ALABAMA STATE DEPARTMENT OF EDUCATION

1854

ACIP

Fitzpatrick Elementary School

Montgomery County Board of Education

Dr. William Milledge, Jr., Principal
4055 Fitzpatrick Boulevard
Montgomery, AL 36116

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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 of 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 buses 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 cafeteria/auditorium, a BIP classroom, a parent center, a data room, a six 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, Speech Pathologist, 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, 520 students attend Fitzpatrick, which is now K-5 (the sixth grade unit was moved to Middle School when MPS changed to the Middle School Concept). Ninety - eight percent of our students are African American, .0017 percent of the population is Caucasian, 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 continue to receive 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. Teachers also have collaborative/grade level planning time, once a week, for an hour.
Because of the projected decrease in enrollment, the school lost three units.This year we have three new teachers that joined the faculty. 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) and a RtI Problem Solving Team (Response to Instruction is an initiative to address the academic and behavioral weaknesses of students and uses strategic interventions to foster achievement and improvement) to give students some positive exposure while addressing their needs at their different Tiers.

In order to address attendance our Truancy Support Officer has offered a monetary acknowledgement for those students who have perfect attendance and teachers are also provided with incentives in the area of attendance.

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 pre-assessments provided by the classroom teacher, Performance Series data from the previous year and individual formative 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 and/or essential questions 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 2-5. 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, a "Follow Your Child to Class Night", several other means to engage parents as well as 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 "Falcon Bucks" and other school-wide incentives where the "Falcon Bucks" can be utilized. Several events are held throughout the year for students who show exceptional behavior and citizenship. Students receive "Falcon Bucks" from the faculty and staff when they are caught displaying good citizenship. Positive behavior is alos promoted daily during morning announcements.

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 has seen an increase in parental involvement, as well as, an increase in the membership and participation in the school's PTA (Parent Teacher Association). Based on the data received from Performance Series, Reading ,Mathematics, and 5th grade Science, are areas where each grade level has shown growth. the following percentages reflect the students who met their Annual Target: Reading -2nd (27%), 3rd (34%), 4th (32%), and 5th (39%). Math-2nd (22%), 3rd-(42%), 4th-(26%), and 5th-(32%). 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, Performance Series, 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. The system has also adopted a new reading series (Wonders) and our teachers have attended training and will continue to be trained on the new program. There is also added support from our K- 3rd grade ARI Literacy Coach and our Accountability Interventionist (3rd grade math and 4th-5th ELA and math).

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, Grandparent Luncheons, Mother and Son Luncheons, Father and Daughter Luncheons, Black History Month, Celebrations Popcorn fundraisers, Spring Fling, Parent Engagement Workshops, Parent Title-I meetings, Honors Assemblies, and PTA meetings are occasions, throughout the year, when community leaders, and parents support and 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 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)/Transformation Team. The BLT met at the end of May, in August and in September to discuss the goals and foreseen challenges for the 2018-2019 school year. Dr. Milledge, the principal, explained Fitzpatrick's areas of concern (academics, behavior, further understanding and implementation of CCRS, areas of concern based on the school's report card, the school quality factors, strategic planning and teaching, parental involvement, and community involvement).

The CIP team consists of the administration, teachers, school specialists, our ARI Literacy Coach, our Accountability 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, parent workshops, 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/Transformation Team will review, evaluate, and revise, as needed, the CIP throughout the year (every 30 days). 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 that are sent home and phone call reminders. 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 resource area 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, Mama Goldbergs, Coca Cola, Pepsi Buffalo Rock, and Chuck E. Cheese, who offer 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, beautification of the outside grounds, and student resources. 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 partners with us to provide the I-LEAD program to our fifth graders. Alabama State University's Department of Languages and Literature's Black History Committee , who volunteer their time to tutor our students academically and socially. 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. Dr. William Milledge, Jr.
2. Ms. Shana Ervin-3rd Grade
3. Dr. Betty Ann Palmer-Technology Teacher
4. Mrs. Cassandra Mitchell-Accountability Interventionist
5. Ms. Kimberlyn Stallworth-ARI Literacy Coach
6. Mrs. Jennifer Lane, Librarian
7. Mrs. Diane Motely-1st Grade
8. Ms. Karen Wilson-Counselor
9. Ms. Dezareen Ellis (PTA President).

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, the parent resource center, 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 Performance Series/Global Scholar data(2nd-5th), DIBELS Next data (K-1st), and the Wonders Placement Assessment (K-5). In DIBELS (kindergarten) we began the year with 35 students as intensive and by the end of the year there were only 9 students that were still intensive from the original 35 (74% benchmark).	Scantron Math Scantron Reading

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?

None

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

A positive trend was shown in Reading and Math for grades 2nd-5th. In reading the largest increase was in 3rd grade, based on the Mean Scale Score going from 2165-2322. 5th grade had the highest percentage in students meeting their annual target with 39%. In math the largest increase was in again in 3rd grade, based on the Mean Scale Score going from 2140-2289. 3rd grade also had the highest percentage in students meeting their annual target with 42%.

Which area(s) indicate the overall highest performance?

3rd grade had the highest overall performance in reading and math based on the Mean Scale Score and based on the "Met Annual Target" percentage, 5th grade had the highest performance with 39% in reading and 3rd grade with 42% in math.

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

Our subgroups of females and males both show a trend toward increasing performance/growth.

Between which subgroups is the achievement gap closing?

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 Performance Series data students are consistently showing growth from the fall assessment to the spring assessment.

Areas in Need of Improvement

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

Based on the Performance Series scores Reading, Science, and Math are below the expected levels of performance.

