



## **ACIP**

# Fort Deposit Elementary School

## Lowndes County School System

Mrs. Audra Stinson  
PO Box 250  
200 Gilmer Hill Road  
Fort Deposit, AL 36032-250

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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?**

Fort Deposit Elementary School (FDES) is a small school located in the town of Fort Deposit, Alabama, 3 miles from Interstate 65. Fort Deposit Elementary has been a part of the Fort Deposit community for over 50 years.

Currently, Fort Deposit Elementary currently serves approximately 216 students in grades kindergarten through fifth with 12 core classroom teachers. In addition to the classroom teachers, the school has a group of support teachers and non-classroom staff. These include 1 principal, .33 instructional assistant, 1 physical education teacher, 1 librarian, 1 collaborative teacher, 1 reading coach, 1 secretary, .5 counselor, .5 school nurse, .33 speech pathologist, 3.5 cafeteria staff, and 2 custodians. All staff members are in constant contact and collaboration with respect to students and learning environments.

Most of the students at Fort Deposit Elementary reside in rural, low-income communities and low-income housing projects within or around the city's limits. 100% of the student body receives free lunch. The ethnic breakdown of the student body is 211 (98%) African-American, 2 (1.0%) American Indian/Alaskan Native, and 3 (1.0%) Caucasian. There are two female (2) students classified as EL based on their Home Language Survey information.

Approximately three years ago, FDES experienced a large drop in the student enrollment which was caused by renovations of the local housing authority. These extensive renovations forced many families to relocate to other areas of Lowndes County Public Schools District, Butler County, Crenshaw County, Montgomery County, and Elmore County.

Fort Deposit has faced many challenges as most schools. The most significant challenges are with funding. However, many benefits exist because of Title I funds, which include technology integration, salaries, and assistance from Alabama Reading Initiative (Reading Coach).

PTO is an active contributor to supplement the lack of funding. Our PTO works diligently with the teachers, the community, and the administrative staff to provide fundraisers and develop unity among all stakeholders. These funds are utilized to provide additional classroom supplies and materials.

## 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.**

Fort Deposit Elementary School promotes a positive school and learning environment. The school's stakeholders challenge students, parents, faculty, and staff to think and perform high levels of achievement and exhibit positive character values. In order to foster and enhance student learning for student success, teachers implement diverse teaching strategies and programs throughout their classrooms. Curriculum mapping and pacing guide, along with the Alabama Courses of Studies are provided to direct the instructional focus for teacher. In order to make certain that Fort Deposit Elementary School meets the needs of all students, constant collaboration consists among administrators, teachers, specialists, and parents to effectively communicate challenges and improvements. Teachers analyze data from daily and weekly formative assessments, benchmark assessments, pre- and posts tests, and student observations to develop shortterm goals for students.

Although Fort Deposit Elementary is a Title I school, with low-socioeconomic factors, the school has been advantageous with utilizing Title I funds to offer student engagement activities. These activities include, but are not limited to, involving emerging technology, parental involvement, Alabama Reading Initiative (ARI), Accelerated Reading, and Alabama Math, Science, and Technology Initiative (AMSTI).

### LCPS Mission Statement

The mission of the Lowndes County Public School is to ensure that our graduates are responsible, self-assured, productive citizens who possess a desire for learning and a respect for self and others; provide a wholesome environment where dedicated staff members utilize a flexible curriculum relevant to the needs of the students.

### FDES Mission Statement

The mission of Fort Deposit Elementary School is to guide students through various experiences so that each child will excel academically and socially. In an effort to ensure students become fierce competitors on the economic world stage, our highly qualified staff will utilize instructional strategies that promote all learning styles.

### FDES Vision

Fort Deposit Elementary will be recognized for possessing a dedicated staff that is committed to the students, parents, and community; therefore, promoting high student achievement.

### FDES School Beliefs

1. Students' learning is the chief priority of our school.
2. Our school environment must be safe, clean, and conducive to learning.
3. The commitment to ongoing professional development and school improvement is vital in order for students to evolve into productive citizens.
4. Our students are an investment in the future and will become tomorrow's leaders and workers.
5. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
6. Teachers, administrators, parents, and community members share the responsibility for advancing the school's mission.
7. Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.

Fort Deposit Elementary School offers the 21st Century Afterschool Enrichment Program to all students (grades K-5th). Admission into the program is offered on a first come, first served basis. Students participate in activities related to reading, mathematics, art, physical education, and computer literacy.

The Girl Scouts of America, Inc. have also partnered with FDES for 3 years (including this year). Membership of Girl Scouts is available to all girls simply by completing and returning the registration form. Girls participate in monthly meetings and STEM activities led by a Girl Scout troop leader from Girl Scouts of the USA.

Over the past 3 years, fourth graders participated in 4-H activities. Students have participated in a district-wide field day and engage in school-level activities on a monthly basis. This year, fourth and fifth grade students will have the opportunity to participate in the 4-H program.

Other Partners in Education include Phi Beta Sigma Fraternity, Inc. Male Mentoring Club, Bancorp South Bank's money management class, and Auburn University's Healthy Food & Wellness Program for Elementary Schools. FDES also has an active PTO that raises funds to pay for field trips, awards and recognitions for students and teachers, and classroom supplies. PTO also helps to provide refreshments for Grandparent's Day, Field Day, and the Fifth Grade Promotion Ceremony. A new curtain for the stage in the cafeteria was also donated by PTO two years ago.

FDES also holds a school-wide club day once a month. Clubs include a student leadership team, a dance team, a school choir, cooking club, art club, cheerleaders, a woodwork club, and a line dance club.

## 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.**

Over the past three years, Fort Deposit Elementary School has seen a slight increase in parent involvement and participation in the school. Activities included Muffins with Moms, Doughnuts with Dad, Monthly Parent Meetings, PTO Meetings, and school activities and programs. A school garden, sponsored by Alabama Cooperative Extension System- Alabama A& M & Auburn University, has been planted every year for three years. Students in fifth grade were able to help build the raised platforms to house the garden.

In the spring of 2014-2016, PTO and community leaders sponsored a school-wide field trip to the Biscuits baseball team in Montgomery, AL. Also, in May of 2015 and 2016, our PTO sponsored a field trip for fifth graders to Atlanta, Georgia. Students visited CNN, World of Coca-Cola, The Georgia Aquarium, and Dave & Buster's Restaurant and Game Center.

FDIES has had several teachers, staff, parents, students, and volunteers recognized through the monthly district recognition program over the past four years. Those recognized through the years were as follows:

- Teacher of the Year 2017-2018: Joyce Sasser
- Principal of the Quarter- October 2017: Audra Stinson
- Teacher of the Quarter- October 2017: Vincent Peck
- Teacher of the Quarter: Eva Little (2014), Sheron Reid (2015)
- Parent of the Quarter: Victoria Kelley (2016), Ashley Baity (2018)
- Support Staff of the Quarter: Christine Washington (2014), Lamont Bracy (2015), Victoria Tolliver (2016)
- Volunteer of the Quarter: Mrs. Donnie Hunter (2015)
- Student of the Quarter: Elizabeth Boyle (2014), AYokunla McCall & Isabella Wheeler (2015), Xochitl Fonseca (2016)

Students recognized over the past 4 years for the Character in Action Program sponsored by Judge Johnson (Hayneville Courthouse) are as follows:

- AYokunla McCall
- Taleea Taylor
- Madison Hardy
- Kaden Williams
- Isabella Wheeler

Spelling Bee Winner (2017-2018): Adarrian Williams

District and/or School AR Winners:

- Elizabeth Boyle (2015)
- Curtasia Peterson (2016)
- Stephanie Byrd (2017)
- JaVoris Gordon (2018)
- Samiya McGuire (2018)

Phi Beta Sigma Fraternity, Inc. Oratorical Contest Winners

- Tyler Robertson- 1st place (2016)
- Katelynn Hardy- 3rd place (2016)

- Taylor Robertson 1st place (2017)
- Tyler Robertson 3rd place (2017)

#### Technology Improvements

- Google Classroom- online learning management system- this meets the state requirement for online learning and provides student engagement and learning, assessments, etc. Training is provided monthly via Technology in Motion and Alabama State University.
- FDES has a new computer lab (25 new computers).
- There are three computers in the library.
- FDES has a cart of Kindles and iPads.
- Every teacher has an assigned laptop.
- The reading and math teachers in first grade, third grade, fourth grade, and fifth grade have a Smartboard or Smart panel.
- Every teacher has a document camera.
- Teachers in Kindergarten and second grade have a projector.
- Every teacher has access to a digital camera.
- There are wireless access points to include the gym and cafeteria.

