hold all students to high academic standards.

In our school, all staff members use student data to address the unique learning needs of all students.

Our school leaders monitor data related to student achievement.

Our school maintains facilities that contribute to a safe environment.

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

Students

In my school my principal and teachers want every student to learn.

In my school I am learning new things that will help me.

In my school my teachers want me to do my best work.

My teachers tell me how to behave and do my work.

My teachers ask my family to come to school activities.

My teachers tell my family how I am doing in school.

My school has many places where I can learn, such as the library

Parents

Our school's purpose statement is clearly focused on student success.

Our school's purpose statement is formally reviewed and revised with involvement from parents.

Our school has high expectations for students in all classes.

All of my child's teachers report on my child's progress in easy to understand language.

My child knows the expectations for learning in all classes.

Our school ensures that instructional time is protected and interruptions are minimized.

My child is prepared for success in the next school year.

Staff

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Our school's leaders expect staff members to hold all students to high academic standards.

In our school, all staff members use student data to address the unique learning needs of all students.

Our school leaders monitor data related to student achievement.

Our school maintains facilities that contribute to a safe environment.

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

Students

In my school my principal and teachers want every student to learn.

In my school I am learning new things that will help me.

In my school my teachers want me to do my best work.

My teachers tell me how to behave and do my work.

My teachers ask my family to come to school activities.

My teachers tell my family how I am doing in school.

My school has many places where I can learn, such as the library

Parents

Our school's purpose statement is clearly focused on student success.

Our school's purpose statement is formally reviewed and revised with involvement from parents.

Our school has high expectations for students in all classes.

My child knows the expectations for learning in all classes.

Our school ensures that instructional time is protected and interruptions are minimized.

Staff

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Our school's leaders expect staff members to hold all students to high academic standards.

In our school, all staff members use student data to address the unique learning needs of all students.

Our school leaders monitor data related to student achievement.

Our school maintains facilities that contribute to a safe environment.

Areas in Need of Improvement

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

Staff

In our school, staff members provide peer coaching to teachers.

In our school, all school personnel regularly engage families in their children's learning progress.

Parents

All of my child's teachers meet his/her learning needs by individualizing instruction.

Students

In my school I am treated fairly.

My teachers listen to me.

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

Staff

In our school, staff members provide peer coaching to teachers.

In our school, all school personnel regularly engage families in their children's learning progress.

Parents

All of my child's teachers meet his/her learning needs by individualizing instruction.

Students

In my school I am treated fairly.

My teachers listen to me.

What are the implications for these stakeholder perceptions?

The implications based on the stakeholder's perceptions are the following:

There is a need for an increase in peer coaching.

There is a need for increased parental involvement.

There is a need for more parent/teacher communication.

Differentiated instruction must increase.

There is a need for an increase in communication between teachers and students.

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

There is a need for an increase in peer coaching.

There is a need for increased parental involvement.

There is a need for more parent/teacher communication.

Differentiated instruction must increase.

There is a need for an increase in communication between teachers and students.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
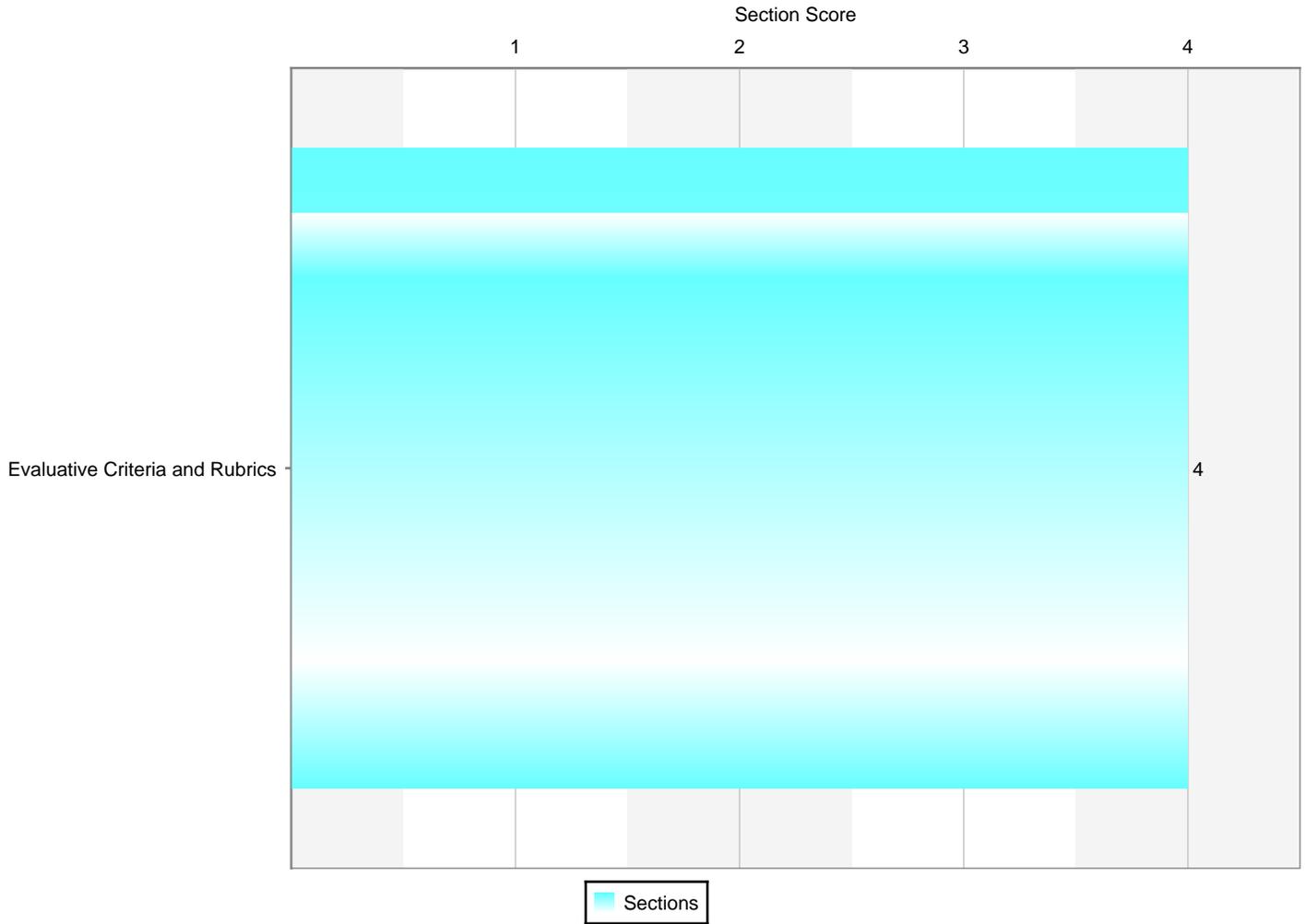
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

