



ACIP

U. S. Jones Elementary School

Demopolis City Board of Education

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Demopolis, AL 36732-2509

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	20

ACIP Assurances

Introduction 22

ACIP Assurances 23

Plan for ACIP

Overview 25

Goals Summary 26

 Goal 1: Goal 1: High Reliable and High Performance Organization: We will significantly increase stakeholder satisfaction and perception by focusing on high quality service. 27

 Goal 2: Goal 2: Support for the Whole Child: We will support every child, every day through intervention and support to meet their academic and social-emotional needs, to ensure they are ready to learn and are successful in school. . . 27

 Goal 3: Goal 3: Foundation for Success in Schools: We will educate students by providing high quality instruction and best instructional practices that engage them in tasks that strengthen their academic achievement and growth. 30

Activity Summary by Funding Source 40

Stakeholder Feedback Diagnostic

Introduction 43

Stakeholder Feedback Data 44

Evaluative Criteria and Rubrics 45

Areas of Notable Achievement 46

Areas in Need of Improvement 47

Report Summary 48

Title I Schoolwide Diagnostic

Introduction 50

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 51

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) 54

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 90

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 91

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 93

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 95

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 98

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 99

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 102

Component 10: Evaluation (Sec.1114(b)(3))..... 103

Coordination of Resources - Comprehensive Budget

Introduction..... 106

FTE Teacher Units..... 107

Administrator Units..... 108

Assistant Principal..... 109

Counselor..... 110

Librarian..... 111

Career and Technical Education Administrator..... 112

Career and Technical Education Counselor..... 113

Technology..... 114

Professional Development..... 115

EL Teachers..... 116

Instructional Supplies..... 117

Library Enhancement..... 118

Title I..... 119

Title II..... 120

Title III..... 121

Title IV..... 122

Title V..... 123

Career and Technical Education-Perkins IV..... 124

Career and Technical Education-Perkins IV..... 125

Other..... 126

Local Funds..... 127

Parent and Family Engagement

Introduction..... 129

Parent and Family Engagement..... 130

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?

U.S. Jones Elementary School is one of four schools in the Demopolis City Schools System. We are located in a rural area of West Alabama in the city of Demopolis. Although, Demopolis is a small town, it is the largest community within a 50-mile radius. Demopolis is located at a point in Alabama where two rivers (Black Warrior and Tombigbee) converge. Demopolis has two yacht basins which creates a great deal of river traffic along with tugboats, barges, and recreational vehicles.

Enrollment for the 2014-15 school year was 516, 2016-17 was 574 and 2017-2018 was 567. Currently, the enrollment is 525 with a continued increase projection over the next few years. The racial composition of our student body includes 264 Black, 236 White, 2 Asian, 22 Hispanic, and 1 American Indian. 80% (INOW Report) of our students meet the requirements of free and reduced lunch. The average class size for third grade is 20 students, fourth grade is 21 students and fifth grade is 23 students. U.S. Jones has 8 third grade classes, 8 fourth grade classes and 8 fifth grade classes. U.S. Jones has 26 Special Education Students, 6 of which are self-contained. Students at U.S. Jones are residents of Demopolis, as well as communities of: Linden, Gallion, Livingston, Forkland, Boligee, Coatopa, Eutaw, Ward, Sweetwater, Uniontown and Cuba.

Our most current 2010 census population count showed a population of 7,483. The average income is \$35,752 and the median home value is \$119,400. The racial composition of the community is about equal. There are approximately 52.3% Black, 45% White, and 2.2% other. Our faculty and staff is made up of very experienced administrators, teachers and support staff. All teachers at U.S. Jones Elementary are highly qualified and approximately 88% are trained in Best Practice methods of AMSTI (Science/Math). Administrators and teachers racial composition at U.S. Jones is 8 Black and 27 White. Approximately 69% of these have advanced degrees (not including support staff). U. S. Jones has a new administrative staff including a new principal and a full time assistant principal. U.S. Jones Elementary School has been fully accredited through (SACS) AdvancED. Our school has also begun the process of becoming a Leader in Me School. This is our first year of the program.

The school facilities are adequate to support the instructional program. Students have access to a variety of resources to help them succeed and enhance their learning, such as, the library media center, Gifted services, Special Education services, English Language Learner Services, Parents Conference Days, Contribution Days, Book Fair, Grandparents Day, 4-H and field trip experiences that expand teaching and learning into the real world. There are many opportunities for community and school based involvement including: Open House, Relay for Life, Fall and Spring Festivals, Community Beauty Pageants, Parades, Youth Ball Programs, Christmas on the River. Our school has the opportunity each year to see theater productions at our local high school and the Demopolis Community Theatre. U.S. Jones is very fortunate to have an active PTO. They provide multiple instructional, equipment and technology resources each year.

U.S. Jones Elementary School is also a Title I school. This status provides extended support opportunities, such as: After School Tutoring and our 21st Century Community Learning Center. All of our classrooms are well equipped with state-of-the-art technology and internet access. Our school participates in a 1:1 Chromebook initiative for grades 3-5. Students go to special area classes four times per week. Those special areas consist of computer (coding), Intervention, library and counseling.

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.

Vision - Love, Learn, Lead

Mission - U.S. Jones Elementary School's Mission is to ensure that students are safe, loved, and provided opportunities to develop academically, socially, and emotionally by learning the 7 Habits of Happy Kids and mastering the Alabama College and Career Readiness Standards so that all students can be leaders in life.

Motto - Where hope beings, and dreams come true!

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.

Decrease office referrals

Increase student growth and educational achievement

Develop Student Leadership skills

Additional Information

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

We continue to look for ways to improve how we provide the community up-to-date information and further enhance activities that benefit our students, teachers, parents and community. We are very proud of our student broadcast/journalism program which produces our daily WUSJ school newscast. This daily news broadcast provides our community, teachers and students with daily announcement, character education and school activities for the week. WUSJ is a feeder program that helps develop students for the Demopolis Middle School broadcasting program. The district website provides access to the individual schools in our system. This enables U.S. Jones to showcase any information, activities and provides resources that are pertinent just to our school. The website also has the capability to send callout to all of our stakeholders to keep them informed of upcoming events. This gives the public a better view of Demopolis City Schools.

We provide gifted/enrichment activities all grade levels. Teachers use art and technology in different subject areas to enforce learning within the standard being taught. Our enrichment activities are extensions of our curriculum. Through interaction and hands-on learning each student will be encouraged to look deeper at their own community and culture to see the beauty and richness within, increasing pride and community involvement as they grow.

We provide multiple learning opportunities through the use of our two computer labs. Each computer lab provides 50 minutes of instruction weekly to all of our students. One computer lab is used to remediate or reinforce skills previously taught in the classroom. Students are given benchmark tests 3 times per year. This allows students to also work on skills not mastered or provide those students who have mastered the skills with assignments that challenge them. The second computer lab is used as a Coding with Robotics and Mini Drones class. It is because of the support from the Demopolis City Schools Foundation, we were able to implement this curriculum. All of our students, grade 3-5, are given the opportunity to learn to code. Through the use of code.org, Tynker robots and mini drones, our students are given challenges that enable them to learn to solve problems while working collaboratively in groups. By providing this class, U.S. Jones is preparing the way for our students to have success by learning essential skills that are needed in the job market of their future.

Field trips play an important role in the education process for our students. Through our Gifted Programs, students in our fifth grade go to Dauphin Island Sea Lab to participate in a two day study on the coastal environment. Students in our fourth grade visit the state capital and the Native American Festival in Moundville each year to enhance their learning in Alabama History. Groups of student from our fourth and fifth grades go to the Alabama 4-H Science School to study the environment and some Alabama History.

The U.S. Jones Extended Day Program is a vital part of our school. This program is funded by a 21st Century Grant. The program offers tutoring services, homework help, enrichment activities, robotics, Summer Theatre program and STEM activities. This program encourages regular school attendance, academic success and peer supports. The 21st Century Grant provides field trip opportunities for our students during the summer. They go to NASA Space Center in Huntsville, Alabama, All Fired Up Pottery in Tuscaloosa, AL and have the opportunity to ride on an Amtrak Train. The 21st Century Grant also helps to fund several camps during the summer (Art, Robotics and Drama camps).