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

A negative trend was not shown in any area. Although the percentages for being "above average" and "average" did not meet expectations, all grade levels in reading, math, and science showed growth.

Which area(s) indicate the overall lowest performance?

The area of overall lowest performance was 4th grade math.

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

Our subgroups of male and female do not show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

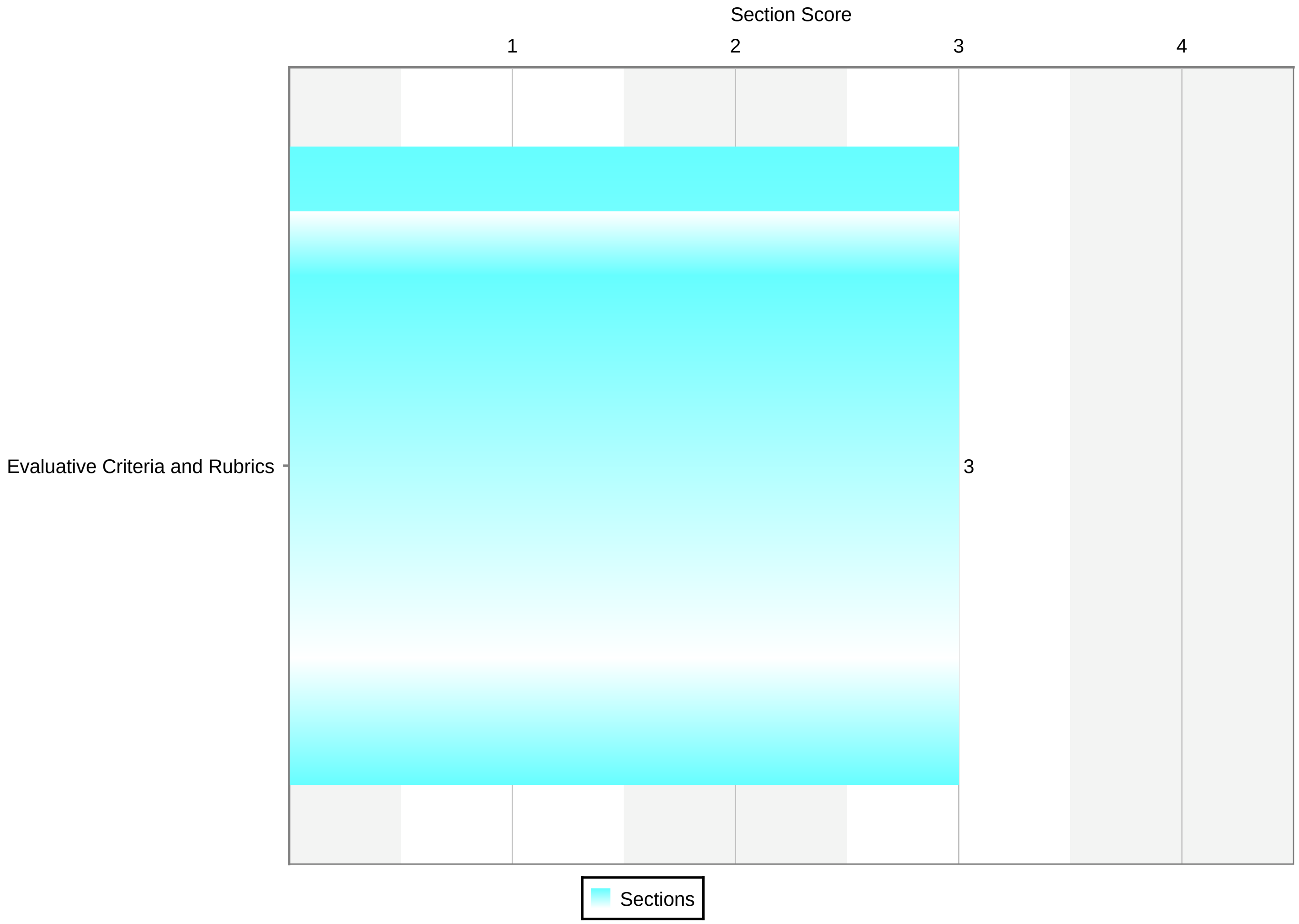
The achievement gap between African American females and males seems to closing slightly, rather than becoming greater, based on the Performance Series data.

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 a slight inconsistency in student performance in the areas of reading and math when comparing Fall 2017 data to Fall 2018 data.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Fitzpatrick's Instructional Leadership Team members have read, understand, and are in compliance with the AdvancEd policies and procedures. The team consist of the following individuals: Dr. William Milledge, Jr., Principal Cassandra Mitchell, Accountability Interventionist Kimberly Stallworth, Literacy Coach Shana Ervin, General Education Diane Motley, General Education Dr. Betty Ann Palmer, Technology Teacher/Coordinator Jennifer Lane, Library Media Specialist	

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

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.	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Fitzpatrick Elementary has a School-Parent 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 (ESSA Section 1116 (d) 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.	Compact 2018-2019

2018-19 Plan for ACIP

Overview

Plan Name

2018-19 Plan for ACIP

Plan Description

2018-19 Continuous Improvement Plan

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	We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$16450
2	We will support every child, every day through increased learning supports to meet their academic and social -emotional needs, ensuring they are ready to learn and be successful in school.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$0
3	We will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.	Objectives: 5 Strategies: 4 Activities: 6	Organizational	$87986

Goal 1: We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to improve parental and community involvement and awareness of school-based activities by by 05/24/2019 as measured by a 5% increase in attendance at school-wide programs, activities, meetings, and conferences..