The school's building leadership team collected data needed to complete the comprehensive needs assessment. The faculty and staff reviewed multiple data sources and analyzed the strengths and weaknesses. District personnel, faculty, and parents were involved in the ACIP process during various stages of the development of the plan.

2. What were the results of the comprehensive needs assessment?

There is a need for teachers to provide more informal assessment opportunities, increase the use of rubrics,more critical analysis of the data points in order to provide focused individualized instruction, more compliance oriented versus instructional oriented when it comes to Response to Instruction, an increase in small group instruction, more clarity and purpose when developing and explaining learning objectives, an increase in formative assessment, determining rigor of various activities, questions, and conversations throughout instruction, and utilization of resource teachers. 3rd grade Mathematics proved to be an area of strength, while writing in 3rd-5th grade proved to be an area of concern based on ACT Aspire results.

3. What conclusions were drawn from the results?

The conclusions that were drawn from the results were as follows:
There is a need for continuous professional development on CCRS.
There is a need for continuous professional development on strategic planning and strategic teaching.
There is a need for continuous professional development on data interpretation (ACT Aspire, Global Scholar, etc.)
There is a need for continuous professional development on corrective strategies.

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

Our parents, students, and teachers based on the survey results, feel that the following sections are areas of strength:
Purpose and Direction
Teaching and Assessing for Learning
Using Results for Continuous Improvement
Parents, students, and teachers, based on the survey results, need more information and involvement in the following areas:
Governance and Leadership
Resources and Support Systems

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

All school goals are data driven. Goals are based on multiple data sources including survey results, test results, central support team findings, mid-year review reports, results gathered from the Title I needs assessment and the projection and reflection document generated at the close of the year. Goals are generated to address areas of weaknesses.

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

The goals are written in measurable terms and have check points to determine if our students are making progress to meet the goals. The check points during the 30-60-90 day reviews along with progress notes in the ASSIST Platform helps us to determine if additional strategies are needed to ensure goals will be met. Reports generated from Scantron and Compass Learning are used to provide lesson paths for students work to meet or exceed goals.

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

The goals are written based on needs assessment results, input from the special education facilitator, the Rti facilitator , the EL staff designee, and anecdotal notes taken throughout the year from the faculty and staff. Students who are having difficulty are provided additional intervention times by their classroom teachers and the Title I teacher tutor.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Every student is College and Career Ready upon graduation.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness by increasing reading proficiency in Reading by 05/26/2017 as

measured by Scantron Performance Series benchmarks and ACT Aspire .

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and

ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs

and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on

Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be used to provide intervention for students. 60 day identify Tier I, II, and III students using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data. 60 day-Small group instruction activities (Compass Learning, Focused Intervention Reading) for Tier I, II, and III students. 60 days-Tier II and III 3rd grade ELA and Math students will receive intervention with the ARI reading coach daily. 90 days-Tier II Kindergarten, 1st, 2nd, 4th, and 5th grade ELA and Math students will receive intervention with the Academic Interventionist weekly for 30 minutes.	Academic Support Program	08/22/2016	04/28/2017	$0 - No Funding Required	Teachers, Reading Coach, Academic Interventionist, and Administrators

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency as measured by the district writing assessments in Writing by 05/26/2017 as

measured by end of the 9 weeks writing assessments and Spring scores on the ACT Aspire.