## **Additional Information**

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

Within the next three years, Fort Deposit Elementary School is striving for the following improvements:

- All students proficient in both reading and mathematics.
- 100% of classrooms equipped with Interactive Smartboards and at least three new computers.
- Incorporating art and music classes into the daily schedule.
- iPads for all K-2nd graders and laptop computers for all 3rd-5th graders.

# **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 Leadership Team at Fort Deposit consist of representatives from each grade level, specialists, and parents. The team meetings are held monthly to discuss the existing plan and to make any necessary adjustments to improvement student achievement. Meetings are planned and held throughout the school year. As a result, ongoing collaboration among colleagues has been effective in modifying goals and activities to meet the needs of our students.

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

The team consists of teachers across the grade level, as well as the specialists (Reading Coach, Counselor, and Library Media Specialist), and parents. Parents were chosen from those that expressed an interest in the monitoring and planning, and they serve as leaders on the Parent Teacher Organization (PTO) or volunteers in the school.. Teachers were chosen based upon their willingness to share ideas and their leadership abilities. Teachers are also grade-level chairpersons for the school year.

**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 school improvement plan is developed and revised throughout the school year. Updates are given during faculty and data meetings. Team members also share information with their colleagues during grade level meetings. The plan was communicated to stakeholders through PTO, parent meetings, and regular staff meetings. Stakeholders are given the opportunity to view the plan and give input.

# 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	In math, only 18% of students in Grades 3-5 met their goal. In reading, only 33% of students in Grades 3-5 met their goal. Improvements are needed in all grades in reading and math to improve the level of proficiency. Areas of focus will be on reading and math in grades 3- 5. Culture and climate will be an area of focus also in the areas of school safety, teacher learning, and student achievement.	Reading and Math-Performance Series Data 2017-2018

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

## Areas of Notable Achievement

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

No areas in reading or math were above the expected levels of performance of at least 50% or better.

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

Since the administration of Performance Series, there has not yet been a positive trend in performance. Students in grades 3rd-5th are performing below 50% in reading and math.

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

Reading gains in 4th grade are currently at 41%. This is currently the highest percentage among grades 3rd-5th.

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

All of our students fall in the subgroup free/reduced lunch and low socioeconomic status.

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

The achievement gap is slowly closing between the subgroups of free/reduced lunch and low socioeconomic status.

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

DIBELS scores in grades K-3 are consistent with findings in levels of achievement in reading. 73% of Kindergarteners scored in the Core Support category. Only 10% of first graders scored in the Core Support category. 64% of first graders also scored in the Intensive Support category. Only 28% of second graders scored in the Core Support category. 50% of second graders scored in the Intensive Support category. 43% of third graders scored in the Core Support category. 38% of students scored in the Intensive Support category.

## Areas in Need of Improvement

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

### SCANTRON PERFORMANCE SERIES

#### READING GAINS ANALYSIS

##### GRADE 3

Met Annual Target- 32%

Far Below- 2

Below- 23

Above- 11

Far Above- 1

FALL Mean SS- 2131

SPRING Mean SS- 2297

##### GRADE 4

Met Annual Target- 41%

Far Below- 6

Below- 19

Above- 12

Far Above- 7

FALL Mean SS- 2208

SPRING Mean SS- 2365

##### GRADE 5

Met Annual Target- 26%

Far Below- 6

Below- 19

Above- 9

Far Above- 0

FALL Mean SS- 2374

SPRING Mean SS- 2466

### SCANTRON PERFORMANCE SERIES

#### MATH GAINS ANALYSIS

##### GRADE 3

Met Annual Target- 16%

Far Below- 9

Below- 22

Above- 6

Far Above- 0

FALL Mean SS- 2195

SPRING Mean SS- 2294

##### GRADE 4

Met Annual Target- 9%

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Far Below- 20

Below- 22

Above- 4

Far Above- 0

FALL Mean SS- 2256

SPRING Mean SS- 2291

GRADE 5

Met Annual Target- 29%

Far Below- 7

Below- 17

Above- 9

Far Above- 1

FALL Mean SS- 2376

SPRING Mean SS- 2461

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

Reading and math show a trend of slowly showing increase in performance.

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

Reading and math indicate the overall lowest performance.

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

All of our students fall in the subgroup free/reduced lunch and low socioeconomic status.

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

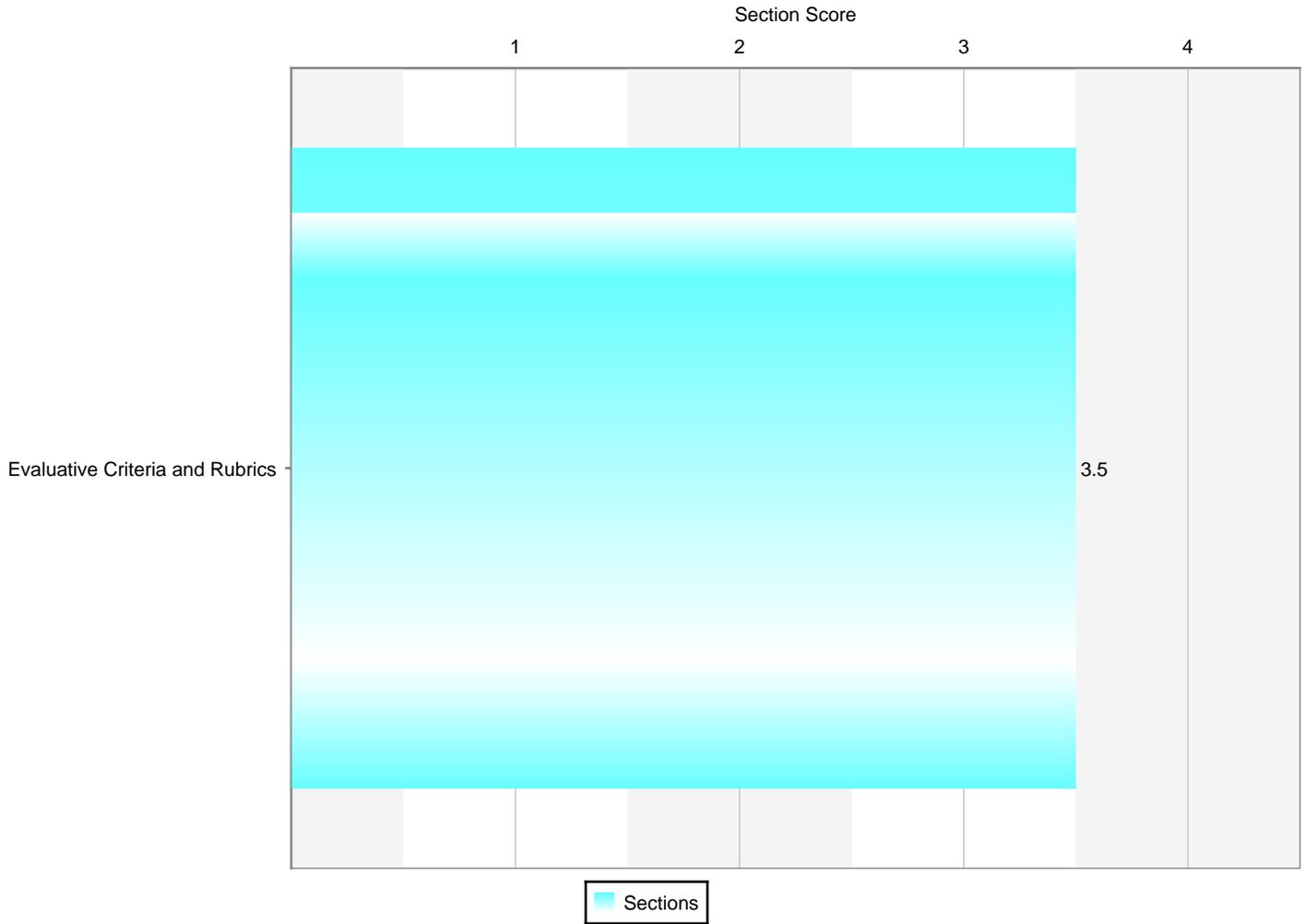
All of our students fall in the subgroup free/reduced lunch and low socioeconomic status.

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

Math scores with Scantron Achievement Series in grades 4 and 5 show consistency of a need to improve.