Strategy 1:

Strategy 1 - Create and implement programs and initiatives designed to enhance stakeholders' awareness of expectations as well as academic and behavior standards.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: School leaders acknowledge the amount of student suspensions and retention underscore the degree to which behavior problems are placing students at greater risk of dropping out. The latest data show that almost 10 percent of public schools students in kindergarten through twelfth grade had been retained in 11 percent had been suspended and 2 percent had been expelled (H. Adelman and L. Taylor, NCES, 2017).

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host monthly parent/community meetings to keep stakeholders abreast of activities within the school	Parent Involvement	08/06/2018	05/24/2019	$16450	Title I Part A	Principal, Teachers, Parent Liaison

Goal 2: We will support every child, every day through increased learning supports to meet their academic and social -emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

collaborate to to ensure that students are ready to learn and be successful in school by 05/24/2019 as measured by Scantron State Assessment, formative assessments, formal observations, and feedback.

Strategy 1:

RtI - Students will be identified as Tier I, II, or III, academically and behaviorally through classroom assignments, class assessments, Scantron Assessments, and discipline logs/referrals.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

RTI Action Network. 2008. Include Essential Components.
The RTI process begins with high-quality instruction and screening of all the children in the general education classroom.These services are often provided by a variety of personnel, including regular classroom teachers, special educators, and specialists. Students are closely monitored to assess both their rate of learning and level of performance.

Activity - RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High quality, scientifically based classroom instruction. All students receive high quality, research-based instruction in the general education classroom. On-going student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction, offering specific, research-based interventions matched to student needs.	Academic Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist

Strategy 2:

PBIS Training - Faculty and staff will implement systematic tiered Continuum of Interventions and Community Based Supports for
all students.

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

Research Cited: Rob H. Horner, George Sugai and Timothy Lewis, April 2016

School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS training will be provided on PBIS implementation and monitoring process. Monthly meetings will be held with the team.	Behavioral Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Principal, Faculty and Staff

Activity - Corrective Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty and staff will use corrective strategies to address behavioral concerns as well as promote positive behavior. The faculty will also be trained on the different programs provided through our school counselor and the Student Social Services Department.	Behavioral Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Principal, Counselor, Faculty and Staff

Strategy 3:

Reading and Math Program (R.A.M.P.) - Title I Extended Day will run for 90 minutes on Tuesdays, Wednesdays, and Thursdays from October 30, 2018- to March 7,

2019.
*The Beginning of the year data will be used to establish a baseline.

Category: Develop/Implement Learning Supports
Research Cited: Small group instruction gives teachers a natural opportunity to provide targeted, differentiated instruction for small groups of students. It gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments.
Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008).

Activity - R.A.M.P.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Extended Day will run for 90 minutes on Tuesdays, Wednesdays, and Thursdays from October 30, 2018 to March, 2019. This will be a total of 19 weeks/56 days.	Academic Support Program	10/30/2018	03/08/2019	$0	Title I Schoolwide	Extended Day Administrator and Teachers

Goal 3: We will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:
increase student growth in above average and high average performance bands in Reading on Scantron from 26% at the beginning of the year to 31% at the midyear and 36% by the end of the year as measured by Scantron Performance Series. by 05/24/2019 as measured by Scantron State Assessment.

Strategy 1:
Teaching Strategies to Promote Critical Thinking - Teachers will work to equip our students with the strategies and skills they need to increase literacy and think critically through modeling, increasing creativity, increasing student discourse, and helping students utilize a variety of skills and ensuring that they understand the skills and how, and when to use them through consistent practice.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: van Gelder, T. (2005). Teaching Critical Thinking: Some Lessons from Cognitive Science. College Teaching, 53(1), 41. Acquiring expertise in critical thinking is hard; practice in critical-thinking skills themselves enhances skills; the transfer of skills must be practiced.

Activity - Task Oriented Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction that focuses on the tasks that need to be performed in order to meet academic goals and to achieve a performance standards, while enhancing literacy and critical thinking.	Behavioral Support Program, Academic Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist

Strategy 2:

Depth of Knowledge - Utilizing Webb's DoK chart, teachers will be able to provide instruction in literacy and math more deeply and expect students to demonstrate complex understanding. Teachers will also evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses and subjects.

Category: Develop/Implement Professional Learning and Support

Research Cited: Meador, Derrick, Updated September 08, 2016 https://www.thoughtco.com/how-depth-of-knowledge-drives-learning-and-assessment-3194253

Teachers are most familiar with Depth of Knowledge as a term related to assessment. Most classroom assessments consist of level 1 or level 2 type questions. It is rare that a level 3 question is posed in a typical classroom, and a level 4 problem is virtually non-existent. Level 3 and 4 questions are more complex to develop, and they are also more difficult for teachers to score. Depth of Knowledge may also be expanded to include classroom activities. Students need to be exposed to a variety of task at differing levels of complexity. Growth occurs when students are stretched outside their normal comfort zone.

Activity - Quality Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Understand the relationship between the six components of the quality questioning framework and increased student engagement, thinking, and achievement.	Academic Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Principal, Teachers, Accountability Interventionist

(shared) Strategy 3:

Literacy Strategy - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited: Text dependent questions require students to provide evidence directly from the text in their answers to questions. In order to ask these types of questions, teachers must have read the text in advance. Text dependent questions include questions about (a) general understandings, (b) key details, (c) vocabulary and text structure, (d) author's purpose, (e) inferences, and (f) opinions, arguments, and intertextual connections. Students can also ask text dependent questions as a way to critically examine a text. Questions can be asked or answered during or after reading.

Taboada. A., Bianco, S., &Bowerman, V. (2012). Text-base questioning: A comprhension strategy to build English Language Learner's context knowledge. Literacy Research and Instruction, 51(2), 97-109.