Strategy1:

Writing Strategy 2 - Teachers will model writing daily, as well as, provide time for their students to write daily. This will be noted on the

teachers daily schedule and within their lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Writing strategies should be taught explicitly and directly through a gradual release of responsibility from teacher to student.

Teachers should ensure that students have the background knowledge and skills they need to understand and use a writing strategy.

Graham, Steve, What Works Clearinghouse, U.S. Department of Education (2012)

Activity - Modeling and Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model writing and provide students with opportunities to write daily. 30: Teachers will demonstrate different forms of writing after teaching capitalization, indention, punctuation, etc. 60: Teachers will continue modeling after attending the Writer's Workshop. Teachers will also assess students on writing utilizing the district's rubric. 90: Teachers will continue to model and assess.	Academic Support Program	08/15/2016	05/26/2017	$0 - No Funding Required	Teachers, ARI Literacy Coach, Academic Interventionist, and Administrators

Strategy2:

Writing Strategy 1 - A "Writer's Workshop" Training will be provided for 3rd-5th grade ELA teachers in order to enhance teacher knowledge in the area of providing strategies for students in order to increase writing proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: With any combination of teaching strategies a teacher chooses to use, students must be given ample time to write. Writing cannot be a subject that is short-changed or glossed over due to time constraints. Moreover, for weaker writers, additional time, individualized support, and explicit teaching of transcription skills (i.e., handwriting, spelling, typing) may be necessary. P Hogan (Ed), Cambridge Encyclopedia of Language Sciences (pp. 848–851). Cambridge University Press, Cambridge, UK.Graham S & Perin D (2007),

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writer's Workshop-30 Days: Dr. Lue Ella Smith will provide training to the 3rd-5th grade teachers 60 Days: Teachers will implement the Writer's Workshop and assess students (formative and summative) on writing utilizing the district's rubric.	Professional Learning Academic Support Program	10/24/2016	05/26/2017	$0 - No Funding Required	ARI State Specialist (Dr. Lue Ella Smith), Teachers, ARI Literacy Coach, Academic Interventionist, Administrators

Measurable Objective 3:

A 10% increase of All Students will demonstrate a proficiency (Average/Above Average/Level III/Level IV) in Mathematics by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire.

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

We will develop and enhance teacher experience, knowledge, and leadership skills through peer interaction and leadership opportunities.

Measurable Objective 1:

collaborate to determine best practices for improving teaching and learning as well as climate and culture by 05/26/2017 as measured by the retention and development of highly qualified teachers..

Strategy1:

Teacher Effectiveness - Providing the teachers the opportunity to conduct workshops, participate in walk-through as observers, present to their peers, and serve as models for novice teachers or individuals new to the building or grade level.

Category: Other - Teacher Effectiveness

Research Cited: Ackerman, R., & Mackenzie, S. (Eds.). (2006). Uncovering teacher leadership: Essays and voices from the field. Thousand Oaks, CA: Corwin Press.

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30: Identifying Master teachers and novice teachers or those who are new to the building. 60: Initial meetings with Master teachers and novice teachers.Master teachers will mentor novice teachers, teachers who are new to the building, or new to a grade level. 90: Continued mentoring.	Recruitment and Retention	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Leaders, ARI Literacy Coach, Academic Interventionist, Teachers

Activity - Workshop Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30: Provide continuous professional development on effective instruction, teaching to the standards, effective planning, and utilizing data for instruction. 60: Teachers will conduct workshops for their peers, parents, and teachers from within and outside of our feeder patterns. 90: Provide teacher feedback from workshops, walk-throughs, and planning sessions.	Recruitment and Retention	08/10/2016	05/26/2017	$0 - No Funding Required	Teachers,ARI Literacy Coach, Academic Interventionist, Instructional Leaders

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Every student is College and Career Ready upon graduation.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency as measured by the district writing assessments in Writing by 05/26/2017 as measured by end of the 9 weeks writing assessments and Spring scores on the ACT Aspire.

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Writing Strategy 1 - A "Writer's Workshop" Training will be provided for 3rd-5th grade ELA teachers in order to enhance teacher knowledge in the area of providing strategies for students in order to increase writing proficiency.

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Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writer's Workshop-30 Days: Dr. Lue Ella Smith will provide training to the 3rd-5th grade teachers 60 Days: Teachers will implement the Writer's Workshop and assess students (formative and summative) on writing utilizing the district's rubric.	Academic Support Program Professional Learning	10/24/2016	05/26/2017	$0 - No Funding Required	ARI State Specialist (Dr. Lue Ella Smith), Teachers, ARI Literacy Coach, Academic Interventionist, Administrators

Strategy2:

Writing Strategy 2 - Teachers will model writing daily, as well as, provide time for their students to write daily. This will be noted on the teachers daily schedule and within their lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Writing strategies should be taught explicitly and directly through a gradual release of responsibility from teacher to student.

Teachers should ensure that students have the background knowledge and skills they need to understand and use a writing strategy.