## 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	<p>Team members are as follows:            Principal- Audra Stinson            Guidance Counselor- Jennifer Douthit            Reading Specialist- Lisa Riley            Holly O'Neal- Library Media Specialist            Michael Taylor- 5th Grade Teacher            Kendi Hicks- 4th Grade Teacher            Eva Little- 3rd Grade Teacher            Joyce Sasser- 2nd Grade Teacher            Tracy Richards-Williams- 1st Grade Teacher            Barbara Steiner- Kindergarten Teacher            Victoria Kelley- Parent            Trista Chambers- Parent            Ashley Baity- Parent</p> <p>The required signatures are uploaded in the attachment.</p>	ACIP Assurances with Signatures

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	<p>Audra Stinson, Principal            Fort Deposit Elementary School            Fort Deposit, AL 36032            Phone: 334-227-8704            Fax: 334-227-4735</p>	ACIP Assurances with Signatures

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	<p>Audra Stinson, Principal            Jennifer Douthit, Counselor            Lisa Riley, Reading Specialist</p> <p>Fort Deposit Elementary School            200 Gilmer Hill Road            Fort Deposit, Alabama 36032            Phone: 334-227-8704            Fax: 334-227-4735</p>	Employees' Signatures

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent & Family Engagement Plan

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

# **FDES ACIP 2018-2019**

## Overview

### Plan Name

FDES ACIP 2018-2019

### Plan Description

ACIP Plan- Goals

## 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	Increase student achievement to ensure every student graduates high school college-and-career ready.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$500
2	Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility (human resources).	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	Provide parent involvement opportunities to ensure that a system of support is available to all students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1704
4	Provide a safe and healthy learning environment.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$500

## Goal 1: Increase student achievement to ensure every student graduates high school college-and-career ready.

### Measurable Objective 1:

increase student growth in reading comprehension for grades 3 - 5 by 05/22/2019 as measured by a 1% increase over the 2017- 2018 baseline average score of 78% on Accelerated Reader assessments. .

### Strategy 1:

Strategic Teaching: Reading & Math - All teachers will implement before, during and after strategies (for example: graphic organizers, pair reading, partner talk, choral reading, etc.)

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative Best Practices workbook on Planning Strategic Lessons

Activity - Before, During, and After Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan, post and implement BDA strategies daily. Strategies will be monitored through lesson plans, observations, and other fidelity checks.	Academic Support Program, Direct Instruction	08/13/2018	05/22/2019	\$0	No Funding Required	Teachers Principal Instructional Assistant Reading Specialist
Activity - Explicit Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pre-teach vocabulary and utilize word walls to enhance vocabulary development in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0	No Funding Required	Reading Specialist Administrators Reading & Math Teachers
Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing in reading and math through problem of the day (journals) and prompts/centers.	Academic Support Program	08/13/2018	05/22/2019	\$0	No Funding Required	Teachers Administrators Reading Specialist

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read Accelerated Reader (AR) books and take computerized tests to build students' reading comprehension and vocabulary.	Academic Support Program, Technology	08/13/2018	05/22/2019	\$500	District Funding	Library Media Specialist Reading Specialist Administrators Teachers

**Strategy 2:**

Flexible and Varied Grouping: Math and Reading - After whole group instruction, teachers will provide small group instruction to students according to grouping charts that were developed based up on summative and formative testing data. (DIBELs, Scantron, Performance Series Teachers-made Tests, etc...)

Category: Develop/Implement Learning Supports

Research Cited: J Hoffman - Theory into practice, 2002 - Taylor & Francis

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and incorporate small group instruction into daily lessons based on formative and summative data.	Academic Support Program	08/13/2018	05/22/2019	\$0	No Funding Required	Teachers, Reading Specialist, Instruction Assistant, Principal

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide tiered instruction in small groups and centers based on student need and data in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0	No Funding Required	Reading and Math Teachers Administrators Reading Specialist AMSTI Consultants

## Goal 2: Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility (human resources).

**Measurable Objective 1:**

achieve college and career readiness by providing high quality workshops that promote practices that impact student performance by 05/22/2019 as measured by sign in sheets, agendas, strategic lesson plans, administrative observation reports, and improved student outcomes.

**Strategy 1:**

Quality Professional Development - Teachers and administrators will attend sessions on best practices for reading, mathematics, technology, and strategic teaching.

Category: Develop/Implement Professional Learning and Support

Research Cited: Developing High Quality Teachers: Essential Practices for High Quality Teaching; The Fluent Reader

Activity - ARI Reading Coach & Principal Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ARI Staff will provide skills-based workshops to K- 5 reading coaches and principals. Reading coaches will complete turnaround training for teachers concerning strategies learned to enhance reading.	Professional Learning, Academic Support Program	08/13/2018	05/22/2019	\$0	No Funding Required	Principal ARI Staff Teachers Instructional Assistant Reading Coach

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI Regional Math Specialists will provide training for math teachers in grades 3-5. Math teachers will implement strategies in math classes.	Professional Learning, Academic Support Program	08/13/2018	05/22/2019	\$0	No Funding Required	AMSTI Math Specialists Math Teachers Administrators

Activity - Monthly Technology Workshops- Technology in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology workshops will be provided by Technology In Motion (Alabama State University) to provide strategies that will enhance classroom instruction.	Academic Support Program, Technology	08/13/2018	05/22/2019	\$0	No Funding Required	Vanessa Webster, Presenter- Technology In Motion Administrators Director of Technology- LCPS Central Office Library Media Specialist Reading Coach

## Goal 3: Provide parent involvement opportunities to ensure that a system of support is available to all students.

### Measurable Objective 1:

collaborate to improve parental involvement and awareness in the school setting by 05/22/2019 as measured by parent participation in school events, participation in parental involvement meetings and overall visits by parents to the school .

### Strategy 1:

Parent Meetings and Activities - Parent meetings and activities will be implemented throughout the school year to build ongoing collaboration and foster relationships between parents, community leaders, teachers, and administrators.

Category: Develop/Implement Student and School Culture Program

Research Cited: A New Wave of Evidence

SEDL – Advancing Research, Improving Education

The Impact of School, Family, and Community Connections on Student Achievement

Activity - PTO Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Teacher Organization Meetings will be held quarterly to plan for and/or discuss any concerns or changes necessary to improve the schoolwide Title I program.	Parent Involvement	08/13/2018	05/13/2019	\$0	No Funding Required	Administrators PTO Officers Teachers Parents Community Leaders
Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to the school to learn more about instructional practices to utilize at home with students.	Parent Involvement	08/13/2018	05/22/2019	\$1704	Title I Part A	Counselor Administrators Teachers

## Goal 4: Provide a safe and healthy learning environment.

### Measurable Objective 1:

collaborate to provide a safe and healthy learning environment for all students. by 05/22/2019 as measured by meetings and sign-in sheets with local law enforcement agencies, district administrators, parents, community leaders, faculty and staff.

**Strategy 1:**

Conduct monthly safety drills - Monthly weather and fire safety drills will be conducted during the school year. Documentation will be uploaded into the school's online safety portal and a copy will be submitted to central office.

Category: Develop/Implement Student and School Culture Program

Research Cited: [www.AccreditedSchoolsOnline.org](http://www.AccreditedSchoolsOnline.org), Council of Educational Facilities Planners International | Spring 2013

Activity - Safety Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly fire and weather drills will be conducted to prepare students for evacuation measures.	Policy and Process	08/24/2018	05/22/2019	\$0	No Funding Required	Principal Local law enforcement Central Office Staff Custodians School Specialists

**Measurable Objective 2:**

collaborate to provide counseling services for students on topics such as bullying, treating others kindly, and learning self-control strategies. by 05/22/2019 as measured by completion of lessons with the school counselor or other community agencies and sign-in sheets provided to the school.

**Strategy 1:**

Counseling Services - The school counselor and/or community agencies will provide individual or group counseling services to students on bullying, treating others kindly, and self-control strategies on a monthly or bi-monthly basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.stopbullying.gov/>

Activity - Monthly or Bi-Monthly Counseling Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bullying prevention program with a focus on treating others kindly and demonstrating self-control	Behavioral Support Program	08/08/2018	05/22/2019	\$0	No Funding Required	School Counselor Principal Community Agencies Teachers

**Measurable Objective 3:**

collaborate to promote a positive school learning environment by 05/22/2019 as measured by number of office referrals submitted for fighting/hitting, and/or humiliation of a student.