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 ACIP committee consists of representatives from all grade levels as well as the principal, media specialist, parents and community representatives. The community leaders were selected from previous involvement in the school system. Parents were selected through their involvement in the school. These individuals were contacted through letters and phone conversation. The community representatives and parents were given an opportunity to select a meeting date. The remaining days were selected during the initial meeting. During this time members were informed of their roles as a committee member.

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

The ACIP committee consists of representatives from all grade levels as well as the principal, leadership team, media specialist, parents and community representatives. The community leaders were selected from previous involvement in the school system. Parents were selected through their involvement in the school. These individual were contacted through letters and phone conversation. The community representatives and parents were given an opportunity to select a meeting date. The remaining days were selected during the initial meeting. During this time members were informed of their roles as a committee member.

Each group was presented information, data, etc. to understand the direction U.S. Jones Elementary School must go to meet the needs of our students and to ensure their success. Goals, standards, curriculum, and programs were reviewed and input was given. The development of the plan was put together with each group having input in the process. Once the final draft was completed it was presented and finalized.

Administrative Team

Tori Infinger, Principal

Tracy Stewart, Assistant Principal

Valtina Bowden, Counselor

Tammy Knott, Teacher

Gina Johnson, Central Office

Parent Members

Tammie Beverly

Latrice Phillips

Betsey Stephens

ACIP

U. S. Jones Elementary School

Teachers

3rd Grade

A.J. Etheridge
Julie Harrison
Tanya Patterson
Kelly Easter
Etta Pope
Kristy Smith
Kristi Stokes
Mary Stuedeman

4th Grade

Jennifer Bedsole
Victoria Loper
Janalee Duke
Beth Lindsay
Gloria Mims
Whitney Mosley
Stephanie Pittman
Stephanie Polk

5th Grade

Patrica Bolden
Braswell Braswell
Addy Card
Dana Dossett
Anna Foy
Jennifer Helms
Germaine Dansby
Leah Wilson

Gifted

Dana Hill

PE

Brian Bradley
Meagan Gurley

Special Education

Anne Johnson

Margie Jackson

Tammy Knott

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

The final improvement plan was communicated to all stakeholders during the final meeting. The LEA and principal read and discussed the entire improvement plan and allowed committee members to ask questions. The committee meets four times during the school term. The final improvement plan was shared with the faculty and staff during several faculty meetings. The plan is also posted on the school's website.

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		Scantron Principals Report Needs Assessment

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?

Grade 3 - Math 9% of Students Exceeding (Distinguished Learners)

Grade 3 - Reading 8% of Students Exceeding (Distinguished Learners)

Grade 4 - Math 3% of Students Exceeding (Distinguished Learners)

Grade 4 - Reading 6% of Students Exceeding (Distinguished Learners)

Grade 5 - Math 1% of Students Exceeding (Distinguished Learners)

Grade 5 - Reading 4% of Students Exceeding (Distinguished Learners)

Grade 5 - Science 11% of Students Exceeding (Distinguished Learners)

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

Scantron was not administered during 16-17 school year and trend data is not available.

Which area(s) indicate the overall highest performance?

3rd Grade Math - 51% of students exceeding or Ready (88 students)

4th Grade Reading - 45% of students exceeding or Ready (82 Students)

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

Scantron Data is not available from 16-17 School year to determine a trend

Between which subgroups is the achievement gap closing?

Scantron was not administered during the 16-17 school year and comparative data is unavailable to determine achievement gaps using the SY 2018-2019

same assessment tool.

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

Black males and all special education students are consistently in need our attention. These two sub-groups also show deficits in classroom weekly assessments.

On going areas of assistance:

Extended Day

Title I Tutoring

Inclusion Teachers and SPED pull out.

Intervention times built into each subject areas

Moby Max Intervention Lab - 40 minutes weekly

Areas in Need of Improvement

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

Reading and Math for Special Education Students

Reading and Math for Black Males and Black Females

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

Scantron was not administered during the 16-17 school year and trend data is not available at this time.

Which area(s) indicate the overall lowest performance?

3rd Grade Reading - 34% (85 Students)

5th Grade Math - 42% (109 Students)

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

Special Education

Black Males and Black Females

Between which subgroups is the achievement gap becoming greater?

Special Education and All Students

Black Males and Caucasian Students

Black Females and Caucasian Students

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

Achievement Gaps are present between:

Special Education Students and All Students

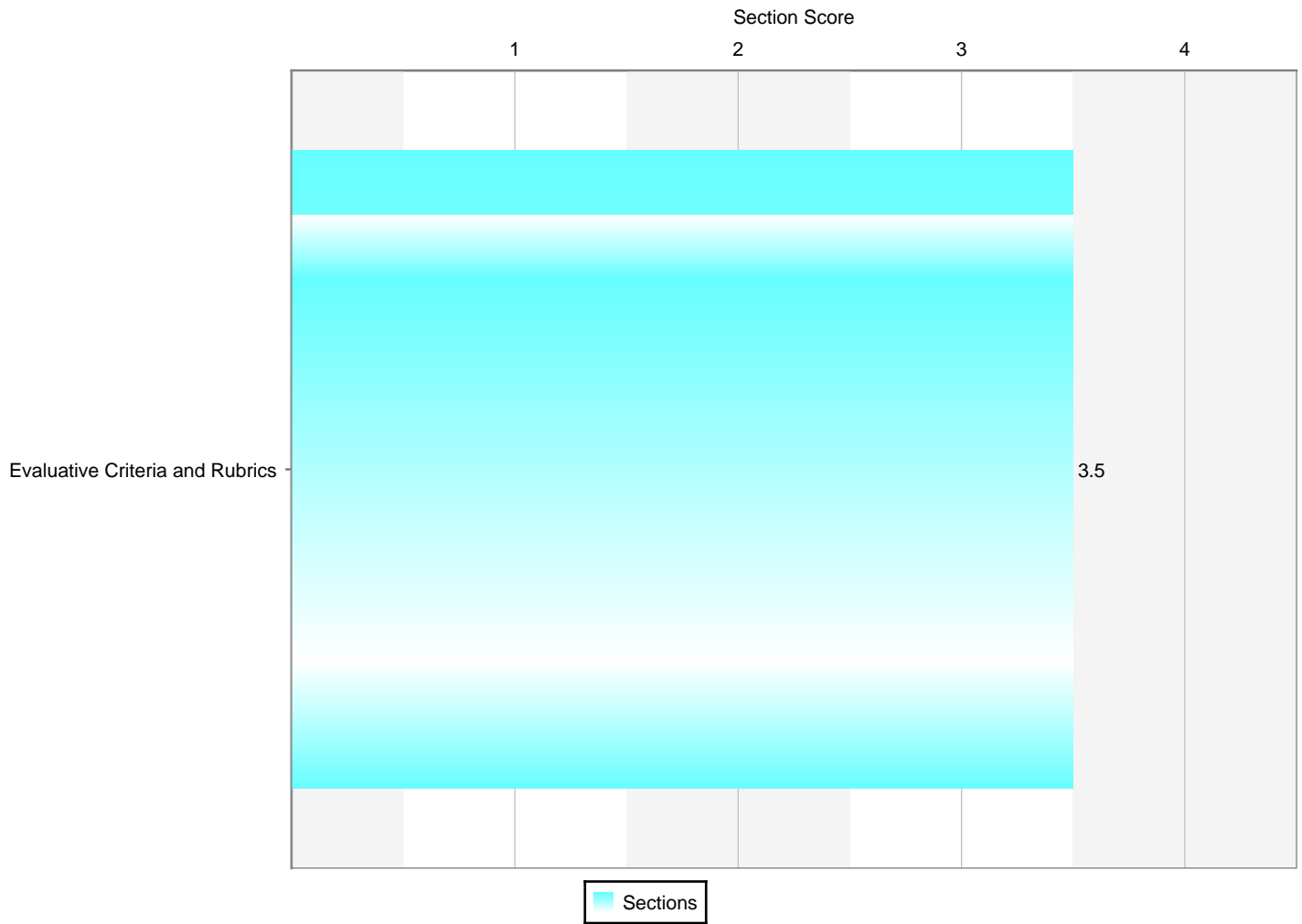
Black Males and Caucasian Students

Black Females and Caucasian Students

Reported Findings are aligned with STAR, Moby Max, and Classroom Grades

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		ILT

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		non-discrimination

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		non discrimination

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

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

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 1: High Reliable and High Performance Organization: We will significantly increase stakeholder satisfaction and perception by focusing on high quality service.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
2	Goal 2: Support for the Whole Child: We will support every child, every day through intervention and support to meet their academic and social-emotional needs, to ensure they are ready to learn and are successful in school.	Objectives: 2 Strategies: 4 Activities: 7	Organizational	\$0
3	Goal 3: Foundation for Success in Schools: We will educate students by providing high quality instruction and best instructional practices that engage them in tasks that strengthen their academic achievement and growth.	Objectives: 10 Strategies: 5 Activities: 6	Organizational	\$0

Goal 1: Goal 1: High Reliable and High Performance Organization: We will significantly increase stakeholder satisfaction and perception by focusing on high quality service.