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program	08/06/2018	05/24/2019	$74520	Title I Part A	Principal, Teachers, Literacy Coach, Accountability Interventionists

Activity - Professional Development on CCRS Instructional Shifts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Continuous professional development on CCRS shifts will be provided in order to ensure that teachers understand and implement the needed shifts to increase student proficiency.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	No Funding Required	Principal and the Instructional Leadership/Transformation Team

(shared) Strategy 4:

Math Strategies - Focusing on high quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

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

Research Cited: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Katsberg, D., & Brenwald, S. (2008) Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context (NCES 2009001). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.Programs designed to change daily teaching practices – particularly through the use of cooperative learning, classroom management, and motivation programs – have larger impacts on student achievement than programs that emphasize textbooks or technology alone. The most successful math programs encourage student interaction.

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	No Funding Required	Principal, ARI Literacy Coach, Accountability Interventionist, Teachers

Activity - Check for Understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher observation and anecdotal notes. The use of exit tickets. Title I Tutor	Academic Support Program	08/06/2018	05/24/2019	$13466	Title I Part A	Teacher, Title I Math Tutor

Measurable Objective 2:

increase student growth in above average and high average performance bands in Math on Scantron from 24% at the beginning of the year to 29% at the midyear and 34% by the end of the year by 05/24/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Math Strategies - Focusing on high quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

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

Research Cited: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Katsberg, D., & Brenwald, S. (2008) Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context (NCES 2009001). U.S. Department of Education, National Center for Education

Statistics. Washington, DC: U.S. Government Printing Office.Programs designed to change daily teaching practices – particularly through the use of cooperative learning, classroom management, and motivation programs – have larger impacts on student achievement than programs that emphasize textbooks or technology alone. The most successful math programs encourage student interaction.

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	No Funding Required	Principal, ARI Literacy Coach, Accountability Interventionist, Teachers

Activity - Check for Understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher observation and anecdotal notes. The use of exit tickets. Title I Tutor	Academic Support Program	08/06/2018	05/24/2019	$13466	Title I Part A	Teacher, Title I Math Tutor

Measurable Objective 3:

increase student growth of students scoring benchmark (core) on DIBELS Next in Kindergarten from 41% to 46% by mid-year and 51% by end of year and in first from 69% to 74% by mid-year and 79% by end of year by 05/24/2019 as measured by DIBELS Next.

(shared) Strategy 1:

Literacy Strategy - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited: Text dependent questions require students to provide evidence directly from the text in their answers to questions. In order to ask these types of questions, teachers must have read the text in advance. Text dependent questions include questions about (a) general understandings, (b) key details, (c) vocabulary and text structure, (d) author's purpose, (e) inferences, and (f) opinions, arguments, and intertextual connections. Students can also ask text dependent questions as a way to critically examine a text. Questions can be asked or answered during or after reading.
Taboada. A., Bianco, S., &Bowerman, V. (2012). Text-base questioning: A comprhension strategy to build English Language Learner's context knowledge. Literacy Research and Instruction, 51(2), 97-109.

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program	08/06/2018	05/24/2019	$74520	Title I Part A	Principal, Teachers, Literacy Coach, Accountability Interventionists

Activity - Professional Development on CCRS Instructional Shifts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous professional development on CCRS shifts will be provided in order to ensure that teachers understand and implement the needed shifts to increase student proficiency.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	No Funding Required	Principal and the Instructional Leadership/Transformation Team

Measurable Objective 4:

increase student growth Increase the number of students, in second grade, scoring in the above/average performance bands from 36% for reading with 41% at midyear and 46% by EOY and in math from 37% to 42% midyear, and 51% by EOY by 05/24/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Literacy Strategy - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited: Text dependent questions require students to provide evidence directly from the text in their answers to questions. In order to ask these types of questions, teachers must have read the text in advance. Text dependent questions include questions about (a) general understandings, (b) key details, (c) vocabulary and text structure, (d) author's purpose, (e) inferences, and (f) opinions, arguments, and intertextual connections. Students can also ask text dependent questions as a way to critically examine a text. Questions can be asked or answered during or after reading.

Taboada. A., Bianco, S., &Bowerman, V. (2012). Text-base questioning: A comprhension strategy to build English Language Learner's context knowledge. Literacy Research and Instruction, 51(2), 97-109.

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program	08/06/2018	05/24/2019	$74520	Title I Part A	Principal, Teachers, Literacy Coach, Accountability Interventionists

Activity - Professional Development on CCRS Instructional Shifts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous professional development on CCRS shifts will be provided in order to ensure that teachers understand and implement the needed shifts to increase student proficiency.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	No Funding Required	Principal and the Instructional Leadership/Transformation Team

Measurable Objective 5:

increase student growth Increase the number of students reading on grade level in third grade from 19% to 29% by 05/24/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Literacy Strategy - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited: Text dependent questions require students to provide evidence directly from the text in their answers to questions. In order to ask these types of questions, teachers must have read the text in advance. Text dependent questions include questions about (a) general understandings, (b) key details, (c) vocabulary and text structure, (d) author's purpose, (e) inferences, and (f) opinions, arguments, and intertextual connections. Students can also ask text dependent questions as a way to critically examine a text. Questions can be asked or answered during or after reading.

Taboada. A., Bianco, S., &Bowerman, V. (2012). Text-base questioning: A comprhension strategy to build English Language Learner's context knowledge. Literacy Research and Instruction, 51(2), 97-109.