**Strategy 1:**

PBIS- Positive Behavior Interventions and Supports - Students will be rewarded Caught Being Good Tickets for demonstrating outstanding positive behavior throughout

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the school day, on field trips, on the bus, etc.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.pbis.org/>

Activity - Caught Being Good Tickets and Reward Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be awarded Caught Being Good Tickets by any school personnel when caught demonstrating exceptional or outstanding positive behavior towards others (students, teachers, parents, community leaders, etc.). Tickets may be redeemed for prizes or admission to school-based activities designed to coincide with the PBIS program.	Behavioral Support Program, Policy and Process	08/13/2018	05/22/2019	\$500	General Fund	Principal Teachers Students Counselor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Caught Being Good Tickets and Reward Activities	Students will be awarded Caught Being Good Tickets by any school personnel when caught demonstrating exceptional or outstanding positive behavior towards others (students, teachers, parents, community leaders, etc.). Tickets may be redeemed for prizes or admission to school-based activities designed to coincide with the PBIS program.	Behavioral Support Program, Policy and Process	08/13/2018	05/22/2019	\$500	Principal Teachers Students Counselor
<b>Total</b>					\$500	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	Students will read Accelerated Reader (AR) books and take computerized tests to build students' reading comprehension and vocabulary.	Academic Support Program, Technology	08/13/2018	05/22/2019	\$500	Library Media Specialist Reading Specialist Administrators Teachers
<b>Total</b>					\$500	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Workshops	Parents will be invited to the school to learn more about instructional practices to utilize at home with students.	Parent Involvement	08/13/2018	05/22/2019	\$1704	Counselor Administrators Teachers
<b>Total</b>					\$1704	

### No Funding Required

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ARI Reading Coach & Principal Training	ARI Staff will provide skills-based workshops to K- 5 reading coaches and principals. Reading coaches will complete turnaround training for teachers concerning strategies learned to enhance reading.	Professional Learning, Academic Support Program	08/13/2018	05/22/2019	\$0	Principal ARI Staff Teachers Instructional Assistant Reading Coach
Before, During, and After Strategies	Teachers will plan, post and implement BDA strategies daily. Strategies will be monitored through lesson plans, observations, and other fidelity checks.	Academic Support Program, Direct Instruction	08/13/2018	05/22/2019	\$0	Teachers Principal Instructional Assistant Reading Specialist
PTO Meetings	Parent Teacher Organization Meetings will be held quarterly to plan for and/or discuss any concerns or changes necessary to improve the schoolwide Title I program.	Parent Involvement	08/13/2018	05/13/2019	\$0	Administrators PTO Officers Teachers Parents Community Leaders
Monthly Technology Workshops- Technology in Motion	Technology workshops will be provided by Technology In Motion (Alabama State University) to provide strategies that will enhance classroom instruction.	Academic Support Program, Technology	08/13/2018	05/22/2019	\$0	Vanessa Webster, Presenter- Technology In Motion Administrators Director of Technology- LCPS Central Office Library Media Specialist Reading Coach
Writing	Teachers will incorporate writing in reading and math through problem of the day (journals) and prompts/centers.	Academic Support Program	08/13/2018	05/22/2019	\$0	Teachers Administrators Reading Specialist
AMSTI Training	AMSTI Regional Math Specialists will provide training for math teachers in grades 3-5. Math teachers will implement strategies in math classes.	Professional Learning, Academic Support Program	08/13/2018	05/22/2019	\$0	AMSTI Math Specialists Math Teachers Administrators

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Small Group Instruction	Teachers will plan and incorporate small group instruction into daily lessons based on formative and summative data.	Academic Support Program	08/13/2018	05/22/2019	\$0	Teachers, Reading Specialist, Instruction Assistant, Principal
Safety Drills	Monthly fire and weather drills will be conducted to prepare students for evacuation measures.	Policy and Process	08/24/2018	05/22/2019	\$0	Principal Local law enforcement Central Office Staff Custodians School Specialists
Monthly or Bi-Monthly Counseling Sessions	Bullying prevention program with a focus on treating others kindly and demonstrating self-control	Behavioral Support Program	08/08/2018	05/22/2019	\$0	School Counselor Principal Community Agencies Teachers
Explicit Vocabulary Instruction	Teachers will pre-teach vocabulary and utilize word walls to enhance vocabulary development in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0	Reading Specialist Administrators Reading & Math Teachers
Differentiation	Teachers will provide tiered instruction in small groups and centers based on student need and data in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0	Reading and Math Teachers Administrators Reading Specialist AMSTI Consultants
<b>Total</b>					\$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	<p>The minimum response rates for each survey group (parents, staff, students) was met. Random parents were asked to complete the parent survey. Students in grades 3-5 completed the students' surveys. All staff members completed the staff surveys.</p> <p>Parents and students used computers and Ipads at the school. During the morning student dropoff and afternoon pickup, parents were asked to complete surveys. Also, during Open House and visitations to the school, parents were asked to complete surveys on the computers in the library.</p>	Student Surveys

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

## Areas of Notable Achievement

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

Climate & Culture Parent Survey\_041618

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

Respectful 83%

Supportive 60%

Helpful 76%

Climate & Culture Elementary School Student Survey\_041618

1. Which four of the following words or phrases best describe, in general, what you think of your teachers?

Honest 72%

Fun 90%

Caring 73%

Active 55%

3. Which four of the following words would best describe, in general, how you feel while at school?

Happy 74%

Climate & Culture Elementary School Teacher Survey

6. Which four of the following words best describe the interactions you have with other teachers at your school?

Respectful 73%

Supportive 91%

Helpful 64%

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

Climate & Culture Parent Survey\_041618

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

Respectful 83%

Supportive 60%

Helpful 76%

Climate & Culture Elementary School Student Survey\_041618

1. Which four of the following words or phrases best describe, in general, what you think of your teachers?

SY 2018-2019

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Honest 72%

Fun 90%

Caring 73%

Active 55%

3. Which four of the following words would best describe, in general, how you feel while at school?

Happy 74%

Climate & Culture Elementary School Teacher Survey

6. Which four of the following words best describe the interactions you have with other teachers at your school?

Respectful 73%

Supportive 91%

Helpful 64%

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

Climate & Culture Parent Survey\_041618

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

Respectful 83%

Supportive 60%

Helpful 76%

Climate & Culture Elementary School Student Survey\_041618

1. Which four of the following words or phrases best describe, in general, what you think of your teachers?

Honest 72%

Fun 90%

Caring 73%

Active 55%

3. Which four of the following words would best describe, in general, how you feel while at school?

Happy 74%

Climate & Culture Elementary School Teacher Survey

6. Which four of the following words best describe the interactions you have with other teachers at your school?

Respectful 73%

Supportive 91%

Helpful 64%

## Areas in Need of Improvement

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

Elementary Student Engagement Survey\_041218

1. When I'm in class...I do not try my best.
9. When do you use what you learn in class? I don't think about how to use what I learn.

Climate & Culture Parent Survey\_041618

2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? Completing worksheets

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

Climate & Culture Parent Survey\_041618

1. Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?

What are you doing? 24%

What are you thinking? 14%

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

Implications are based on the data collected from the parent surveys.

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

Data collected from previous year's surveys shows:

Teacher Surveys:

Section: Governance and Leadership

7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

Section: Teaching and Assessing for Learning

17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

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

31. In our school, a formal process is in place to support new staff members in their professional practice.

Section: Resources and Support Systems

41. Our school provides a plan for the acquisition and support of technology to support student learning.

42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

Student Surveys:

Section: Governance and Leadership

4. In my school students treat adults with respect.

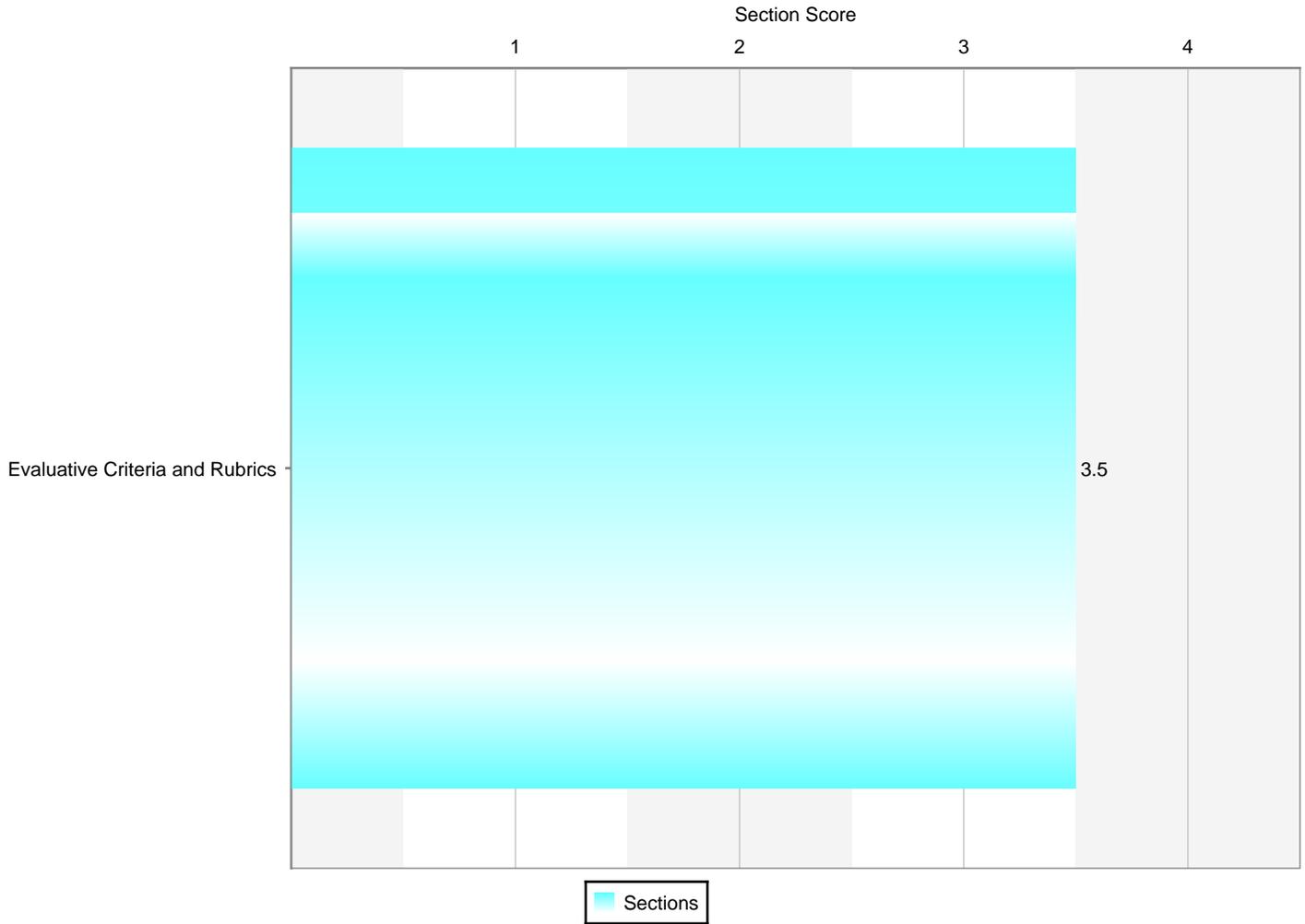
Section: Teaching and Assessing for Learning

10. My teachers ask my family to come to school activities.

14. My school is safe and clean.

## 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?**

In August 2018, the school leadership team reviewed the 2017-2018 School Improvement Plan to assess the degree to which implemented strategies had been met. This information was made available to all staff and parents. A copy of the ACIP will be placed in the main office, the library, and the counselor's office. The staff and parents provided input on the following: which elements were successfully mastered and not need to be included; the elements that have been mastered but still required ongoing monitoring during the 2018-2019 school year; and the elements that have not been mastered and must be included in the 2018-2019 ACIP. In September 2018, the school leadership team and school staff, convened to disaggregate standardized assessment data, School Incident Report data, and other local data. The school leadership team met to discuss strategies, professional development, and budget requirements for the ACIP. When the draft was completed, faculty and staff reviewed it and suggested modifications as needed. Once approved, the ACIP for the 2018-2019 school year will be shared and distributed to all stakeholders

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

## SCANTRON PERFORMANCE SERIES

## READING GAINS ANALYSIS

## GRADE 3

Met Annual Target- 32%

Far Below- 2

Below- 23

Above- 11

Far Above- 1

FALL Mean SS- 2131

SPRING Mean SS- 2297

## GRADE 4

Met Annual Target- 41%

Far Below- 6

Below- 19

Above- 12

Far Above- 7

FALL Mean SS- 2208

SPRING Mean SS- 2365

## GRADE 5

Met Annual Target- 26%

Far Below- 6

Below- 19

SY 2018-2019

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Above- 9

Far Above- 0

FALL Mean SS- 2374

SPRING Mean SS- 2466

**SCANTRON PERFORMANCE SERIES****MATH GAINS ANALYSIS****GRADE 3**

Met Annual Target- 16%

Far Below- 9

Below- 22

Above- 6

Far Above- 0

FALL Mean SS- 2195

SPRING Mean SS- 2294

**GRADE 4**

Met Annual Target- 9%

Far Below- 20

Below- 22

Above- 4

Far Above- 0

FALL Mean SS- 2256

SPRING Mean SS- 2291

**GRADE 5**

Met Annual Target- 29%

Far Below- 7

Below- 17

Above- 9

Far Above- 1

FALL Mean SS- 2376

SPRING Mean SS- 2461

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

Improvements are needed in all grades in reading and math to improve the level of proficiency.

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

Areas of focus will be on reading and math in grades 3- 5. Culture and climate will be an area of focus also in the areas of school safety, teacher learning, and student achievement.

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

School goals indicate 70/70/100 meaning 70% of the students master standards with 70% or above 100% of the time. The priority needs areas are: Reading, Mathematics, and Parental Involvement based upon the needs assessment. Since reading comprehension is a priority, our school goals are directly aligned to the instructional strategies for student mastery in grades K-5. In grades K-5, teachers will utilize before, during, and after strategies, continue to implement Accelerated Reader, and tiered instruction to assist with reading practice and comprehension. Explicit Instruction will include content vocabulary through the use of interactive word walls. Rescheduling and implementing small group instruction to meet the need of the individual student will also be put in place. Intervention will also be provided 2-3 times weekly from school specialists (Reading Coach, Collaborative Teacher, P.E. Teacher, Speech Therapist, and Media Specialist). Based upon student surveys, the school needs improvement in providing opportunities for stakeholders to be involved in the school. PTO meetings are held once each nine weeks, and parents will receive parenting workshops to provide them with educational support.

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

The goals were developed from multiple types of data sources which include the review of process, perceptual, student achievement, and demographic data. In reviewing the multiple data sources, the leadership team addressed concerns about the use of curriculum guides. Curriculum guides are used to provide direction to ensure all standards are effectively taught within the school year. Teachers play an active role in planning and monitoring pacing guides and corresponding assessment to evaluate student mastery. Data meetings are held bimonthly to discuss student growth to make the appropriate instruction adjustment to meet the needs of the students. Scantron Achievement and Performance Series are utilized to formulate assessments given throughout the school year. These assessments are then analyzed to identify areas of concern and target students' individual weaknesses to provide remedial assistance.

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

The goals are aligned with the vision/mission statement of the school. As a result, goals are modified to address the whole school and to address disadvantaged children. Based upon current RtI data, teachers in grades K-2 need to focus on providing explicit Tier I Instruction. Teachers in grades 3-5 need to focus on Tier I and Tier II Instruction. The students' progress is monitored consistently during bi-monthly data meetings, teachers' weekly assessment analysis, and teacher observations. These goals are implemented through weekly lesson planning.

## 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:**

Increase student achievement to ensure every student graduates high school college-and-career ready.

**Measurable Objective 1:**

increase student growth in reading comprehension for grades 3 - 5 by 05/22/2019 as measured by a 1% increase over the 2017- 2018 baseline average score of 78% on Accelerated Reader assessments. .

**Strategy1:**

Strategic Teaching: Reading & Math - All teachers will implement before, during and after strategies (for example: graphic organizers, pair reading, partner talk, choral reading, etc.)

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative Best Practices workbook on Planning Strategic Lessons

Activity - Before, During, and After Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan, post and implement BDA strategies daily. Strategies will be monitored through lesson plans, observations, and other fidelity checks.	Academic Support Program Direct Instruction	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Principal Instructional Assistant Reading Specialist

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read Accelerated Reader (AR) books and take computerized tests to build students' reading comprehension and vocabulary.	Academic Support Program Technology	08/13/2018	05/22/2019	\$500 - District Funding	Library Media Specialist Reading Specialist Administrators Teachers

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in reading and math through problem of the day (journals) and prompts/centers.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Administrators Reading Specialist

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Activity - Explicit Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will pre-teach vocabulary and utilize word walls to enhance vocabulary development in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading Specialist Administrators Reading & Math Teachers

**Strategy2:**

Flexible and Varied Grouping: Math and Reading - After whole group instruction, teachers will provide small group instruction to students according to grouping charts that were developed based up on summative and formative testing data. (DIBELS, Scantron, Performance Series Teachers-made Tests, etc...)

Category: Develop/Implement Learning Supports

Research Cited: J Hoffman - Theory into practice, 2002 - Taylor & Francis

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide tiered instruction in small groups and centers based on student need and data in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading and Math Teachers Administrators Reading Specialist AMSTI Consultants

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and incorporate small group instruction into daily lessons based on formative and summative data.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers, Reading Specialist, Instruction Assistant, Principal

**Goal 2:**

Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility (human resources).