Measurable Objective 1:

collaborate to increase stakeholder satisfaction and perception by focusing on high quality service. by 05/24/2019 as measured by Fall, Winter, and Spring Surveys.

Strategy 1:

High Quality Customer Service - All staff will greet and assist any stakeholder that enters the front office and provide high quality customer service.

Category: Develop/Implement Student and School Culture Program

Activity - Customer Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Office staff will participate in ongoing professional learning in the area of customer service and satisfaction.	Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	Secretary, Book Keeper, Nurse, Counselor, Principal, Assistant Principal, Counselor

Measurable Objective 2:

collaborate to commit to a resilience approach when faced with challenging situations by 05/24/2019 as measured by Fall, Winter, and Spring Surveys.

Strategy 1:

Innovate Solutions - As we face challenges and undesired outcomes, as a staff we will innovate solutions to correct errors and improve stakeholder satisfaction.

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

Activity - Stakeholder Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transparency must be built through honest and ongoing stakeholder feedback. This includes employee feedback through surveys and supervisor feedback through evaluations.	Other - Continuous Improvement	08/13/2018	05/24/2019	\$0	No Funding Required	All staff

Goal 2: Goal 2: Support for the Whole Child: We will support every child, every day through intervention and support to meet their academic and social-emotional needs, to ensure they are ready to learn and are successful in school.

Measurable Objective 1:

demonstrate a behavior of a positive support for students in the areas of student leadership, behavior, and social-emotional learning. by 05/24/2019 as measured by a decrease in office referrals.

Strategy 1:

Positive Behavior Intervention Supports - All staff will participate in ongoing professional development in the area of PBIS.

Category: Develop/Implement Turnaround Principles

Activity - PBIS Schoolwide Consequences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on increasing positive behaviors and decreasing negative behaviors by modeling appropriate behavior, rewarding positive behavior, and focusing on changing and modifying student behavior through increased parental contacts, implementing a classroom behavior accountability system, and teaching students appropriate behaviors.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	No Funding Required	All staff

Strategy 2:

Whole School Improvement Model (Leader in Me) - Leader in Me (LiM) is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with the leadership and life-skills they need to thrive in the 21st century. Leader in Me is based on a theory of change we refer to as the See-Do-Get cycle. When you change the way you See things, it influences what you Do, and the results you Get. Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to: teach LEADERSHIP to every student, create a CULTURE of student empowerment, and align systems to drive results in ACADEMICS.

Category: Develop/Implement Student and School Culture Program

Activity - 7 Habits Training for all Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will participate in the 7 Habits Training.	Professional Learning	08/08/2018	08/09/2018	\$0	District Funding	All staff

Activity - Lighthouse Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lighthouse Coordinator and Lighthouse Team Members will participate in professional learning to understand the role and impact of the Lighthouse Team.	Professional Learning	09/26/2018	09/26/2018	\$0	District Funding	Lighthouse Team, Principal and Assistant Principal

Activity - Professional Action Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

U. S. Jones Elementary School

We will develop professional action teams where all staff members are engaged on a team for whole school transformation.	Professional Learning	10/08/2018	05/24/2019	\$0	No Funding Required	Lighthouse Team and all staff members
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Strategy 3:

Transition Programs - Students from each grade will visit classrooms in the next grade level for the school year. 5th Grade Students will visit the Middle School, 2nd Grade Students from Westside will visit U.S. Jones, and students in grades 3 will visit 4th grade classrooms and students in grade 4 will visit 5th grade classrooms.

Category: Develop/Implement Student and School Culture Program

Activity - Middle School Visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade Students will visit Demopolis Middle School in the Spring to acclimate to the transition into Middle School during the 19-20 school year.	Academic Support Program, Behavioral Support Program, Field Trip	05/01/2019	05/24/2019	\$0	No Funding Required	5th Grade Teachers, 6th Grade Teachers at DMS, Leadership Team

Activity - 3rd and 4th Grade Visitations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3rd and 4th Grade students will visit classrooms in the next grade to ensure a smooth transition into the 19-20 school year at U.S. Jones.	Academic Support Program, Behavioral Support Program	05/01/2019	05/24/2019	\$0	No Funding Required	3rd, 4th, and 5th Grade Teachers, and Leadership Team

Measurable Objective 2:

increase student growth in the areas of reading and math through developing and aligning appropriate interventions by 05/24/2019 as measured by Spring Scantron Reading and Math Assessments.

Strategy 1:

Response to Instruction/Intervention - Teachers will utilize informal and formal assessments to determine appropriate interventions for students not mastering standards.

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

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide appropriate instruction to students based on individual academic needs.	Academic Support Program	10/29/2018	05/24/2019	\$0	No Funding Required	Teachers, Leadership Team

Goal 3: Goal 3: Foundation for Success in Schools: We will educate students by providing high quality instruction and best instructional practices that engage them in tasks that strengthen their academic achievement and growth.

Measurable Objective 1:

demonstrate student proficiency (pass rate) of 53% in 3rd Grade Math by 05/24/2019 as measured by Spring Scantron Math Assessment.

(shared) Strategy 1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	No Funding Required	Principal and Assistant Principal
Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Teachers, Principal, Assistant Principal

(shared) Strategy 2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	No Funding Required	Principal and Leadership Team

(shared) Strategy 3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy 4:

Standards Based Teacher Created Assessments - Teachers will develop standards based teacher created assessments based upon student needs to master the Alabama College and Career Readiness Standards.

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

Activity - Standards Based Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in the area of standards based teacher created assessments provided by the Principal through modeling, demonstrating, and providing required support.	Professional Learning	01/01/2019	05/24/2019	\$0	No Funding Required	Principal, Teachers

Measurable Objective 2:

demonstrate student proficiency (pass rate) of 46% in 4th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment .

(shared) Strategy 1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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U. S. Jones Elementary School

Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Teachers, Principal, Assistant Principal
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(shared) Strategy 2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	No Funding Required	Principal and Leadership Team

(shared) Strategy 3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 3:

demonstrate student proficiency (pass rate) of 44% in 5th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment.

(shared) Strategy 1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

U. S. Jones Elementary School

Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	No Funding Required	Principal and Assistant Principal
Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Teachers, Principal, Assistant Principal

(shared) Strategy 2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	No Funding Required	Principal and Leadership Team

(shared) Strategy 3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 4:

demonstrate student proficiency (pass rate) of 36% in 3rd Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

(shared) Strategy 1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Teachers, Principal, Assistant Principal

(shared) Strategy 2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	No Funding Required	Principal and Leadership Team

(shared) Strategy 3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 5:

demonstrate student proficiency (pass rate) of 47% in 4th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

(shared) Strategy 1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	No Funding Required	Principal and Assistant Principal
Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Teachers, Principal, Assistant Principal

(shared) Strategy 2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	No Funding Required	Principal and Leadership Team

(shared) Strategy 3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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U. S. Jones Elementary School

Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides
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Measurable Objective 6:

demonstrate student proficiency (pass rate) of 39% in 5th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

(shared) Strategy 1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Teachers, Principal, Assistant Principal

(shared) Strategy 2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	No Funding Required	Principal and Leadership Team

(shared) Strategy 3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 7:

demonstrate student proficiency (pass rate) of 35% in 5th Grade by 05/24/2019 as measured by Spring Scantron Science Assessment .