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program	08/06/2018	05/24/2019	$74520	Title I Part A	Principal, Teachers, Literacy Coach, Accountability Interventionists

Activity - Professional Development on CCRS Instructional Shifts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous professional development on CCRS shifts will be provided in order to ensure that teachers understand and implement the needed shifts to increase student proficiency.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	No Funding Required	Principal and the Instructional Leadership/Transformation Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Check for Understanding	Teacher observation and anecdotal notes. The use of exit tickets. Title I Tutor	Academic Support Program	08/06/2018	05/24/2019	$13466	Teacher, Title I Math Tutor
Common Planning Time	Common Planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program	08/06/2018	05/24/2019	$74520	Principal, Teachers, Literacy Coach, Accountability Interventionists
Stakeholder Involvement	Host monthly parent/community meetings to keep stakeholders abreast of activities within the school	Parent Involvement	08/06/2018	05/24/2019	$16450	Principal, Teachers, Parent Liaison
				Total	$104436	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Questioning	Understand the relationship between the six components of the quality questioning framework and increased student engagement, thinking, and achievement.	Academic Support Program	08/06/2018	05/24/2019	$0	Principal, Teachers, Accountability Interventionist
PBIS	PBIS training will be provided on PBIS implementation and monitoring process. Monthly meetings will be held with the team.	Behavioral Support Program	08/06/2018	05/24/2019	$0	Principal, Faculty and Staff
Corrective Strategies	The faculty and staff will use corrective strategies to address behavioral concerns as well as promote positive behavior. The faculty will also be trained on the different programs provided through our school counselor and the Student Social Services Department.	Behavioral Support Program	08/06/2018	05/24/2019	$0	Principal, Counselor, Faculty and Staff

RtI	High quality, scientifically based classroom instruction. All students receive high quality, research-based instruction in the general education classroom. On-going student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction, offering specific, research-based interventions matched to student needs.	Academic Support Program	08/06/2018	05/24/2019	$0	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist
Professional Development on CCRS Instructional Shifts	Continuous professional development on CCRS shifts will be provided in order to ensure that teachers understand and implement the needed shifts to increase student proficiency.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	Principal and the Instructional Leadership/Transformation Team
Collaborative Planning	Common planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program, Professional Learning	08/06/2018	05/24/2019	$0	Principal, ARI Literacy Coach, Accountability Interventionist, Teachers
Task Oriented Classroom	Teachers will provide instruction that focuses on the tasks that need to be performed in order to meet academic goals and to achieve a performance standards, while enhancing literacy and critical thinking.	Behavioral Support Program, Academic Support Program	08/06/2018	05/24/2019	$0	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
R.A.M.P.	Title I Extended Day will run for 90 minutes on Tuesdays, Wednesdays, and Thursdays from October 30, 2018 to March, 2019. This will be a total of 19 weeks/56 days.	Academic Support Program	10/30/2018	03/08/2019	$0	Extended Day Administrator and Teachers
				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?	Yes		Student 2018 Parent 2018 Staff 2018

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?

During the Spring of 2018, staff, parents, and students took the stakeholder survey. The following areas received the highest ratings: Purpose and Direction #'s 1-5, Governance and Leadership #'s 6-15, Teaching and Assessing for Learning-#'s 19, 20, 22, 24, 25, 27, 28,32, 33, 35, 36-46, Using Results for Continuous Improvement #'s 47-53.

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

According to the 2018 staff, parent, and student stakeholder surveys, the following areas show a trend toward increasing stakeholder satisfaction or approval:
Resources and Support Systems-#44 Our school provides opportunities for students to participate in activities that interest them.

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

There are presently no additional stakeholder feedback sources to be utilized for comparison.

Areas in Need of Improvement

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

Resources and Support Systems- Our school provides opportunities for students to participate in activities that interest them.

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

Teaching and Assessing Learning #'s 16, 17, 18, 21, 22, 29, 30, and 34.

What are the implications for these stakeholder perceptions?