**Measurable Objective 1:**

achieve college and career readiness by providing high quality workshops that promote practices that impact student performance by 05/22/2019 as measured by sign in sheets, agendas, strategic lesson plans, administrative observation reports, and improved student outcomes.

**Strategy1:**

Quality Professional Development - Teachers and administrators will attend sessions on best practices for reading, mathematics, technology, and strategic teaching.

Category: Develop/Implement Professional Learning and Support

Research Cited: Developing High Quality Teachers: Essential Practices for High Quality Teaching; The Fluent Reader

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Activity - ARI Reading Coach & Principal Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI Staff will provide skills-based workshops to K- 5 reading coaches and principals. Reading coaches will complete turnaround training for teachers concerning strategies learned to enhance reading.	Professional Learning Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Principal ARI Staff Teachers Instructional Assistant Reading Coach

Activity - Monthly Technology Workshops-Technology in Motion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology workshops will be provided by Technology In Motion (Alabama State University) to provide strategies that will enhance classroom instruction.	Academic Support Program Technology	08/13/2018	05/22/2019	\$0 - No Funding Required	Vanessa Webster, Presenter- Technology In Motion Administrators Director of Technology- LCPS Central Office Library Media Specilaist Reading Coach

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Regional Math Specialists will provide training for math teachers in grades 3-5. Math teachers will implement strategies in math classes.	Academic Support Program Professional Learning	08/13/2018	05/22/2019	\$0 - No Funding Required	AMSTI Math Specialists Math Teachers Administrators

**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:**

Increase student achievement to ensure every student graduates high school college-and-career ready.

**Measurable Objective 1:**

increase student growth in reading comprehension for grades 3 - 5 by 05/22/2019 as measured by a 1% increase over the 2017- 2018 baseline average score of 78% on Accelerated Reader assessments. .

**Strategy1:**

Strategic Teaching: Reading & Math - All teachers will implement before, during and after strategies (for example: graphic organizers, pair reading, partner talk, choral reading, etc.)

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative Best Practices workbook on Planning Strategic Lessons

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<b>Activity - Accelerated Reader</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will read Accelerated Reader (AR) books and take computerized tests to build students' reading comprehension and vocabulary.	Technology Academic Support Program	08/13/2018	05/22/2019	\$500 - District Funding	Library Media Specialist Reading Specialist Administrators Teachers

<b>Activity - Before, During, and After Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will plan, post and implement BDA strategies daily. Strategies will be monitored through lesson plans, observations, and other fidelity checks.	Academic Support Program Direct Instruction	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Principal Instructional Assistant Reading Specialist

<b>Activity - Writing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will incorporate writing in reading and math through problem of the day (journals) and prompts/centers.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Administrators Reading Specialist

<b>Activity - Explicit Vocabulary Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will pre-teach vocabulary and utilize word walls to enhance vocabulary development in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading Specialist Administrators Reading & Math Teachers

**Strategy2:**

Flexible and Varied Grouping: Math and Reading - After whole group instruction, teachers will provide small group instruction to students according to grouping charts that were developed based up on summative and formative testing data. (DIBELs, Scantron, Performance Series Teachers-made Tests, etc...)

Category: Develop/Implement Learning Supports

Research Cited: J Hoffman - Theory into practice, 2002 - Taylor & Francis

<b>Activity - Differentiation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will provide tiered instruction in small groups and centers based on student need and data in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading and Math Teachers Administrators Reading Specialist AMSTI Consultants

<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will plan and incorporate small group instruction into daily lessons based on formative and summative data.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers, Reading Specialist, Instruction Assistant, Principal

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
  
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
  
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

Increase student achievement to ensure every student graduates high school college-and-career ready.

**Measurable Objective 1:**

increase student growth in reading comprehension for grades 3 - 5 by 05/22/2019 as measured by a 1% increase over the 2017- 2018 baseline average score of 78% on Accelerated Reader assessments. .

**Strategy1:**

Flexible and Varied Grouping: Math and Reading - After whole group instruction, teachers will provide small group instruction to students according to grouping charts that were developed based up on summative and formative testing data. (DIBELs, Scantron, Performance Series Teachers-made Tests, etc...)

Category: Develop/Implement Learning Supports

Research Cited: J Hoffman - Theory into practice, 2002 - Taylor & Francis

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide tiered instruction in small groups and centers based on student need and data in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading and Math Teachers Administrators Reading Specialist AMSTI Consultants

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and incorporate small group instruction into daily lessons based on formative and summative data.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers, Reading Specialist, Instruction Assistant, Principal

**Strategy2:**

Strategic Teaching: Reading & Math - All teachers will implement before, during and after strategies (for example: graphic organizers, pair reading, partner talk, choral reading, etc.)

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative Best Practices workbook on Planning Strategic Lessons

Activity - Explicit Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will pre-teach vocabulary and utilize word walls to enhance vocabulary development in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading Specialist Administrators Reading & Math Teachers

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in reading and math through problem of the day (journals) and prompts/centers.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Administrators Reading Specialist

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read Accelerated Reader (AR) books and take computerized tests to build students' reading comprehension and vocabulary.	Academic Support Program Technology	08/13/2018	05/22/2019	\$500 - District Funding	Library Media Specialist Reading Specialist Administrators Teachers

Activity - Before, During, and After Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan, post and implement BDA strategies daily. Strategies will be monitored through lesson plans, observations, and other fidelity checks.	Direct Instruction Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Principal Instructional Assistant Reading Specialist

**Goal 2:**

Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility (human resources).

**Measurable Objective 1:**

achieve college and career readiness by providing high quality workshops that promote practices that impact student performance by 05/22/2019 as measured by sign in sheets, agendas, strategic lesson plans, administrative observation reports, and improved student outcomes.

**Strategy1:**

Quality Professional Development - Teachers and administrators will attend sessions on best practices for reading, mathematics,

technology, and strategic teaching.

Category: Develop/Implement Professional Learning and Support

Research Cited: Developing High Quality Teachers: Essential Practices for High Quality Teaching; The Fluent Reader

Activity - Monthly Technology Workshops-Technology in Motion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology workshops will be provided by Technology In Motion (Alabama State University) to provide strategies that will enhance classroom instruction.	Academic Support Program Technology	08/13/2018	05/22/2019	\$0 - No Funding Required	Vanessa Webster, Presenter- Technology In Motion Administrators Director of Technology-LCPS Central Office Library Media Specilaist Reading Coach

Activity - ARI Reading Coach & Principal Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI Staff will provide skills-based workshops to K- 5 reading coaches and principals. Reading coaches will complete turnaround training for teachers concerning strategies learned to enhance reading.	Professional Learning Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Principal ARI Staff Teachers Instructional Assistant Reading Coach

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI Regional Math Specialists will provide training for math teachers in grades 3-5. Math teachers will implement strategies in math classes.	Professional Learning Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	AMSTI Math Specialists Math Teachers Administrators

**Goal 3:**

Provide a safe and healthy learning environment.

**Measurable Objective 1:**

collaborate to provide counseling services for students on topics such as bullying, treating others kindly, and learning self-control strategies. by 05/22/2019 as measured by completion of lessons with the school counselor or other community agencies and sign-in sheets provided to the school.

**Strategy1:**

Counseling Services - The school counselor and/or community agencies will provide individual or group counseling services to students on bullying, treating others kindly, and self-control strategies on a monthly or bi-monthly basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.stopbullying.gov/>

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Fort Deposit Elementary School

Activity - Monthly or Bi-Monthly Counseling Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bullying prevention program with a focus on treating others kindly and demonstrating self-control	Behavioral Support Program	08/08/2018	05/22/2019	\$0 - No Funding Required	School Counselor Principal Community Agencies Teachers

**Measurable Objective 2:**

collaborate to provide a safe and healthy learning environment for all students. by 05/22/2019 as measured by meetings and sign-in sheets with local law enforcement agencies, district administrators, parents, community leaders, faculty and staff.

**Strategy1:**

Conduct monthly safety drills - Monthly weather and fire safety drills will be conducted during the school year. Documentation will be uploaded into the school's online safety portal and a copy will be submitted to central office.

Category: Develop/Implement Student and School Culture Program

Research Cited: [www.AccreditedSchoolsOnline.org](http://www.AccreditedSchoolsOnline.org), Council of Educational Facilities Planners International | Spring 2013

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly fire and weather drills will be conducted to prepare students for evacuation measures.	Policy and Process	08/24/2018	05/22/2019	\$0 - No Funding Required	Principal Local law enforcement Central Office Staff Custodians School Specialists

**Measurable Objective 3:**

collaborate to promote a positive school learning environment by 05/22/2019 as measured by number of office referrals submitted for fighting/hitting, and/or humiliation of a student.