Graham, Steve, What Works Clearinghouse, U.S. Department of Education (2012)

Activity - Modeling and Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model writing and provide students with opportunities to write daily. 30: Teachers will demonstrate different forms of writing after teaching capitalization, indention, punctuation, etc. 60: Teachers will continue modeling after attending the Writer's Workshop. Teachers will also assess students on writing utilizing the district's rubric. 90: Teachers will continue to model and assess.	Academic Support Program	08/15/2016	05/26/2017	$0 - No Funding Required	Teachers, ARI Literacy Coach, Academic Interventionist, and Administrators

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency (Average/Above Average/Level III/Level IV) in Mathematics by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire.

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

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Measurable Objective 3:

A 10% increase of All Students will achieve college and career readiness by increasing reading proficiency in Reading by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire .

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and

ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be used to provide intervention for students. 60 day identify Tier I, II, and III students using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data. 60 day-Small group instruction activities (Compass Learning, Focused Intervention Reading) for Tier I, II, and III students. 60 days-Tier II and III 3rd grade ELA and Math students will receive intervention with the ARI reading coach daily. 90 days-Tier II Kindergarten, 1st, 2nd, 4th, and 5th grade ELA and Math students will receive intervention with the Academic Interventionist weekly for 30 minutes.	Academic Support Program	08/22/2016	04/28/2017	$0 - No Funding Required	Teachers, Reading Coach, Academic Interventionist, and Administrators

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Fitzpatrick Elementary will demonstrate appropriate behaviors.

Measurable Objective 1:

80% of All Students will collaborate to implement a comprehensive learning supports system providing behavior programs, services, and interventions for all students as measured by a 3% decrease from 34% (2015-16) in the behaviors of defiance, disobedience, disrespectful words, and fighting in Reading by 05/26/2017 as measured by discipline referrals.

Strategy1:

Strategy 1 - Fitzpatrick's faculty and staff will implement systemic tiered

interventions as to provide prevention for all students, early intervention for some students, and intensive care for a few students to eliminate behavior-related barriers to learning and teaching and to re-engage students. The content areas of the interventions will be students and family interventions, classroom-based enrichment, transitions, family engagement, community collaboration and crisis prevention. The continuum of interventions and resources will include: PBIS; RtI; BIC; Wrap-Around implementation; Community partnerships; Behavior Interventionists; BCBAs; Social Workers; District Resource Officers; Teen Parenting Coordinator; School Counselors; Homeless/Migrant Services; Education Specialists; Behavior Specialists; School Psychologists/Psychometrists; External Community partners.

Category: Other - Continuum of Interventions (Behavior)

Research Cited: Research Cited: McIntosh, K.; Campbell, A. L., Carter, D. R., & Zumbo, B. D. (2009). "Concurrent validity of office discipline referrals and cut

points used in schoolwide positive behavior support.". Behavioral Disorders 34 (2): 100–113.

Research Cited: Authors H. Adelman and L. Taylor wrote in a research book entitled, Rebuilding for Learning, the poignant statistics that support the strategy; School leaders acknowledge that the amount of student suspensions and retention underscore the degree to which behavior problems are placing students at greater risk of drooping out. The latest data show that almost 10 percent of public school students in kindergarten through grade 12 had been retained (i.e. repeated a grade since starting school), while 11 percent had been suspended and 2 percent had been expelled (i.e., permanently removed from school with no services." (NCES, 2007).

Activity - System of Learning Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement system of learning supports by focus areas (i.e. student and family interventions, classroom-based enrichment, transitions, family engagement, community collaboration, an crisis prevention for all, intervention for some, and intensive care for the few who may need those services.	Behavioral Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Entire faculty and staff.

Activity - Corrective Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff of Fitzpatrick will use corrective strategies for defiance, disobedience, disrespectful words, and fighting.	Behavioral Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Entire Faculty and Staff

Goal 2:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency in use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/31/2018 as measured by teacher and administrative assessments.

Strategy1:

Professional Learning Workshops - will provide school and district-wide digital learning using mobile devices such as iPads, laptops and Chromebooks. Students will have access to technology resources right at their finger tips. Methods to ensure the success of this strategy includes but not limited to:

1) Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. 2) Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum. 3) Provide, support, and provide instructional technology integration for faculty and staff at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama State Standards

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students connect, communicate, collaborate and create in a digital environment.	Technology	08/31/2016	05/31/2019	$0 - No Funding Required	Principal, Technology coordinator, teachers, ARI Literacy Coach, Academic Interventionist, School-based BLT, and district staff.

Measurable Objective 2:

demonstrate a proficiency in use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/31/2018 as measured by teacher and administrative assessments.

Strategy1:

Professional Learning Workshops - will provide school and district-wide digital learning using mobile devices such as iPads, laptops and Chromebooks. Students will have access to technology resources right at their finger tips. Methods to ensure the success of this strategy includes but not limited to:

1) Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. 2) Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum. 3) Provide, support, and provide instructional technology integration for faculty and staff at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.