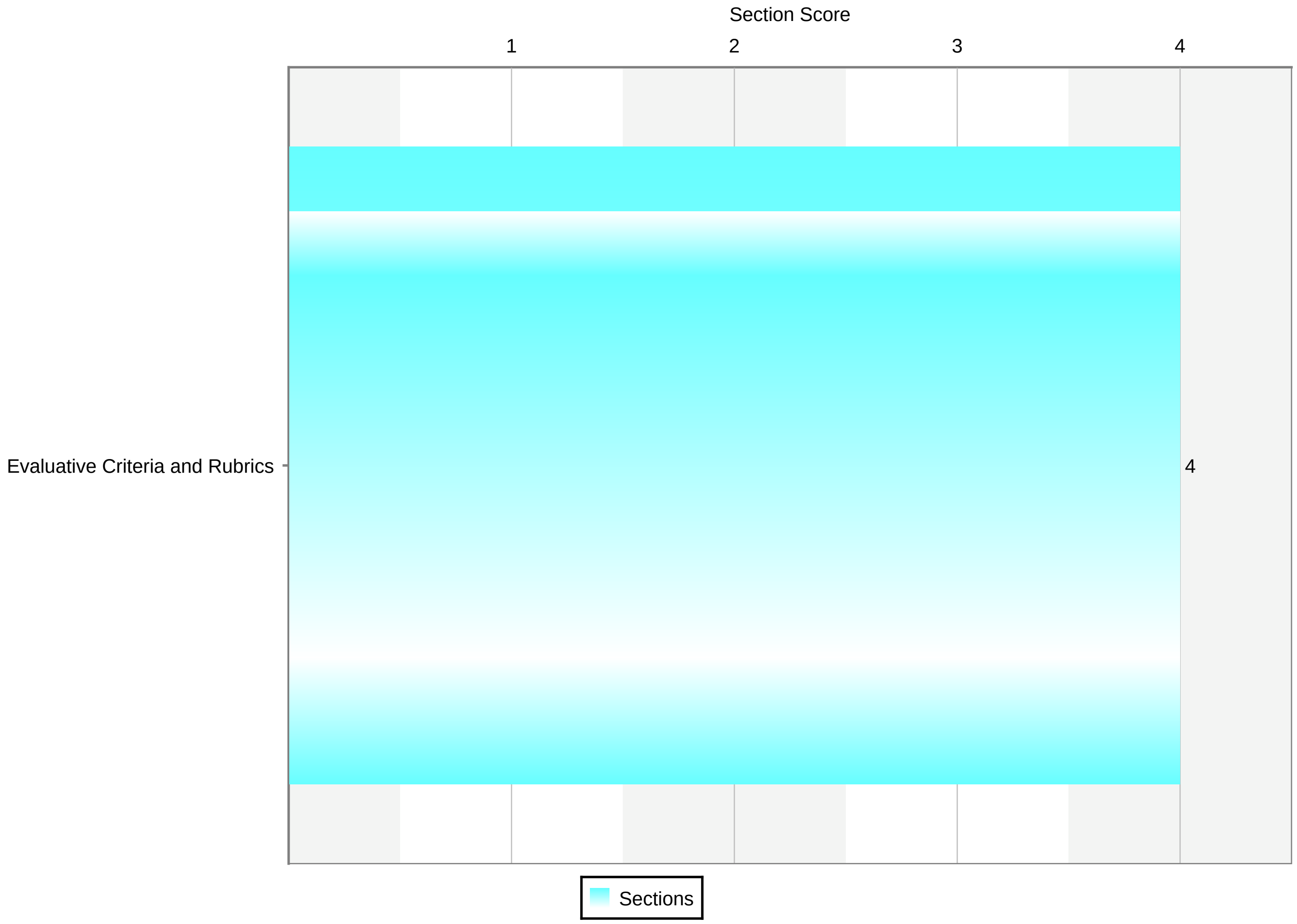
The stakeholders perceptions have provided us with valuable information pertaining to areas of strength and weaknesses. We have met as a faculty to determine areas that we can improve on and develop a plan of action to meet these concerns. We will continue to address these areas through-out the school year.

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

These findings are consistent from other means of feedback that was provided for the staff and administration such as parent conferences, grade level meetings, and student conferences.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

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

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. Although growth was shown on all grade levels in reading and math the percentages of students meeting their annual target was low.

What conclusions were drawn from the results?

There is a need for continuous professional development on DOK levels.
There is a need for continuous professional development on understanding rigor.

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

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,
Title I Schoolwide Diagnostic 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.

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 will help us to determine if additional strategies are needed to ensure goals will be met.

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, literacy coach, and accountability interventionist.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:
We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:
collaborate to improve parental and community involvement and awareness of school-based activities by by 05/24/2019 as measured by a 5% increase in attendance at school-wide programs, activities, meetings, and conferences..

Strategy1:
Strategy 1 - Create and implement programs and initiatives designed to enhance stakeholders' awareness of expectations as well as academic and behavior standards.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: School leaders acknowledge the amount of student suspensions and retention underscore the degree to which behavior problems are placing students at greater risk of dropping out. The latest data show that almost 10 percent of public schools students in kindergarten through twelfth grade had been retained in 11 percent had been suspended and 2 percent had been expelled (H. Adelman and L. Taylor, NCES, 2017).

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host monthly parent/community meetings to keep stakeholders abreast of activities within the school	Parent Involvement	08/06/2018	05/24/2019	$16450 - Title I Part A	Principal, Teachers, Parent Liaison

Goal 2:
We will support every child, every day through increased learning supports to meet their academic and social -emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:
collaborate to to ensure that students are ready to learn and be successful in school by 05/24/2019 as measured by Scantron State Assessment, formative assessments, formal observations, and feedback.

Strategy1:
Reading and Math Program (R.A.M.P.) - Title I Extended Day will run for 90 minutes on Tuesdays, Wednesdays, and Thursdays from

November 1, 2017 to March 29, 2018.

*The Beginning of the year data will be used to establish a baseline.

Category: Develop/Implement Learning Supports

Research Cited: Small group instruction gives teachers a natural opportunity to provide targeted, differentiated instruction for small groups of students. It gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008).

Activity - R.A.M.P.	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Title I Extended Day will run for 90 minutes on Tuesdays, Wednesdays, and Thursdays from October 30, 2018 to March, 2019. This will be a total of 19 weeks/56 days.	Academic Support Program	10/30/2018	03/08/2019	$0 - Title I Schoolwide	Extended Day Administrator and Teachers

Strategy2:

RtI - Students will be identified as Tier I, II, or III, academically and behaviorally through classroom assignments, class assessments, Scantron Assessments, and discipline logs/referrals.

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

Research Cited: Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

RTI Action Network. 2008. Include Essential Components.

The RTI process begins with high-quality instruction and screening of all the children in the general education classroom.These services are often provided by a variety of personnel, including regular classroom teachers, special educators, and specialists. Students are closely monitored to assess both their rate of learning and level of performance.

Activity - RtI	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
High quality, scientifically based classroom instruction. All students receive high quality, research-based instruction in the general education classroom. On-going student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction, offering specific, research-based interventions matched to student needs.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist

Strategy3:

PBIS Training - Faculty and staff will implement systematic tiered Continuum of Interventions and Community Based Supports for all students.