**Strategy1:**

PBIS- Positive Behavior Interventions and Supports - Students will be rewarded Caught Being Good Tickets for demonstrating outstanding positive behavior throughout the school day, on field trips, on the bus, etc.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.pbis.org/>

Activity - Caught Being Good Tickets and Reward Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be awarded Caught Being Good Tickets by any school personnel when caught demonstrating exceptional or outstanding positive behavior towards others (students, teachers, parents, community leaders, etc.). Tickets may be redeemed for prizes or admission to school-based activities designed to coincide with the PBIS program.	Policy and Process Behavioral Support Program	08/13/2018	05/22/2019	\$500 - General Fund	Principal Teachers Students Counselor

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

**Goal 1:**

Increase student achievement to ensure every student graduates high school college-and-career ready.

**Measurable Objective 1:**

increase student growth in reading comprehension for grades 3 - 5 by 05/22/2019 as measured by a 1% increase over the 2017- 2018 baseline average score of 78% on Accelerated Reader assessments. .

**Strategy1:**

Strategic Teaching: Reading & Math - All teachers will implement before, during and after strategies (for example: graphic organizers, pair reading, partner talk, choral reading, etc.)

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative Best Practices workbook on Planning Strategic Lessons

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read Accelerated Reader (AR) books and take computerized tests to build students' reading comprehension and vocabulary.	Academic Support Program Technology	08/13/2018	05/22/2019	\$500 - District Funding	Library Media Specialist Reading Specialist Administrators Teachers

Activity - Explicit Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will pre-teach vocabulary and utilize word walls to enhance vocabulary development in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading Specialist Administrators Reading & Math Teachers

Activity - Before, During, and After Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan, post and implement BDA strategies daily. Strategies will be monitored through lesson plans, observations, and other fidelity checks.	Direct Instruction Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Principal Instructional Assistant Reading Specialist

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in reading and math through problem of the day (journals) and prompts/centers.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Administrators Reading Specialist

**Strategy2:**

Flexible and Varied Grouping: Math and Reading - After whole group instruction, teachers will provide small group instruction to students

according to grouping charts that were developed based up on summative and formative testing data. (DIBELs, Scantron, Performance Series Teachers-made Tests, etc...)

Category: Develop/Implement Learning Supports

Research Cited: J Hoffman - Theory into practice, 2002 - Taylor & Francis

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and incorporate small group instruction into daily lessons based on formative and summative data.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers, Reading Specialist, Instruction Assistant, Principal

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide tiered instruction in small groups and centers based on student need and data in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading and Math Teachers Administrators Reading Specialist AMSTI Consultants

**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.**

At the present time, Fort Deposit Elementary School uses the SchoolCast Messaging System that will deliver school announcements in English and Spanish. Fort Deposit Elementary School, to the extent practicable, provides opportunities for the participation of parents with disabilities. At this time, FDES has two (2) EL students. Every effort is made to accommodate parents with disabilities, or who speak a different language. Fort Deposit Elementary School is a handicapped-accessible building. Teachers who serve students with disabilities or another language send notices to parents in a language they understand, and make phone calls and/or home visits as needed.

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

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	No	Currently, there are no instructional paraprofessionals at Fort Deposit Elementary School.	

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	All (100%) teachers/certified faculty members meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction.	

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

The Lowndes County Public School System (LCPS) has a well-organized system to employ a diverse group of highly-qualified well- trained teachers. The district website and SearchSoft (the state teacher job portal) are used for the advertisement of job postings in each local school. Teachers are also recruited through word-of-mouth. The Human Resource Department is notified of vacancies and/or potential vacancies. Once this information is received, a search begins to select a candidate with qualifications that most closely identifies with the academic needs of Fort Deposit Elementary School.

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

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

The teacher turnover rate this school year was 38.5%. This school year there were five teacher units lost due to retirement, funding, and relocation of teachers. A fourth grade teacher was moved to kindergarten due to loss of teacher units (low student enrollment). Two first grade teachers were hired because teachers in those areas moved closer to their place of residency. A kindergarten and a fifth grade teacher retired. A third grade math teacher was hired as psychometrist in another school district.. The average years for longevity for a teacher at Fort Deposit Elementary School is approximately five or more years.

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

33% of the teaching and learning personnel possess a Masters Degree or higher. 100% of the teaching and learning personnel have three or more years of teaching experience. 21% of the teaching and learning personnel have 20 or more years of experience.

### **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).**

The turnover rate is usually low, and has been for the past 3 years. Initiatives that the school implemented to attempt to lower the turnover rate includes providing in-house professional development specific to employees' areas of concern, and providing teacher mentors for new teachers and/or teachers needing additional assistance.

## 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.

Teachers in grades 3-5 will provide intervention to students utilizing small, flexible cooperative groups. Teachers in grades 3-5 will also utilize standard-based pictorial representations through individual/group activities to allow students to build for transfer.

Throughout the 2018-2019 school year, all grade 3-5 teachers will utilize teacher-made and Scantron Achievement assessments. Data from 2017-2018 was used to identify students' needs and to guide instruction for students during 2018-2019 school year. Math teachers in grades 3-5 will teach students to model and explain problems through the use of manipulatives, pictures, and symbols. Plan and execute strategic teaching in all classes. Teachers will implement Before, During, and After strategies (graphic organizers, modeling think alouds, partner talk, paired reading, choral reading, etc.) preview standards and essential questions, I do, We do, You do, and implement small groups. Progress will be determined by 70% or higher. Teachers will document strategies in lesson plans posted on the school webpage. Whole and small group activities designed to scaffold comprehension. Teachers will utilize graphic organizers to assist with teaching comprehension.

Teachers will utilize Accelerated Reader to assist with reading practice and comprehension. Explicit instruction in content vocabulary.

Teachers will pre-teach vocabulary, utilize word walls to enhance vocabulary development. CCRS Training - Administrators and teachers will be trained on how to locate resources and develop lessons using technology tools that engage students and prepare them with the skills, knowledge, and dispositions necessary to be successful in school, career, and adulthood. Teachers will be trained on how to effectively incorporate digital resources in lessons.

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

Instructional Strategies

Differentiation

Technology Integration

Lesson Planning

Interpreting Testing Data

Teachers in grades 3-5 will provide intervention to students utilizing small, flexible cooperative groups. Teachers in grades 3-5 will also utilize standard-based pictorial representations through individual/group activities to allow students to build for transfer.

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knowledge, and dispositions necessary to be successful in school, career, and adulthood. Teachers will be trained on how to effectively incorporate digital resources in lessons.

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

Selected teachers at Fort Deposit Elementary School participate in a district-wide teacher mentoring program. The overall goal for the program is to improve teaching practice. The program is designed to provide ongoing support for new or struggling teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. The mentor and new teacher are required to meet monthly. Meetings are documented on a contact log, which reflects the date, length of the meeting, and the focus. Additionally, at FDES, we have set aside time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and new teachers. The district provides training for mentors on how to work with new teachers to help them provide quality instruction for our students.

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

This professional development is "sustained and ongoing" because it is job-embedded. Professional Development is a prescriptive plan based upon individual teacher's/schoolwide needs and concerns.

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

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

### Goal 1:

Increase student achievement to ensure every student graduates high school college-and-career ready.

### Measurable Objective 1:

increase student growth in reading comprehension for grades 3 - 5 by 05/22/2019 as measured by a 1% increase over the 2017- 2018 baseline average score of 78% on Accelerated Reader assessments. .

### Strategy1:

Strategic Teaching: Reading & Math - All teachers will implement before, during and after strategies (for example: graphic organizers, pair reading, partner talk, choral reading, etc.)

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative Best Practices workbook on Planning Strategic Lessons

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in reading and math through problem of the day (journals) and prompts/centers.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Administrators Reading Specialist

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<b>Activity - Before, During, and After Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will plan, post and implement BDA strategies daily. Strategies will be monitored through lesson plans, observations, and other fidelity checks.	Direct Instruction Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers Principal Instructional Assistant Reading Specialist

**Strategy2:**

Flexible and Varied Grouping: Math and Reading - After whole group instruction, teachers will provide small group instruction to students according to grouping charts that were developed based up on summative and formative testing data. (DIBELs, Scantron, Performance Series Teachers-made Tests, etc...)