(shared) Strategy 1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Teachers, Principal, Assistant Principal

(shared) Strategy 2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	No Funding Required	Principal and Leadership Team

(shared) Strategy 3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 8:

increase student growth on ACCESS to 9% of students testing at 4.8 or higher by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy 1:

WIDA Can Do Descriptors - Teachers will focus on meeting ELL students' needs based on the Can Do Descriptors and performance scores on the ACCESS in the domains of listening, speaking, reading, and writing.

Category: Develop/Implement Learning Supports

Activity - ACCESS Domain Specific Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize student scores on ACCESS in each domain to provide appropriate instruction for each ELL student.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Teachers, Counselor, Leadership Team

Measurable Objective 9:

demonstrate student proficiency (pass rate) of %5 of Special Education Students by 05/24/2019 as measured by Spring Scantron Math Assessment .

(shared) Strategy 1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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U. S. Jones Elementary School

Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides
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Measurable Objective 10:

demonstrate student proficiency (pass rate) of 5% of Special Education Students by 05/24/2019 as measured by Spring Scantron Reading Assessment.

(shared) Strategy 1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7 Habits Training for all Staff	All staff members will participate in the 7 Habits Training.	Professional Learning	08/08/2018	08/09/2018	\$0	All staff
Lighthouse Team Training	Lighthouse Coordinator and Lighthouse Team Members will participate in professional learning to understand the role and impact of the Lighthouse Team.	Professional Learning	09/26/2018	09/26/2018	\$0	Lighthouse Team, Principal and Assistant Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Teachers will provide appropriate instruction to students based on individual academic needs.	Academic Support Program	10/29/2018	05/24/2019	\$0	Teachers, Leadership Team
Standards Based Professional Learning	Teachers will participate in ongoing professional development in the area of standards based teacher created assessments provided by the Principal through modeling, demonstrating, and providing required support.	Professional Learning	01/01/2019	05/24/2019	\$0	Principal, Teachers
3rd and 4th Grade Visitations	3rd and 4th Grade students will visit classrooms in the next grade to ensure a smooth transition into the 19-20 school year at U.S. Jones.	Academic Support Program, Behavioral Support Program	05/01/2019	05/24/2019	\$0	3rd, 4th, and 5th Grade Teachers, and Leadership Team
Small Group Instruction	Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0	Principal, Leadership Team, Teachers, Instructional Aides

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U. S. Jones Elementary School

Customer Service	Office staff will participate in ongoing professional learning in the area of customer service and satisfaction.	Professional Learning	08/06/2018	05/24/2019	\$0	Secretary, Book Keeper, Nurse, Counselor, Principal, Assistant Principal, Counselor
Middle School Visitation	5th grade Students will visit Demopolis Middle School in the Spring to acclimate to the transition into Middle School during the 19-20 school year.	Academic Support Program, Behavioral Support Program, Field Trip	05/01/2019	05/24/2019	\$0	5th Grade Teachers, 6th Grade Teachers at DMS, Leadership Team
PBIS Schoolwide Consequences	Teachers will focus on increasing positive behaviors and decreasing negative behaviors by modeling appropriate behavior, rewarding positive behavior, and focusing on changing and modifying student behavior through increased parental contacts, implementing a classroom behavior accountability system, and teaching students appropriate behaviors.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	All staff
Strategic Teaching Professional Learning	Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0	Principal and Assistant Principal
Scantron Performance Series Data Professional Development	The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0	Principal and Leadership Team
Professional Action Teams	We will develop professional action teams where all staff members are engaged on a team for whole school transformation.	Professional Learning	10/08/2018	05/24/2019	\$0	Lighthouse Team and all staff members
Strategic Agenda Board	Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0	Teachers, Principal, Assistant Principal
ACCESS Domain Specific Instruction	Teachers will utilize student scores on ACCESS in each domain to provide appropriate instruction for each ELL student.	Academic Support Program	11/01/2018	05/24/2019	\$0	Teachers, Counselor, Leadership Team
Stakeholder Feedback	Transparency must be built through honest and ongoing stakeholder feedback. This includes employee feedback through surveys and supervisor feedback through evaluations.	Other - Continuous Improvement	08/13/2018	05/24/2019	\$0	All staff
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	<p>We administered four surveys during the Fall: AdvancED Staff Survey, AdvancED Parent Survey, AdvancEd School Climate (5th grade) and the AdvancEd Student Survey. The staff, parent and student surveys were administered on the web.</p> <p>AdvancED Surveys Fall Staff Fall Parent Fall School Climate (5th grade) Fall Student Surveys Completed 26 38 151 425</p>	

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?

Highest Level Staff Survey: Resources and Support Systems Section: Our school provides qualified staff members to support student learning.

Highest Level Parent Survey: My child has up to date technology.

My child know the expectations for learning in all classes.

Highest Level Student Survey: In my school, teachers want me to do my best work.

Highest Level School Climate (Fifth Grade Students):

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

Staff Survey: All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.

Parent Survey: All of my child's teachers use a variety of teaching strategies and learning activities.

Student Survey: My teachers help me learn things I will need in the future.

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

We will administer multiple surveys in the Spring.

Areas in Need of Improvement

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

AdvancED Surveys

Staff Survey: Our school provides opportunities for students to participate in activities that interest them.

Parent Survey: All of my child's teachers meet his/her learning needs by individualized instruction.

My child has access to support services based on his/her identified needs.

Student Survey: My principal and teachers ask me what I think about school.

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

Staff Survey: Our school provides opportunities for students to participate in activities that interest them.

Parent Survey: We improved our school's purpose statement from the 2017-2018 school year.

Students Survey: My principal and teachers ask me what I think about school.

What are the implications for these stakeholder perceptions?

Parents would like to see more individualized instruction for their students.

Students would like to have voice and choice in school activities.

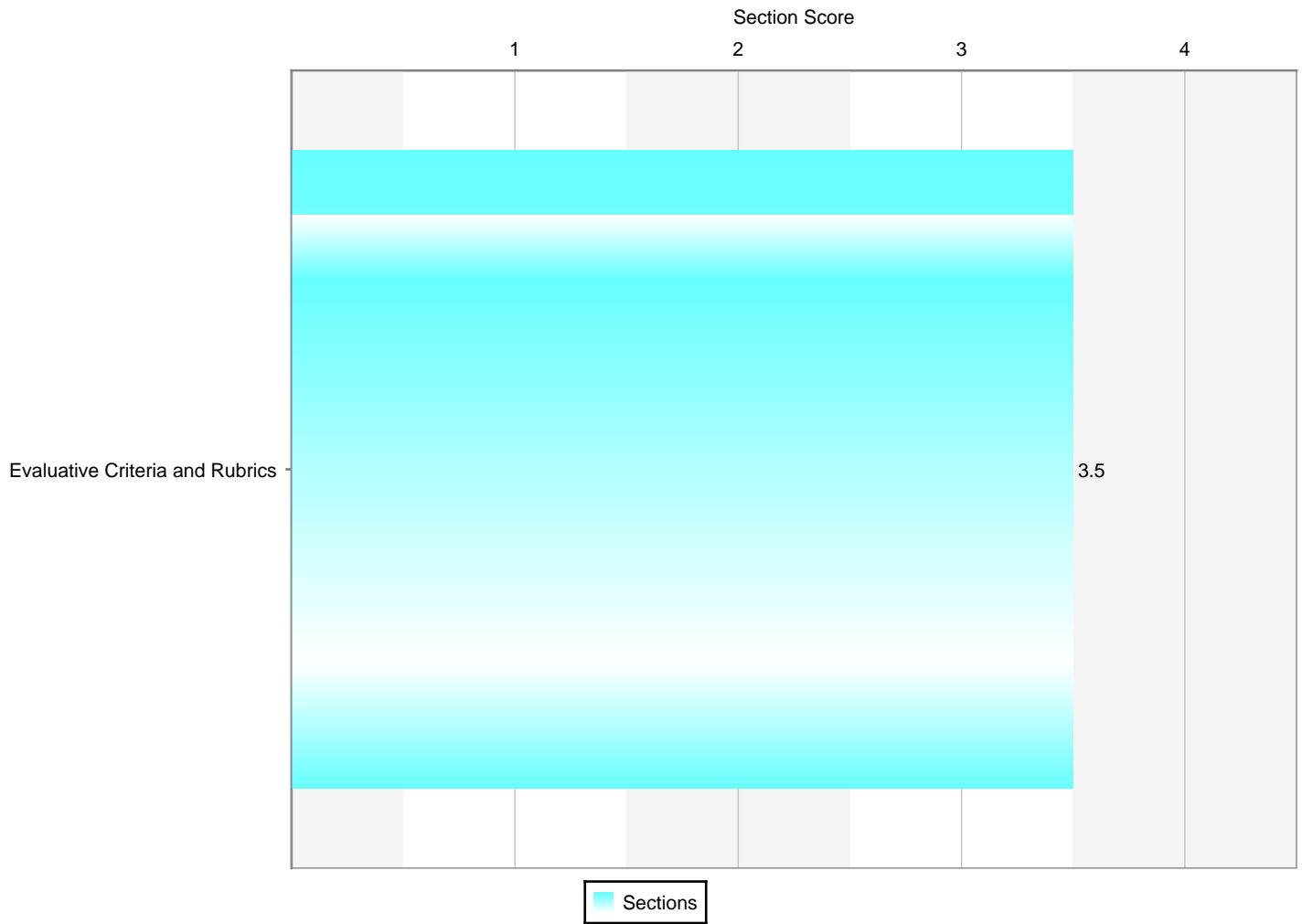
Staff would like to see students participate in activities that interest them.