Category: Develop/Implement Professional Learning and Support
Research Cited: Research Cited: Alabama State Standards

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students connect, communicate, collaborate and create in a digital environment.	Technology	08/31/2016	05/31/2019	$0 - No Funding Required	Principal, Technology coordinator, teachers, ARI Literacy Coach, Academic Interventionist, School-based BLT, and district staff.

Measurable Objective 3:

collaborate to show that students will demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative assessments and processes using technology in a variety of learning environments by by 05/31/2018 as measured by student portfolios and classroom/student observations..

Strategy1:

Professional Learning Workshops - will provide school and district-wide digital learning using mobile devices such as iPads, laptops and Chromebooks. Students will have access to technology resources right at their finger tips. Methods to ensure the success of this strategy includes but not limited to:

1) Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. 2) Provide professional development opportunities for teachers to develop

strategies that incorporate the use of digital tools into the daily curriculum. 3) Provide, support, and provide instructional technology integration for faculty and staff at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.

Category: Develop/Implement Professional Learning and Support
Research Cited: Research Cited: Alabama State Standards

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students connect, communicate, collaborate and create in a digital environment.	Technology	08/31/2016	05/31/2019	$0 - No Funding Required	Principal, Technology coordinator, teachers, ARI Literacy Coach, Academic Interventionist, School-based BLT, and district staff.

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:
Every student is College and Career Ready upon graduation.

Measurable Objective 1:
A 10% increase of All Students will demonstrate a proficiency (Average/Above Average/Level III/Level IV) in Mathematics by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire.

Strategy1:
Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.
Category: Develop/Implement Learning Supports
Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be used to provide intervention for students. 60 day identify Tier I, II, and III students using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data. 60 day-Small group instruction activities (Compass Learning, Focused Intervention Reading) for Tier I, II, and III students. 60 days-Tier II and III 3rd grade ELA and Math students will receive intervention with the ARI reading coach daily. 90 days-Tier II Kindergarten, 1st, 2nd, 4th, and 5th grade ELA and Math students will receive intervention with the Academic Interventionist weekly for 30 minutes.	Academic Support Program	08/22/2016	04/28/2017	$0 - No Funding Required	Teachers, Reading Coach, Academic Interventionist, and Administrators

Measurable Objective 2:

A 10% increase of All Students will achieve college and career readiness by increasing reading proficiency in Reading by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire .

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Measurable Objective 3:

A 10% increase of All Students will demonstrate a proficiency as measured by the district writing assessments in Writing by 05/26/2017 as measured by end of the 9 weeks writing assessments and Spring scores on the ACT Aspire.

Strategy1:

Writing Strategy 1 - A "Writer's Workshop" Training will be provided for 3rd-5th grade ELA teachers in order to enhance teacher knowledge in

the area of providing strategies for students in order to increase writing proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: With any combination of teaching strategies a teacher chooses to use, students must be given ample time to write. Writing cannot be a subject that is short-changed or glossed over due to time constraints. Moreover, for weaker writers, additional time, individualized support, and explicit teaching of transcription skills (i.e., handwriting, spelling, typing) may be necessary. P Hogan (Ed), Cambridge Encyclopedia of Language Sciences (pp. 848–851). Cambridge University Press, Cambridge, UK.Graham S & Perin D (2007),

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writer's Workshop-30 Days: Dr. Lue Ella Smith will provide training to the 3rd-5th grade teachers 60 Days: Teachers will implement the Writer's Workshop and assess students (formative and summative) on writing utilizing the district's rubric.	Academic Support Program Professional Learning	10/24/2016	05/26/2017	$0 - No Funding Required	ARI State Specialist (Dr. Lue Ella Smith), Teachers, ARI Literacy Coach, Academic Interventionist, Administrators

Strategy2:

Writing Strategy 2 - Teachers will model writing daily, as well as, provide time for their students to write daily. This will be noted on the teachers daily schedule and within their lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Writing strategies should be taught explicitly and directly through a gradual release of responsibility from teacher to student. Teachers should ensure that students have the background knowledge and skills they need to understand and use a writing strategy. Graham, Steve, What Works Clearinghouse, U.S. Department of Education (2012)

Activity - Modeling and Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model writing and provide students with opportunities to write daily. 30: Teachers will demonstrate different forms of writing after teaching capitalization, indention, punctuation, etc. 60: Teachers will continue modeling after attending the Writer's Workshop. Teachers will also assess students on writing utilizing the district's rubric. 90: Teachers will continue to model and assess.	Academic Support Program	08/15/2016	05/26/2017	$0 - No Funding Required	Teachers, ARI Literacy Coach, Academic Interventionist, and Administrators

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

Goal 1:

Every student is College and Career Ready upon graduation.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness by increasing reading proficiency in Reading by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire .

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

Activity - Activity-Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Every student is College and Career Ready upon graduation.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency (Average/Above Average/Level III/Level IV) in Mathematics by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire.

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

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Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

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Measurable Objective 2:

A 10% increase of All Students will achieve college and career readiness by increasing reading proficiency in Reading by 05/26/2017 as measured by Scantron Performance Series benchmarks and ACT Aspire .