Category: Develop/Implement Learning Supports

Research Cited: J Hoffman - Theory into practice, 2002 - Taylor & Francis

<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will plan and incorporate small group instruction into daily lessons based on formative and summative data.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Teachers, Reading Specialist, Instruction Assistant, Principal

<b>Activity - Differentiation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will provide tiered instruction in small groups and centers based on student need and data in reading and math.	Academic Support Program	08/13/2018	05/22/2019	\$0 - No Funding Required	Reading and Math Teachers Administrators Reading Specialist AMSTI Consultants

**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?**

Fort Deposit Elementary School's teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction:

- The faculty collaboratively studies the disaggregated data and results of the state assessments.
- Response to Instruction (RtI) members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.
- Grade level, departmental, and subject area data meetings are held to adjust instructional procedures and strategies based on the progress report and classroom test data.
- Multi-grade level data meetings help identify any instructional gaps or overlaps that may occur in grades K-5.
- Informal grade level, departmental and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.
- Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

## **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?**

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Teachers review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses.
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction.
- Communication with previous teachers and parents who have insight about students' learning styles.
- Providing daily small group instruction and intervention by the special education teacher, librarian, counselor, and lead/mentor teacher for children experiencing difficulty.
- Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed.
- PST and Rtl meetings are held to identify struggling students.
- Encouraging parental involvement in student education through school conferences, telephone conversations, and notes.
- We currently have the 21st Century tutorial/ intervention program to help students to improve areas of weaknesses in reading and math.

### **How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Teachers review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses.
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction.
- Communication with previous teachers and parents who have insight about students' learning styles.
- Providing daily small group instruction and intervention by the special education teacher, librarian, counselor, and lead/mentor teacher for children experiencing difficulty.
- Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed.
- Encouraging parental involvement in student education through school conferences, telephone conversations, and notes.
- We currently have the 21st Century tutorial/ intervention program to help students to improve areas of weaknesses in reading and math.

**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.**

Select Fort Deposit Elementary School's teachers provide additional instruction or support before school starts, and after school during the 21st Century Tutoring Program to review standards not mastered.

**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.**

The school counselor is responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Fort Deposit Elementary School is contacted by the Department of Human Resources, Social Services, Truancy Officer, or parent. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, EL, Special Education, and At-Risk. Fort Deposit Elementary School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. There are currently no students at FDES who are identified as homeless, neglected or delinquent, or migrant. FDES currently has two (2) EL students. Such students will have equal access to all programs and services available. FDES participates in the Community Eligibility Program in which all students eat free.

**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.**

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

-The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2018-2019 school year the state is funding teacher units, plus fringe benefits, teacher supply money, Technology, Library Enhancement, Professional Development, and Textbooks. A budget detail is enclosed in this plan.

-Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2018-2019 school year, Title I monies are being used to assist in funding a partial teacher unit, salaries and benefits, and to purchase various materials/instructional supplies.

-Title II - Part A (Federal): This money will be used for Professional Development activities, Class -Size Reduction (CSR) teachers if the school is in need of teachers to reduce pupil/teacher ratios in K-8, and the Recruitment/Retention of Highly Qualified Teachers. The Professional Development activities are paid for out of state/local funds. Class-Size reduction units must be in addition to state funded limits. Recruitment/Retention activities must be approved by the Federal Programs Department and meet all ESSA criteria.

**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)?**

The Counselor provides classes on violence prevention activities. The Cafeteria staff serves food to all children at no cost to any child, as funded by a federal grant. The Headstart Program provides instruction on basic learning and life skill lessons.

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

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

Monthly meetings with the School-wide Leadership Team are held to evaluate if the schoolwide program is being implemented. Data, gradelevel, faculty, and parent meetings are also held to monitor the success of the program. Changes are made as needed based on data.

### **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?**

We review the school wide program's goals and objectives and compare those with student achievement on annual assessments to determine academic achievement as reflected in our vision/mission statement.

### **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 the data for targeted students who are furthest from achieving the standards to determine if they have shown progress. Data meetings are held bi-monthly to discuss student progress.

### **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 leadership team meets monthly to review the plan and make necessary revisions based on information gained in data meetings, observations, and formative/summative assessments.

# 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.	13.03

Provide the number of classroom teachers.

13.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	653024.5

Total

653,024.50

### Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	71988.0

Total

71,988.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	50.0

Provide the number of Counselors.

50.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	24249.5

Total

24,249.50

### Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	26116.0

Total

26,116.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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.

0.0

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.	4509.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4509.0

Total

4,509.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1353.0

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.	1353.0

Total

1,353.00

### 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.	8057.0

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.	8057.0

Total

8,057.00

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1445.0

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.	1445.0

Total

1,445.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	93155.55

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

Parental Involvement set aside is \$1620.93

Copier Rental \$5,000.00

Ed Media Services, Library Books \$500.00

Substitutes \$1,500.00

Teacher Supply Funds \$700.00

Salaries \$83,540.28

**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))**

During the first month that school is in session, Fort Deposit Elementary School holds its annual Open House for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) flyers/posters, (3) phone calls to parents, (4) the school marquee to post school events, and (5) SchoolCast phone messenger system. To assist in providing the opportunity for all parents to attend, the meeting is offered in the evening. Topics to be discussed at this year's meeting are:

§ Continuous Improvement Plan

§ An explanation of the school's curriculum and the state's content standards

§ Title I program and participation, its services, and parents' rights

§ Parental Involvement Section of the Continuous Improvement Plan

§ School-parent compacts

§ Parent newsletter

§ Dates and times for Parent Teacher Organization Meetings (PTO) and parent-teacher conferences

**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))**

One way that parent meetings will be offered throughout the 2018-2019 school year will be in the form of parent conferences before the start of the school day, during a teacher's planning period, or after school. Workshops for parents will be held monthly for any parent who can not attend a regularly scheduled parent activity during after school hours. PTO meetings (for all student and parent participation) will be held each nine weeks in the afternoon to discuss any concerns or changes necessary to improve the Title I program. Funds allocated for parent involvement are used to purchase pamphlets, booklets, and copier paper to send home notices or letters. Funds are also used to implement parent workshops and to purchase materials to implement these workshops.

**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))**

Fort Deposit Elementary School holds a general meeting where information is presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, and computer science. They will also learn about how to schedule parent-teacher conferences and how they can

participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed. Information is shared in a language that parents can understand.

**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))**

All parents will be given a copy of the new compact at our annual parents' meeting. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

Once a month, Fort Deposit Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. For the 2018-2019 school year, there are two parents on the ACIP Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and the main office, 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, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the ACIP is submitted.

**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)**

Fort Deposit Elementary School will build capacity for parental involvement through its annual parents meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Fort Deposit Elementary School will also give parents the opportunity to meet their child's teachers and

learn about individual class assessments and what their role will be in helping their child to succeed.

**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)**

Fort Deposit Elementary School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Fort Deposit Elementary School has its own parent center within the school. The center houses materials for parents to check out to learn about how they can help their child to be successful. Throughout the year, parenting workshops will be held on topics that address identified school goals. Since our CIP Committee identified reading and math as goals, we will hold parental involvement classes on these topics and provide parents with related materials. Specific topics will include reading with your child, reviewing math assignments, creating a learning environment at home, bullying, and working as a partner with your child's teacher.

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

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

**Shall 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)**

Fort Deposit Elementary School coordinates its parent involvement program for all parents. We currently have parent pamphlets displayed in the counselor's office and in the hallway near the principal's office to provide parents with information to help their children to be successful in school.

**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)**

At the present time, Fort Deposit Elementary School uses the SchoolCast Messaging System that will deliver school announcements. Flyers are also sent home on a regular basis informing parents of programs, meetings, and other activities. Progress reports are sent home the fourth week of each nine week's grading period. Report cards are sent home at the end of each nine week's grading period. Parent-Teacher conferences are scheduled to discuss student(s) progress/behavior.

**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)**

Fort Deposit Elementary School makes every effort to work with parents in meeting their requests as related to the involvement in their children's education. At the PTO meeting, parents suggested having meetings at least once each nine weeks in conjunction with school-related activities to allow parents the opportunity to meet with teachers concerning their child's academic progress. This year, PTO meetings or school-related activities will be held in relation to the progress report/report card issue dates.

**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))**

At the present time, Fort Deposit Elementary School uses the SchoolCast Messaging System that will deliver school announcements in English and Spanish. Fort Deposit Elementary School, to the extent practicable, provides opportunities for the participation of parents with disabilities. At this time, FDES has two (2) EL students. Every effort is made to accommodate parents with disabilities, or who speak a different language. Fort Deposit Elementary School is a handicapped-accessible building. Teachers who serve students with disabilities or another language send notices to parents in a language they understand, and make phone calls and/or home visits as needed.