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

We have not administered another stakeholder survey at this time. We will administer multiple surveys in the Spring.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The Leadership Team disaggregated data during the months of June and July to determine needs of the school. Data sources that were used included Scantron Performance Series Reports, Attendance Data, ACCESS scores, Office Discipline Referrals, and surveys. Data is studied throughout the school year; however, data meetings were held in the summer by the Leadership Team to identify students academic performance from the Spring Performance Series . Data used is based on assessments that include DIBELS Next (3rd Grade), STAR, Moby Max, and Scantron Performance Series. Results are compiled to formulate a plan to address those needs. The plan utilizes the school's current teaching strategies and priorities as well as new strategies provided by professional development. In addition to academic data, other areas of need are also addressed, i.e. parent, teacher, and student surveys, and attendance reports for students.

What were the results of the comprehensive needs assessment?

Academic:

3rd Grade Reading Performance was 34% Proficient (Ready or Exceeding) and 65% was Non-Proficient (Close or In Need of Support)

5th Grade Math Performance was 37% Proficient (Ready or Exceeding) and 62% was Non-Proficient (Close or In Need of Support)

Achievement Gap Between Black Students and Caucasian Students is Present

Achievement Gap Between Special Education Students and all students

Behavioral:

Black Males and Females Contributed to 74% or higher of In School Suspensions in each grade level

Attendance/Tardies:

225 Students had 10 or more absences

29 Students had 20 days or more tardy

Retention:

5 Students were retained in Grade 3

What conclusions were drawn from the results?

Black Students are a Focus Sub Group to increase academic achievement and decrease negative behaviors.

Special Education Students are a Focus Sub Group

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Professional Development Needed:

Instructional Staff - Cultural Awareness and Sensitivity

3rd Grade Teachers - Departmentalization Best Practices

Instructional Staff - Data Driven Decision Making Analysis and Interpretation

All Staff - Behavior Management Research-Based Best Practices

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

The following information was concluded:

High Perception Results

Staff - Our school provides qualified staff members to support student learning.

Parent - My child has up to date technology. My child knows the expectations for learning in all classes.

Student - In my school, teachers want me to do my best work.

Low Perception Results

Staff - Our school provides opportunities for students to participate in activities that interest them.

Parent - All of my child's teachers meet his/her learning needs by individualizing instruction. My child has access to support services based on his/her identified needs.

Student - My principal and teachers ask me what I think about school.

Student Achievement

3rd Grade Reading Performance was 34% Proficient (Ready or Exceeding) and 65% was Non-Proficient (Close or In Need of Support)

5th Grade Math Performance was 37% Proficient (Ready or Exceeding) and 62% was Non-Proficient (Close or In Need of Support)

Achievement Gap Between Black Students and Caucasian Students is Present

Achievement Gap Between Special Education Students and all students

School Programs/Processes

Continue AMSTI Implementation and Lessons

Continue Intervention using Moby Max for Reading and Math

Continue DIBELS in 3rd Grade

Restructure In School Suspension

Implement Positive Behavior Intervention Support

Demographic Data

80% of our students receive free and reduced lunch

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

Our goals are based directly on our needs assessments which include a thorough review of our student performance on several types of data. Performance data from DIBELS Next and Scantron Performance Series are included. Other types of data include STAR, Moby Max and progress monitoring. The needs assessment portion of the plan was developed through the collaboration of several committees. Data is studied throughout the school year; however, data meetings held by the grade level teams help determine needs of the school and form specific reform strategies to address those needs. Needs based on DIBELS Next, Moby Max and Scantron Performance Series data are compiled to formulate a plan to address those needs. The plan utilizes the school's current teaching strategies and priorities as well as new strategies which are taught through professional development. In addition to academic data, other areas of need are also addressed. Parent surveys, health fair results, and attendance reports are also reviewed.

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

The Leadership Team developed the Continuous Improvement Plan goals that are currently in place. Common academic assessments used to identify struggling students include DIBELS Next, Moby Max, STAR and Scantron Performance Series. During grade level meetings teachers discuss assessment data and research based strategies to determine any needed changes in instruction. The classroom teachers determine pacing of curriculum using the College and Career Ready Standards and make decisions regarding the needs of students through the assessment of all students within the first month of school. Teachers use the assessment data to determine professional needs, the purchase of teacher resources, and textbooks.

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

All students at U.S. Jones, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced meals through the child nutrition program, Title I services, ELL services, special education services, and counseling services. U. S. Jones Elementary School also uses the Department of Human Resources, The Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performances standards to which all students are held without being stigmatized or isolated. The administrator, counselor, and administrative assistant identify migrant students upon enrollment. Parents or guardians of each student complete an Employment Survey, which determines student eligibility for migrant services. Migrant students have access to all services and programs available to the rest of the students. The administrative assistant and counselor identify limited-English proficient students upon enrollment. Parents or guardians of each student complete a Home Language Survey which determines student eligibility for ELL services. ELL students have access to all services and programs available to the rest of the students. The identified goals of our school-wide plan address the needs of the whole school population and special recognition is given to children who are disadvantaged by a comprehensive overview of all of the data of all students. The population of all the students is a part of our goals and plans. Students who need extra intervention are served through our RtI team.

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:

Goal 1: High Reliable and High Performance Organization: We will significantly increase stakeholder satisfaction and perception by focusing on high quality service.

Measurable Objective 1:

collaborate to increase stakeholder satisfaction and perception by focusing on high quality service. by 05/24/2019 as measured by Fall, Winter, and Spring Surveys.

Strategy1:

High Quality Customer Service - All staff will greet and assist any stakeholder that enters the front office and provide high quality customer service.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Customer Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Office staff will participate in ongoing professional learning in the area of customer service and satisfaction.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Secretary, Book Keeper, Nurse, Counselor, Principal, Assistant Principal, Counselor

Goal 2:

Goal 3: Foundation for Success in Schools: We will educate students by providing high quality instruction and best instructional practices that engage them in tasks that strengthen their academic achievement and growth.

Measurable Objective 1:

demonstrate student proficiency (pass rate) of 53% in 3rd Grade Math by 05/24/2019 as measured by Spring Scantron Math Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

ACIP

U. S. Jones Elementary School

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy4:

Standards Based Teacher Created Assessments - Teachers will develop standards based teacher created assessments based upon student needs to master the Alabama College and Career Readiness Standards.

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

Research Cited:

Activity - Standards Based Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in the area of standards based teacher created assessments provided by the Principal through modeling, demonstrating, and providing required support.	Professional Learning	01/01/2019	05/24/2019	\$0 - No Funding Required	Principal, Teachers

Measurable Objective 2:

demonstrate student proficiency (pass rate) of 47% in 4th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy3:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Measurable Objective 3:

demonstrate student proficiency (pass rate) of 44% in 5th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment.

Strategy1:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 4:

demonstrate student proficiency (pass rate) of 35% in 5th Grade by 05/24/2019 as measured by Spring Scantron Science Assessment .