Strategy1:

Strategy 1 - Tier I, II, and III Intervention-Students will be identified as Tier I, II, or III by using Scantron Performance Series Fall 2016 and ACT Aspire Spring 2016 data.

Category: Develop/Implement Learning Supports

Research Cited: RTI (Response to Intervention) "is a practice of (1) providing high-quality instructional/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (National Research Center on Learning Disabilities).

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Measurable Objective 3:

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Strategy1:

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Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Writing Strategy 2 - Teachers will model writing daily, as well as, provide time for their students to write daily. This will be noted on the teachers daily schedule and within their lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Writing strategies should be taught explicitly and directly through a gradual release of responsibility from teacher to student. Teachers should ensure that students have the background knowledge and skills they need to understand and use a writing strategy.

Graham, Steve, What Works Clearinghouse, U.S. Department of Education (2012)

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Component 3: Instruction by Qualified Staff

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

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

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

District human resource personnel attend career fairs throughout the state that are sponsored by colleges and universities for the purpose of attracting qualified teachers to teach in the Montgomery Public School District. Teacher prospects are given pertinent literature about the district and may apply on line using the "Searchsoft" software. This software is available throughout the United States as a meaning of attracting teachers from various regions. Novice teachers are assigned mentors within the school to enhance the teaching and learning process. Novice teachers as well as veteran teachers participate in on-going professional development activities.
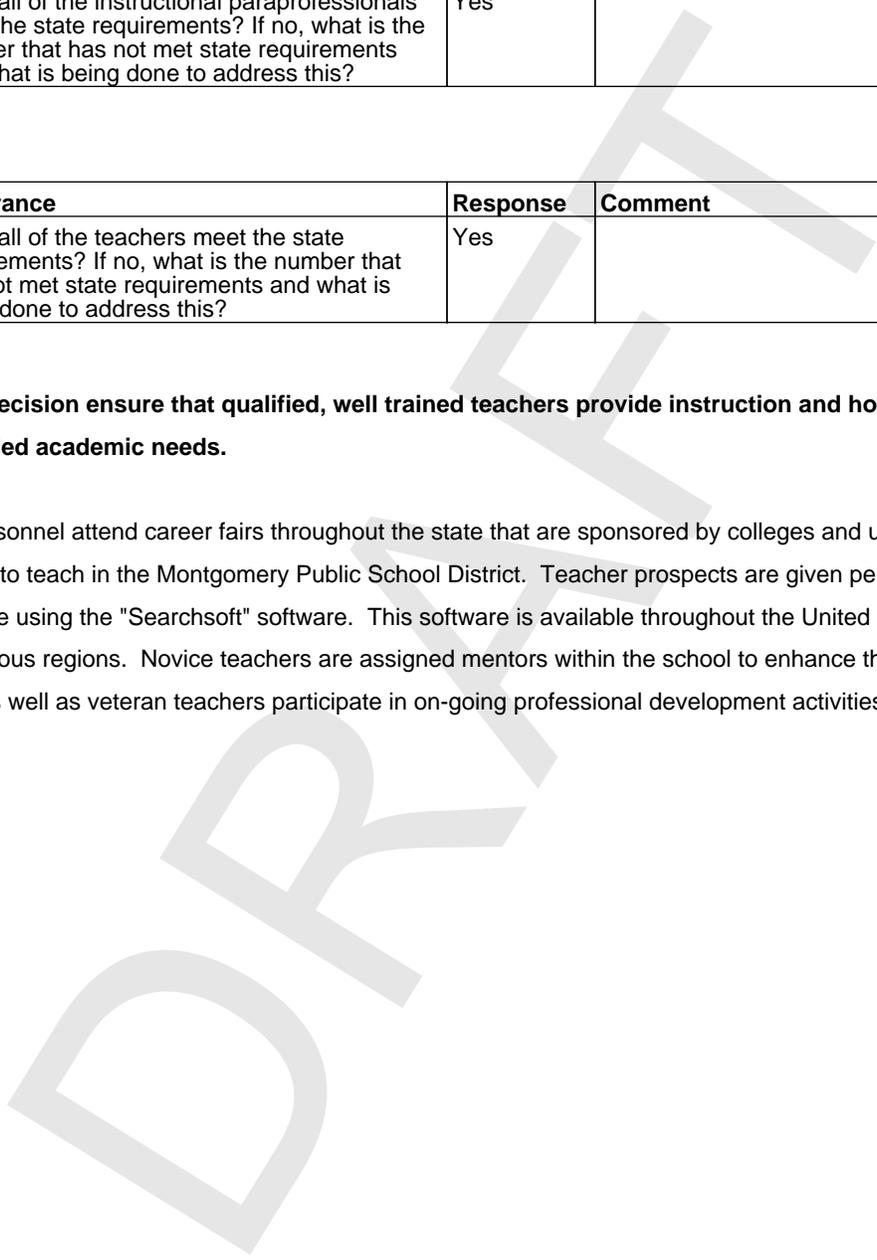
Component 4: Strategies to Attract Qualified Teachers

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

We had three teachers to be non-renewed, one teacher to transfer in, and two new hires.