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

Research Cited: Rob H. Horner, George Sugai and Timothy Lewis, April 2016

School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Activity - Corrective Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff will use corrective strategies to address behavioral concerns as well as promote positive behavior. The faculty will also be trained on the different programs provided through our school counselor and the Student Social Services Department.	Behavioral Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Counselor, Faculty and Staff

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS training will be provided on PBIS implementation and monitoring process. Monthly meetings will be held with the team.	Behavioral Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Faculty and Staff

Goal 3:

We will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

increase student growth by 10% in the areas of reading and mathematical reasoning and ability by 05/24/2019 as measured by Scantron State Assessment.

Strategy1:

Math Strategies - Focusing on high quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Katsberg, D., & Brenwald, S. (2008) Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context (NCES 2009001). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.Programs designed to change daily teaching practices – particularly through the use of cooperative learning, classroom management, and motivation programs – have larger impacts on student achievement than programs that emphasize textbooks or technology alone. The most successful math programs encourage student interaction.

Activity - Check for Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher observation and anecdotal notes. The use of exit tickets. Title I Tutor	Academic Support Program	08/06/2018	05/24/2019	$13466 - Title I Part A	Teacher, Title I Math Tutor

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program Professional Learning	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, ARI Literacy Coach, Accountability Interventionist, Teachers

Strategy2:

Teaching Strategies to Promote Critical Thinking - Teachers will work to equip our students with the strategies and skills they need to increase literacy and think critically through modeling, increasing creativity, increasing student discourse, and helping students utilize a variety of skills and ensuring that they understand the skills and how, and when to use them through consistent practice.

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

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Teachers will provide instruction that focuses on the tasks that need to be performed in order to meet academic goals and to achieve a performance standards, while enhancing literacy and critical thinking.	Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist

Strategy3:

Literacy Strategy - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program	08/06/2018	05/24/2019	$74520 - Title I Part A	Principal, Teachers, Literacy Coach, Accountability Interventionists

Activity - Professional Development on CCRS Instructional Shifts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuous professional development on CCRS shifts will be provided in order to ensure that teachers understand and implement the needed shifts to increase student proficiency.	Academic Support Program Professional Learning	08/06/2018	05/24/2019	$0 - No Funding Required	Principal and the Instructional Leadership/Transformation Team

Strategy4:

Depth of Knowledge - Utilizing Webb's DoK chart, teachers will be able to provide instruction in literacy and math more deeply and expect students to demonstrate complex understanding. Teachers will also evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses and subjects.

Category: Develop/Implement Professional Learning and Support

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Teachers are most familiar with Depth of Knowledge as a term related to assessment. Most classroom assessments consist of level 1 or level 2 type questions. It is rare that a level 3 question is posed in a typical classroom, and a level 4 problem is virtually non-existent. Level 3 and 4 questions are more complex to develop, and they are also more difficult for teachers to score. Depth of Knowledge may also be expanded to include classroom activities. Students need to be exposed to a variety of task at differing levels of complexity. Growth occurs when students are stretched outside their normal comfort zone.

Activity - Quality Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Understand the relationship between the six components of the quality questioning framework and increased student engagement, thinking, and achievement.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Teachers, Accountability Interventionist

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

Goal 1:

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Measurable Objective 1:

collaborate to to ensure that students are ready to learn and be successful in school by 05/24/2019 as measured by Scantron State Assessment, formative assessments, formal observations, and feedback.

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PBIS Training - Faculty and staff will implement systematic tiered Continuum of Interventions and Community Based Supports for all students.

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PBIS training will be provided on PBIS implementation and monitoring process. Monthly meetings will be held with the team.	Behavioral Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Faculty and Staff

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Strategy2:

RtI - Students will be identified as Tier I, II, or III, academically and behaviorally through classroom assignments, class assessments, Scantron Assessments, and discipline logs/referrals.

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RTI Action Network. 2008. Include Essential Components.

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Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High quality, scientifically based classroom instruction. All students receive high quality, research-based instruction in the general education classroom. On-going student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction, offering specific, research-based interventions matched to student needs.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist

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Goal 2:
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Activity - Check for Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher observation and anecdotal notes. The use of exit tickets. Title I Tutor	Academic Support Program	08/06/2018	05/24/2019	$13466 - Title I Part A	Teacher, Title I Math Tutor

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

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

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

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

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

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

When discussing/interpreting academic achievement results with parents of English Learners we utilize our EL designee.

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

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

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

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

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 (Sec. 1114(7)(A)(iii)(IV))

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

We had three teachers to retire, one non-renewal, and one resignation (relocation).

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

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

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

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 (Sec. 1114(7)(A)(iii)(IV))

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

Utilizing the data from our end of the nine weeks assessments, as well as our state assessments, we are able to determine what areas are our focus areas (areas of concern) and what our professional development focus areas should be.

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

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 the standards that students may have difficulty in mastering, based on the data. Designated teachers will share, with staff, activities that prove to strengthen academic skills.

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.

Describe how all 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 sustain practices that prove to be beneficial and enhance teacher effectiveness.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

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RTI Action Network. 2008. Include Essential Components.

The RTI process begins with high-quality instruction and screening of all the children in the general education classroom.These services are often provided by a variety of personnel, including regular classroom teachers, special educators, and specialists. Students are closely monitored to assess both their rate of learning and level of performance.

Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High quality, scientifically based classroom instruction. All students receive high quality, research-based instruction in the general education classroom. On-going student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction, offering specific, research-based interventions matched to student needs.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist

Goal 2:

We will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

increase student growth by 10% in the areas of reading and mathematical reasoning and ability by 05/24/2019 as measured by Scantron State Assessment.

Strategy1:

Teaching Strategies to Promote Critical Thinking - Teachers will work to equip our students with the strategies and skills they need to increase literacy and think critically through modeling, increasing creativity, increasing student discourse, and helping students utilize a variety of skills and ensuring that they understand the skills and how, and when to use them through consistent practice.