Strategy1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy2:

ACIP

U. S. Jones Elementary School

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 5:

increase student growth on ACCESS to 9% of students testing at 4.8 or higher by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy1:

WIDA Can Do Descriptors - Teachers will focus on meeting ELL students' needs based on the Can Do Descriptors and performance scores on the ACCESS in the domains of listening, speaking, reading, and writing.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ACCESS Domain Specific Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize student scores on ACCESS in each domain to provide appropriate instruction for each ELL student.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Teachers, Counselor, Leadership Team

Measurable Objective 6:

demonstrate student proficiency (pass rate) of 5% of Special Education Students by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 7:

demonstrate student proficiency (pass rate) of %5 of Special Education Students by 05/24/2019 as measured by Spring Scantron Math Assessment .

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 8:

demonstrate student proficiency (pass rate) of 36% in 3rd Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 9:

demonstrate student proficiency (pass rate) of 46% in 4th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment .

Strategy1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies

ACIP

U. S. Jones Elementary School

to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 10:

demonstrate student proficiency (pass rate) of 39% in 5th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

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:

All students at U. S. Jones Elementary School will become proficient in Math in grades 3-5

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematical computation skills in Mathematics by 05/27/2016 as measured by performance series.

Strategy1:

Math Intervention - Special education (full inclusion teachers) and general education teachers are actively engaged with at risk and special need students within regular classrooms. The special need students will later be pulled out for additional help using math strategies. We will also implement intervention on Friday's during Enrichment for general education students, at risk, and special education students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Response to intervention (RTI)

Activity - Computer Assisted Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be taught the computer skills necessary to take any type test on the computer including the ASPIRE test. Students will be provided with numerous practices on completing performance task on the computer. General ed. students will peer tutor special ed. students to become more self- sufficient in using the computer when taking the ASPIRE and to master common core standards at the same time (edcite.com) .	Technology	08/13/2015	05/27/2016	\$0 - No Funding Required	Computer teachers, regular ed teachers, special education teachers.

ACIP

U. S. Jones Elementary School

Activity - Classworks/ASPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks consultant will facilitate Data Meeting (Analyzing Data) for all teachers in grades 3-5 (including Special Ed. teachers) ASPIRE data will be analysed when it is received by administration and teachers. Teachers will be able to identify who needs additional small group instruction and which standards needs greater emphasis leading into the new year.	Professional Learning	08/13/2015	05/27/2016	\$495 - Title I Schoolwide	Principal, Reading Coach, Classwork Consultant

Activity - Classworks Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular Ed., Special Ed, and Computer teachers will analyze Classwork Data to determine who needs additional small group instruction and what standards to reteach while in small groups. The standard (strands) identified will enable the computer teachers to develop a IEP of skills for students to work on each week they attend computer class. Regular teachers receive a Classworks report about the progress their student make each week.	Professional Learning	08/13/2015	05/27/2016	\$0 - No Funding Required	Principal, Reading Coach, Computer Lab teachers, General Ed. teachers, Special Ed. teachers

Activity - After School & Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with instructions to reinforce skills taught during the school day and skills not mastered on weekly assessments and formatives. Teachers will use IXL(Math/Reading), Read Theory, Quizlet MobyMax, and Edcite website to practice skills and standards not mastered in the classroom.	Tutoring	08/13/2015	05/27/2016	\$0 - Title I Schoolwide	Reading Coach and teachers

Activity - Collaborative Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with Professional Development to assist in closing the gap between general education and special education students. The full inclusion process will be implemented.	Professional Learning	08/13/2015	05/27/2016	\$0 - Title I Schoolwide	State department, Special Ed. Coordinator, principal

Goal 2:

Goal 2: Support for the Whole Child: We will support every child, every day through intervention and support to meet their academic and social-emotional needs, to ensure they are ready to learn and are successful in school.

Measurable Objective 1:

demonstrate a behavior of a positive support for students in the areas of student leadership, behavior, and social-emotional learning. by 05/24/2019 as measured by a decrease in office referrals.

Strategy1:

ACIP

U. S. Jones Elementary School

Positive Behavior Intervention Supports - All staff will participate in ongoing professional development in the area of PBIS.

Category: Develop/Implement Turnaround Principles

Research Cited:

Activity - PBIS Schoolwide Consequences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on increasing positive behaviors and decreasing negative behaviors by modeling appropriate behavior, rewarding positive behavior, and focusing on changing and modifying student behavior through increased parental contacts, implementing a classroom behavior accountability system, and teaching students appropriate behaviors.	Behavioral Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	All staff

Strategy2:

Transition Programs - Students from each grade will visit classrooms in the next grade level for the school year. 5th Grade Students will visit the Middle School, 2nd Grade Students from Westside will visit U.S. Jones, and students in grades 3 will visit 4th grade classrooms and students in grade 4 will visit 5th grade classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - 3rd and 4th Grade Visitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd and 4th Grade students will visit classrooms in the next grade to ensure a smooth transition into the 19-20 school year at U.S. Jones.	Behavioral Support Program Academic Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	3rd, 4th, and 5th Grade Teachers, and Leadership Team

Activity - Middle School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade Students will visit Demopolis Middle School in the Spring to acclimate to the transition into Middle School during the 19-20 school year.	Field Trip Behavioral Support Program Academic Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	5th Grade Teachers, 6th Grade Teachers at DMS, Leadership Team

Strategy3:

Whole School Improvement Model (Leader in Me) - Leader in Me (LiM) is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with the leadership and life-skills they need to thrive in the 21st century. Leader in Me is based on a theory of change we refer to as the See-Do-Get cycle. When you change the way you See things, it influences what you Do, and the results you Get. Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to: teach LEADERSHIP to every student, create a CULTURE of student empowerment, and align systems to drive results in ACADEMICS.

Category: Develop/Implement Student and School Culture Program

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Professional Action Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will develop professional action teams where all staff members are engaged on a team for whole school transformation.	Professional Learning	10/08/2018	05/24/2019	\$0 - No Funding Required	Lighthouse Team and all staff members

Activity - 7 Habits Training for all Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will participate in the 7 Habits Training.	Professional Learning	08/08/2018	08/09/2018	\$0 - District Funding	All staff

Activity - Lighthouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lighthouse Coordinator and Lighthouse Team Members will participate in professional learning to understand the role and impact of the Lighthouse Team.	Professional Learning	09/26/2018	09/26/2018	\$0 - District Funding	Lighthouse Team, Principal and Assistant Principal

Measurable Objective 2:

increase student growth in the areas of reading and math through developing and aligning appropriate interventions by 05/24/2019 as measured by Spring Scantron Reading and Math Assessments.

Strategy1:

Response to Instruction/Intervention - Teachers will utilize informal and formal assessments to determine appropriate interventions for students not mastering standards.

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

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate instruction to students based on individual academic needs.	Academic Support Program	10/29/2018	05/24/2019	\$0 - No Funding Required	Teachers, Leadership Team

Goal 3:

Goal 3: Foundation for Success in Schools: We will educate students by providing high quality instruction and best instructional practices that engage them in tasks that strengthen their academic achievement and growth.

Measurable Objective 1:

demonstrate student proficiency (pass rate) of 35% in 5th Grade by 05/24/2019 as measured by Spring Scantron Science Assessment .

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group

instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 2:

demonstrate student proficiency (pass rate) of 36% in 3rd Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 3:

demonstrate student proficiency (pass rate) of 5% of Special Education Students by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 4:

demonstrate student proficiency (pass rate) of 44% in 5th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies

to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 5:

demonstrate student proficiency (pass rate) of 47% in 4th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy2:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 6:

demonstrate student proficiency (pass rate) of 53% in 3rd Grade Math by 05/24/2019 as measured by Spring Scantron Math Assessment.

Strategy1:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and

ACIP

U. S. Jones Elementary School

decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy2:

Standards Based Teacher Created Assessments - Teachers will develop standards based teacher created assessments based upon student needs to master the Alabama College and Career Readiness Standards.

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

Research Cited:

Activity - Standards Based Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in the area of standards based teacher created assessments provided by the Principal through modeling, demonstrating, and providing required support.	Professional Learning	01/01/2019	05/24/2019	\$0 - No Funding Required	Principal, Teachers

Strategy3:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Strategy4:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated

instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 7:

demonstrate student proficiency (pass rate) of 39% in 5th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy2:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy3:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies

ACIP

U. S. Jones Elementary School

to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Measurable Objective 8:

demonstrate student proficiency (pass rate) of 46% in 4th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment .

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 9:

increase student growth on ACCESS to 9% of students testing at 4.8 or higher by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy1:

WIDA Can Do Descriptors - Teachers will focus on meeting ELL students' needs based on the Can Do Descriptors and performance scores on the ACCESS in the domains of listening, speaking, reading, and writing.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ACCESS Domain Specific Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize student scores on ACCESS in each domain to provide appropriate instruction for each ELL student.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Teachers, Counselor, Leadership Team

Measurable Objective 10:

demonstrate student proficiency (pass rate) of %5 of Special Education Students by 05/24/2019 as measured by Spring Scantron Math Assessment .

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group

ACIP

U. S. Jones Elementary School

instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

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:

Goal 2: Support for the Whole Child: We will support every child, every day through intervention and support to meet their academic and social-emotional needs, to ensure they are ready to learn and are successful in school.

Measurable Objective 1:

increase student growth in the areas of reading and math through developing and aligning appropriate interventions by 05/24/2019 as measured by Spring Scantron Reading and Math Assessments.

Strategy1:

Response to Instruction/Intervention - Teachers will utilize informal and formal assessments to determine appropriate interventions for students not mastering standards.

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

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate instruction to students based on individual academic needs.	Academic Support Program	10/29/2018	05/24/2019	\$0 - No Funding Required	Teachers, Leadership Team

Measurable Objective 2:

demonstrate a behavior of a positive support for students in the areas of student leadership, behavior, and social-emotional learning. by 05/24/2019 as measured by a decrease in office referrals.

Strategy1:

Whole School Improvement Model (Leader in Me) - Leader in Me (LiM) is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with the leadership and life-skills they need to thrive in the 21st century. Leader in Me is based on a theory of change we refer to as the See-Do-Get cycle. When you change the way you See things, it influences what you Do, and the results you Get. Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to: teach LEADERSHIP to every student, create a CULTURE of student empowerment, and align systems to drive results in ACADEMICS.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Action Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will develop professional action teams where all staff members are engaged on a team for whole school transformation.	Professional Learning	10/08/2018	05/24/2019	\$0 - No Funding Required	Lighthouse Team and all staff members

Activity - 7 Habits Training for all Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will participate in the 7 Habits Training.	Professional Learning	08/08/2018	08/09/2018	\$0 - District Funding	All staff

Activity - Lighthouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lighthouse Coordinator and Lighthouse Team Members will participate in professional learning to understand the role and impact of the Lighthouse Team.	Professional Learning	09/26/2018	09/26/2018	\$0 - District Funding	Lighthouse Team, Principal and Assistant Principal

Strategy2:

Transition Programs - Students from each grade will visit classrooms in the next grade level for the school year. 5th Grade Students will visit the Middle School, 2nd Grade Students from Westside will visit U.S. Jones, and students in grades 3 will visit 4th grade classrooms and students in grade 4 will visit 5th grade classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - 3rd and 4th Grade Visitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd and 4th Grade students will visit classrooms in the next grade to ensure a smooth transition into the 19-20 school year at U.S. Jones.	Academic Support Program Behavioral Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	3rd, 4th, and 5th Grade Teachers, and Leadership Team

Activity - Middle School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade Students will visit Demopolis Middle School in the Spring to acclimate to the transition into Middle School during the 19-20 school year.	Field Trip Behavioral Support Program Academic Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	5th Grade Teachers, 6th Grade Teachers at DMS, Leadership Team

Strategy3:

Positive Behavior Intervention Supports - All staff will participate in ongoing professional development in the area of PBIS.

Category: Develop/Implement Turnaround Principles

Research Cited:

Activity - PBIS Schoolwide Consequences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on increasing positive behaviors and decreasing negative behaviors by modeling appropriate behavior, rewarding positive behavior, and focusing on changing and modifying student behavior through increased parental contacts, implementing a classroom behavior accountability system, and teaching students appropriate behaviors.	Behavioral Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	All staff

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

Goal 3: Foundation for Success in Schools: We will educate students by providing high quality instruction and best instructional practices that engage them in tasks that strengthen their academic achievement and growth.

Measurable Objective 1:

demonstrate student proficiency (pass rate) of 5% of Special Education Students by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group
SY 2018-2019

instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 2:

demonstrate student proficiency (pass rate) of 44% in 5th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy3:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Measurable Objective 3:

demonstrate student proficiency (pass rate) of 47% in 4th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy2:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy3:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Measurable Objective 4:

demonstrate student proficiency (pass rate) of 53% in 3rd Grade Math by 05/24/2019 as measured by Spring Scantron Math Assessment.

Strategy1:

Standards Based Teacher Created Assessments - Teachers will develop standards based teacher created assessments based upon student needs to master the Alabama College and Career Readiness Standards.

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

Research Cited:

Activity - Standards Based Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in the area of standards based teacher created assessments provided by the Principal through modeling, demonstrating, and providing required support.	Professional Learning	01/01/2019	05/24/2019	\$0 - No Funding Required	Principal, Teachers

Strategy2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy4:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Measurable Objective 5:

demonstrate student proficiency (pass rate) of 36% in 3rd Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy3:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

ACIP

U. S. Jones Elementary School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 6:

demonstrate student proficiency (pass rate) of 39% in 5th Grade by 05/24/2019 as measured by Spring Scantron Reading Assessment.

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 7:

demonstrate student proficiency (pass rate) of 35% in 5th Grade by 05/24/2019 as measured by Spring Scantron Science Assessment .

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy2:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Strategy3:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

ACIP

U. S. Jones Elementary School

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

Research Cited:

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Measurable Objective 8:

demonstrate student proficiency (pass rate) of 46% in 4th Grade by 05/24/2019 as measured by Spring Scantron Math Assessment .

Strategy1:

Strategic Teaching - Teachers will incorporate Strategic Teaching in each subject area to include best practices and instructional strategies to meet the needs of all students and increase student engagement.

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

Research Cited:

Activity - Strategic Teaching Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in developing strategic lessons and learn instructional strategies to increase student engagement.	Professional Learning	10/15/2018	05/24/2019	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Strategic Agenda Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and post strategic agenda that include CCRS, Outcome, Student Tasks, Math Practices, and other important information essential to student learning.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Teachers, Principal, Assistant Principal

Strategy2:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Strategy3:

Data Driven Decision Making - Professional Development will be provided by the Principal in the area of data analysis, interpretation, and decision making. This includes aligning multiple data points to develop and implement appropriate support and instruction for students.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Scantron Performance Series Data Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and leadership team will provide ongoing professional development in the area of Scantron Performance Series to include how to populate reports, disaggregate data, develop instructional plans for students, and provide appropriate small group instruction.,	Professional Learning	10/22/2018	05/24/2019	\$0 - No Funding Required	Principal and Leadership Team

Measurable Objective 9:

demonstrate student proficiency (pass rate) of %5 of Special Education Students by 05/24/2019 as measured by Spring Scantron Math Assessment .

Strategy1:

Differentiated Instruction - The Principal and Leadership Team will provide ongoing professional develop to staff in the area of differentiated instruction. This includes grouping students based on academic needs, managing a differentiated classroom, and facilitating small group instruction.

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

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development in the area of small group instruction. Teachers will implement small group instruction daily in their classroom.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Leadership Team, Teachers, Instructional Aides

Measurable Objective 10:

increase student growth on ACCESS to 9% of students testing at 4.8 or higher by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy1:

WIDA Can Do Descriptors - Teachers will focus on meeting ELL students' needs based on the Can Do Descriptors and performance scores on the ACCESS in the domains of listening, speaking, reading, and writing.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ACCESS Domain Specific Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize student scores on ACCESS in each domain to provide appropriate instruction for each ELL student.	Academic Support Program	11/01/2018	05/24/2019	\$0 - No Funding Required	Teachers, Counselor, Leadership Team

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.

- U. S. Jones Elementary School provides a translator during all parent informational meetings and conferences for parents who do not speak English. Information is translated to Spanish when needed. This allows all families access to the same information in a language they can understand. Documents are provided in a language (TranAct) for parents to understand. - At least two parent conferences are set up between the teacher and the parents during the school year to discuss the curriculum; goals and expectations for the school year; the child's academic progress; and the assessments and data results of the child. Translators are provided, if needed, for parents of other languages at these meetings. This ensures parents have full access to information about their child and have the opportunity to participate in their education. - Parents are encouraged to call teachers or administrators when a question, suggestion, or concern arises. U. S. Jones Elementary School has an "open door policy" and staff members are committed to listen and respond to parents when they ask for a conference. - An Annual Title I Parent meeting for parents is held annually to discuss Title I programs and parent rights. - Administrators/teachers hold Parenting Night(s) for parents to discuss current curriculum, assessments, and expectations for the current school year.