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

Bachelor degrees, Masters degrees, Educational Specialist degrees, and Doctorates

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Fitzpatrick has implemented continuous professional development and collaboration across the grade levels in order to retain high quality teachers.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Teachers participate in effective, high quality, research based professional development activities related to the goals, objectives, strategies and activities. Training involves strategies that enhance academic and behavior skill sets and allows teachers to model strategies learned from the activities. Teachers receive training on Webb Depth of Knowledge levels, the Rti process, Scantron and ACT Aspire knowledge and Skills mapping.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Faculty and staff will participate in on-going effective professional development activities aligned with our continuous improvement plan. Teachers will have opportunities to interpret data and how to drill down on standards students may have difficulty in mastering. Designated teachers will share with staff on activities that prove to strengthen academic skills.

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

When new teachers are employed at Fitzpatrick, we assigned them a veteran teacher or Tier I teacher to work with throughout the school year. New teachers are scheduled to observe mentors and afforded the opportunities to ask questions and/or give feedback to enhance the teaching and learning process.

4. Describe how this professional development is "sustained and ongoing."

Teachers are trained throughout the year. Updates are discussed in grade level meetings, staff meetings and mentoring meetings scheduled by our professional development department. Teachers participate in school-wide and district-wide activities to sustained practices that prove to be beneficial.

Component 6: Transition Strategies

1. 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.

The school system conducts an annual Kindergarten Open House each spring. This permits pre-k students to visit our school and allows parents to become familiar with expected standards that will be taught in kindergarten. Rising 5th grades are taken to McKee Middle School and Brewbaker Middle School for transition and orientation.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers attend weekly and monthly data meetings to ensure they are kept abreast of the academic measures their students undergo. Teachers participate in professional development activities to learn to analyze data.   Summer professional development activities are scheduled for teachers to learn how to drill down on areas of weaknesses on tested standards.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Multiple data sources are reviewed on a regular basis to determine students who are not performing at a proficient level. Tier II and Tier III students are identified to ensure intervention time for the students. The teacher tutor and academic interventionist schedules time blocks during the week with these students to promote student mastery.

2. 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?

After each formative assessment and/or benchmark test, the teachers review standards not mastered. Suggested learning activities are available in the Scantron platform to address each individual areas of strengths and weaknesses. Resources are also listed to promote proficient level. Grade level teams meet and plan instructional strategies to address weaknesses.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers review data to determine what instructional strategies will promote students' learning. Our MPS Professional Development Department has conducted turnaround training to offer staff members strategies and ideas on differentiated instruction to promote and enhance learning.

4. 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.

Our school schedules times for extended day opportunities for students to participate. We target students that need additional support to master the skills. We schedule meetings with parents to address skills and standards that students should acquire during the school year and send newsletters to parents offering suggestions on ways to teach given skills.

5. 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.

Our faculty and staff make it a practice of utilizing small group instruction and individualized instruction using web-based computer programs to address challenges of the aforementioned groups of students.   District specialists are contacted in the EL, Special Education, Title I, and, Homeless Departments to address challenges that may arise.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The schoolwide programs and goals are integrated to achieve goals and strategies. The school's leadership teams meets and discusses the school-wide goals and develops budgets of the various funding sources to meet the needs of the school and student body. We work to get a consensus of the budget spending.

2. 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.

The State of Alabama Education Program funds the teacher units based on student enrollment. Title I funds are used to supplement regular funding. Title I allocations are used to fund tutors, and approved specialists based findings from the comprehensive needs assessment.

3. 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, vocational and technical education, and job training.

Funds from these resources are not listed directly to the local school's budget.   Students receive free/reduced lunches through the nutrition program based on guide lines from federal mandates.

Component 10: Evaluation

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

The school's leadership teams meets monthly to address academic needs and budget concerns.

2. 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?

Data meetings are held with teachers, administrators, and specialists to analyze data on student needs and demographics to review growth in academics.

3. 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?

We analyze multiple data sources regularly to determine if the school-wide program has been effective in meeting the needs of Tier II and Tier III students' needs. Changes are altered if mastery is obtained in a timely manner.

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

The school's leadership team meets to discuss and makes changes based on student performance data sources, and parent input. Progress notes are made in the ASSIST platform on what has taken place and recommendations are logged in the notes for review.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

A number of our goals are being kept from the previous year, however, they have been restated in a more concise form for effectiveness.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The goal for writing was changed. Based on the Writing data, from the ACT Aspire, the need to readdress and revisit professional development on writing is evident.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units			
Administrator Units			
Assistant Principal			
Counselor			
Librarian			
Career and Technical Education Administrator			
Career and Technical Education Counselor			
Technology			
Professional Development			
State ELL Funds			
Instructional Supplies			
Library Enhancement			
Totals			

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	1752138.0

Provide a brief explanation and breakdown of expenses.