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

Research Cited: van Gelder, T. (2005). Teaching Critical Thinking: Some Lessons from Cognitive Science. College Teaching, 53(1), 41. Acquiring expertise in critical thinking is hard; practice in critical-thinking skills themselves enhances skills; the transfer of skills must be practiced.

Activity - Task Oriented Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction that focuses on the tasks that need to be performed in order to meet academic goals and to achieve a performance standards, while enhancing literacy and critical thinking.	Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Teachers, ARI Literacy Coach, Accountability Interventionist

Strategy2:

Literacy Strategy - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited: Text dependent questions require students to provide evidence directly from the text in their answers to questions. In order to ask these types of questions, teachers must have read the text in advance. Text dependent questions include questions about (a) general understandings, (b) key details, (c) vocabulary and text structure, (d) author's purpose, (e) inferences, and (f) opinions, arguments, and intertextual connections. Students can also ask text dependent questions as a way to critically examine a text. Questions can be asked or answered during or after reading.

Taboada. A., Bianco, S., &Bowerman, V. (2012). Text-base questioning: A comprhension strategy to build English Language Learner's context knowledge. Literacy Research and Instruction, 51(2), 97-109.

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Academic Support Program	08/06/2018	05/24/2019	$74520 - Title I Part A	Principal, Teachers, Literacy Coach, Accountability Interventionists

Activity - Professional Development on CCRS Instructional Shifts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuous professional development on CCRS shifts will be provided in order to ensure that teachers understand and implement the needed shifts to increase student proficiency.	Academic Support Program Professional Learning	08/06/2018	05/24/2019	$0 - No Funding Required	Principal and the Instructional Leadership/Transformation Team

Strategy3:

Math Strategies - Focusing on high quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

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

Research Cited: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Katsberg, D., & Brenwald, S. (2008) Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context (NCES 2009001). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.Programs designed to change daily teaching practices – particularly through the use of cooperative learning, classroom management, and motivation programs – have larger impacts on student achievement than programs that emphasize textbooks or technology alone. The most successful math programs encourage student interaction.

Activity - Check for Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher observation and anecdotal notes. The use of exit tickets. Title I Tutor	Academic Support Program	08/06/2018	05/24/2019	$13466 - Title I Part A	Teacher, Title I Math Tutor

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time will be utilized to plan effective lessons through the usage of student data, while ensuring that the resources that are used address the use of text based questions during instruction.	Professional Learning Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, ARI Literacy Coach, Accountability Interventionist, Teachers

Strategy4:

Depth of Knowledge - Utilizing Webb's DoK chart, teachers will be able to provide instruction in literacy and math more deeply and expect students to demonstrate complex understanding. Teachers will also evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses and subjects.

Category: Develop/Implement Professional Learning and Support

Research Cited: Meador, Derrick, Updated September 08, 2016 https://www.thoughtco.com/how-depth-of-knowledge-drives-learning-and-assessment-3194253

Teachers are most familiar with Depth of Knowledge as a term related to assessment. Most classroom assessments consist of level 1 or level 2 type questions. It is rare that a level 3 question is posed in a typical classroom, and a level 4 problem is virtually non-existent. Level 3 and 4 questions are more complex to develop, and they are also more difficult for teachers to score. Depth of Knowledge may also be expanded to include classroom activities. Students need to be exposed to a variety of task at differing levels of complexity. Growth occurs when students are stretched outside their normal comfort zone.

Activity - Quality Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Understand the relationship between the six components of the quality questioning framework and increased student engagement, thinking, and achievement.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Principal, Teachers, Accountability Interventionist

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers 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 how to analyze data and utilize that knowledge to provide effective instruction.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

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.

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 provided by the literacy coach and the academic interventionist, as well as suggestions provided to the teachers by the teachers during collaborative planning. (Grade level teams meet and plan instructional strategies to address specific weaknesses.) The literacy coach and the accountability interventionist schedules time blocks during the week with these students to promote student mastery.

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 (RAMP). 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.

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.

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

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

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.

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

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 (Sec.1114(b)(3)):

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.

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.

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.

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 will meet to discuss and make changes based on student performance data sources and parent input. Progress notes will be made in the ASSIST platform on what has taken place and recommendations will be logged in the notes for review.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	32.0

Provide the number of classroom teachers.

25

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1621539.48

Total	1,621,539.48

Administrator Units

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

Provide the number of administrators.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	154367.0

	Total	154,367.00

Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	65000.0

	Total	65,000.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	53426.04

	Total	53,426.04

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53426.04

	Total	53,426.04

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

	Total	0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

	Total	0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10800.0

	Total	10,800.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3240.0

	Total	3,240.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

	Total	0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	0.0

	Total	0.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3461.04

	Total	3,461.04

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	237303.68

Provide a brief explanation and breakdown of expenses.

Personnel Total: $164,090.05

Professional Development Total: $18,600.87

Parental Involvement Total: $3,753.68

Instructional Materials Total: $17,173.94

Non Capitalized Equipment Total: $2,218.14

Audio/Visual Equipment Total: $1,300.00

Student Instructional Expenditure Total: $1,146.46

Equipment Maintenance Total: $8,000.00

Extended Day Program Total: $16,105.97

Summer School Program Total: $4,914.57

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

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.

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

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 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.

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

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, the Performance Series Assesement 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.

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

The school-parent 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.

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

The school wide plan is available to be reviewed, at all times, with copies in the library, the front office, the parent resource area, 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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

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, text messages through REMIND and tweets through TWITTER, as a reminder about parent programs and meetings.

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

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.