Personnel-$121,665 Academic Interventionist (1) Parent Liaison (.5) Intervention Aide (.5)

Professional Development- $20,018

Parental Involvement Total- $3589

Instructional Materials Total- $9949

Non Cap Equipment $15,560

Audio/Visual- $19,302

Student Instructional Expenditure Total- $1700

Equipment Maintenance Total- $5, 000

Extended Day Program Total- $11,602

Summer School Program Total- $18,204

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	1752138.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	290213.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	

Provide a brief explanation and breakdown of expenses

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

Fitzpatrick holds an annual Title I Parent meeting to discuss the school's participation in Title I, what makes a school a Title I school, the 1% set-aside for Title I, and the parents right to know. This year's meeting took place on October 5th..

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

Fitzpatrick holds parent meetings in the mornings and in the evenings. This allows our parents to attend meetings based on their schedules and their needs. Meetings are scheduled monthly and our parents are notified about monthly meetings two weeks in advance for their planning purposes.
Two parent representatives are on our CIP committee and they participate in the development of the plan. Also, all parents are given the opportunity to review the plan and offer their input prior to the plans approval. For the parent involvement plan, parents were surveyed at the end of the year as we were seeking their input on activities, training, and materials that the school should offer to parents the following school year. The CIP is reviewed throughout the year.

**3. 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.**

Fitzpatrick provides training for parents and guardians through our annual Title I training, as well as, through our parental monthly parental engagement workshops. Parents are given a synopsis of required academic content standards, ACT Aspire test requirements, and academic achievement standards, throughout the year by formal meetings and through monthly news letters/notes. The Title I Parent Liaison conducts training sessions that address available Title I services. Parents are also encouraged to be active participants in their children's education throughout the year. Parents with limited English are given assistance when required. An interpreter is called in when necessary and our counselor and parent liaison extend practical accommodations when necessary.

4. 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).

The school-parent compact was developed by the CIP committee which consists of our parent representatives, the building leadership team, and our Title I Parent Liaison. The parent compact is used as a reminder to all stakeholders of what the expectations are for the teacher, parent, and the student and that everyone has agreed to do everything they can to ensure that the student meets those expectations.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

The school wide plan is available to be reviewed, at all times, with copies in the library, the front office, and on our web site. Parents are invited to review and evaluate the school wide plan quarterly, and provide comments (approval or disapproval) about the CIP, the progress being made, and the need for any changes that need to be made to the plan after it's initial approval.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Our parents are encouraged to use our Title I resources. Our parents have full access to our Title I parent resource area, which include literature for parents on helping children study, becoming more involved in their child's education, and three computers and printers for parental use. The resource center is open during and after school for parents and the parent liaison and teachers are available to train and assist parents as needed. They are also given the opportunity to become equal partners in the education of their children through monthly meetings, 1st and 3rd nine weeks report card conferences, Title I parent training/workshops, and a synopsis' of required academic content standards, standardized test requirements, and CCRS training. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences.

6b. 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 NCLB Section 1118, 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 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)

Our parents are encouraged to use our Title I resources. Our parents have full access to our Title I parent resource area, which include literature for parents on helping children study, becoming more involved in their child's education, and three computers and printers for

parental use. The resource center is open during and after school for parents and the parent liaison and teachers are available to train and assist parents as needed. They are also given the opportunity to become equal partners in the education of their children through monthly meetings, 1st and 3rd nine weeks report card conferences, Title I parent/parental engagement training/workshops, and a synopsis' of required academic content standards, standardized test requirements, and CCRS training. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences.

6c. 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 NCLB Section 1118, 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)

Our parents are encouraged to use our Title I resources. Our parents have full access to our Title I parent resource area, which include literature for parents on helping children study, becoming more involved in their child's education, and three computers and printers for parental use. The resource center is open during and after school for parents and the parent liaison and teachers are available to train and assist parents as needed. They are also given the opportunity to become equal partners in the education of their children through monthly meetings, 1st and 3rd nine weeks report card conferences, Title I parent training/workshops, and a synopsis' of required academic content standards, standardized test requirements, and CCRS training. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences..

6d. 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 NCLB Section 1118, 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)

Our parents are encouraged to use our Title I resources. Our parents have full access to our Title I parent resource area, which include literature for parents on helping children study, becoming more involved in their child's education, and three computers and printers for parental use. The resource center is open during and after school for parents and the parent liaison and teachers are available to train and assist parents as needed. They are also given the opportunity to become equal partners in the education of their children through monthly meetings, 1st and 3rd nine weeks report card conferences, Title I parent training/workshops, and a synopsis' of required academic content standards, standardized test requirements, and CCRS training. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences.

6e. 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 NCLB Section 1118, 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)

Parents are provided with monthly calendars outlining events in the school, along with parent programs and meetings. Parents also receive phone calls, through School Messenger, as a reminder about parent programs and meetings.

6f. 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 NCLB Section 1118, 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)

Parental involvement activities are provided as requested by our parents. Parents also have full access to our Title I Parent resource center daily.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Parents with limited English are given assistance when requested. An interpreter is called in when necessary and our counselor and parent liaison extend practical accommodations when necessary.