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

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

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

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

All classroom teachers are certified in elementary education and meet highly qualified standards for the position they are assigned to teach in 2018-2019 school year. Resource teachers providing supplemental instruction are certified in elementary education and in the specific learning disability areas of the students for which they are assigned to teach.

Demopolis City Schools employ teachers who are highly effective and certified in the areas they teach. U. S. Jones Elementary teachers are trained in best practice methods from AMSTI (Math and Science teachers) and ARI (reading teachers). They have also been trained in implementing the Common Core Standards of Instruction for reading and math. The teachers have been trained in administering Scantron Performance Assessments. Our instructional coach and district level instructional coaches meet with the classroom teachers on a regular basis to assist them with problems, concerns, resources, and instructional planning

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?

- 1 Special Education Teacher resigned
- 1 5th Grade Math/Science Teacher was transferred to the Middle School
- 1 Special Education Teacher retired
- 1 5th Grade Math/Science Teacher retired
- 1 4th Grade Reading/Social Studies Teacher transferred to Westside Elementary School

5 out of 29 positions are new to the staff in the 18-19 school year

17% Turnover Rate

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

- 3rd Etheridge, A. J. (BS - K-6 - 8 yrs)
- 3rd Harrison, Julie (M. Ed - P-3; 1-6; Reading K-12 - 20 yrs)
- 3rd Patterson, Tanya (M. Ed. - K-6 - 27 yrs)
- 3rd Easter, Kelly (BS - P-3 - 19 yrs)
- 3rd Pope, Etta (M. Ed. - K-6 - 4 yrs)
- 3rd Smith, Kristy (BS - K-6 - 20 yrs)
- 3rd Stokes, Kristi (BS - P-6 - 15 yrs)
- 3rd Stuedeman, Mary (M. Ed. - 1-6 - 29 yrs)
- 4th Bedsole, Jennifer (M. A. - Early Childhood/Elementary - 17 yrs)
- 4th Duke, Jannalee (M. Ed - K-6 - 9 yrs)
- 4th Lindsay, Beth (M. Ed. - P-6 - 19 yrs)
- 4th Mims, Gloria (BS - K-8 - 24 yrs)
- 4th Mosley, Whitney (M. Ed - P-3; K-6 - 4 yrs)
- 4th Polk, Stephanie (Masters - K-8 - 17 yrs)
- 4th Pittman, Stephanie (M. Ed. - P-6 - 14 yrs)
- 4th Loper, Victoria (Class B - Early Childhood/Elementary - 4 yrs)
- 5th Bolden, Patricia (M. Ed. - Early Childhood/Elementary - 10 yrs)
- 5th (Braswell, Braswell (BS - Elementary/Early Childhood/EE - M Ed - 12 yrs)
- 5th Card, Addy (BS; Med; EdS Elementary Education - 14 yrs)
- 5th Dossett, Dana (M. A. - K-6 - 7 yrs)
- 5th Foy Anna (BS K-6 - 4 yrs)
- 5th Helms, Lucy (BS, MBA, Early Childhood, Elementary - 23 yrs)
- 5th Dansby, Germaine (BS; MA - K-6 - 27
- 5th Wilson, Leah (BS - Elementary Education - 13 yrs)

ACIP

U. S. Jones Elementary School

PE Bradley, Brian (Class A; M. Ed. - PE & Health - 18 yrs)

PE Meagan Gurley (BS - P-12 - 7 yrs)

Sp. Ed. Johnson, Anne (M. Ed. - Special Ed. - 18 yrs)

Sp. Ed. Jackson, Margie (Class A - M.Ed. Collaborative - 17 yrs)

Sp. Ed. Knott, Tammy (BS Sp. Ed - 19 yrs)

Gifted Hill, Dana (BS; MA; EdS - AA - 25 yrs)

Principal - Infinger, Tori (Class AA; Ed.S. Instructional Leader P-12 and Elementary Ed K-6 - 10 yrs)

Assistant Principal - Stewart, Tracy (Class AA; Ed.S. ELEM/Early Childhood P-6 - 29 yrs)

Counselor Bowden, Valtina (BS,M, ED - Counseling - 20 yrs)

Library Media Windham, Emily (Masters - Library Media - 13 yrs)

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).

n/a

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.

Each year we review the data from all testing area and our needs assessments. Professional development is set up accordingly with teacher input. This year our professional activities involve writing (Rick Shelton) and science (AMSTI summer training for all science teachers. We are also involved in Technology (Technology in Motion - Google Docs) and Promethean TV Panel (Classflow).

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

Instructional Staff - Cultural Awareness and Sensitivity Training

3rd Grade Teachers - Departmentalization Best Practices

Instructional Staff - Data Driven Decision Making/Data Analysis and Interpretation

All Staff - Behavior Management Research Based Best Practices

Leader in Me Symposium - Birmingham, Alabama

Get Your Teach On - Orlando, Florida

AETC - Mobile, Alabama

CLAS Fall Conference - Orange Beach, Alabama

CLAS Assistant Principal Conference - Orange Beach, Alabama

CLAS Summer Conference - Montgomery, Alabama

National Elementary School Principal Conference - Boston, Massachusetts

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

time. Each PE pod (half of the teachers in each grade level) is a group mentor. Each grade level as a whole is a group mentor. The school Administrator monitors new teachers closely through Educate Alabama, which provides opportunities for professional development. The district offers training sessions for new teachers through training, information, and support by district personnel. Everyone works together to ensure the success of a new teacher.

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

Professional development is provided and supported through resources within and outside the school. The instructional coach/Reading Coach is available to assist with the implementation of newly learned professional development, planning, and data analysis. ARI specialists are available to support with teaching strategies. Technology resources are available to support any technology needs. Teachers are involved in weekly grade level meetings to plan, share, discuss, and problem solve together - to implement professional development, strategies, data, etc. Teachers and administrators develop a personal learning plan (PLP) based on a personal needs assessment and school data/goals. All certified personnel participate in learning opportunities that support the PLP, and includes external, district-led, and job-embedded training.

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:

Goal 2: Support for the Whole Child: We will support every child, every day through intervention and support to meet their academic and social-emotional needs, to ensure they are ready to learn and are successful in school.

Measurable Objective 1:

demonstrate a behavior of a positive support for students in the areas of student leadership, behavior, and social-emotional learning. by 05/24/2019 as measured by a decrease in office referrals.

Strategy1:

Transition Programs - Students from each grade will visit classrooms in the next grade level for the school year. 5th Grade Students will visit the Middle School, 2nd Grade Students from Westside will visit U.S. Jones, and students in grades 3 will visit 4th grade classrooms and students in grade 4 will visit 5th grade classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - 3rd and 4th Grade Visitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd and 4th Grade students will visit classrooms in the next grade to ensure a smooth transition into the 19-20 school year at U.S. Jones.	Academic Support Program Behavioral Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	3rd, 4th, and 5th Grade Teachers, and Leadership Team

Activity - Middle School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade Students will visit Demopolis Middle School in the Spring to acclimate to the transition into Middle School during the 19-20 school year.	Behavioral Support Program Field Trip Academic Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	5th Grade Teachers, 6th Grade Teachers at DMS, Leadership Team

Strategy2:

Positive Behavior Intervention Supports - All staff will participate in ongoing professional development in the area of PBIS.

Category: Develop/Implement Turnaround Principles

Research Cited:

SY 2018-2019

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Activity - PBIS Schoolwide Consequences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on increasing positive behaviors and decreasing negative behaviors by modeling appropriate behavior, rewarding positive behavior, and focusing on changing and modifying student behavior through increased parental contacts, implementing a classroom behavior accountability system, and teaching students appropriate behaviors.	Behavioral Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	All staff

Strategy3:

Whole School Improvement Model (Leader in Me) - Leader in Me (LiM) is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with the leadership and life-skills they need to thrive in the 21st century. Leader in Me is based on a theory of change we refer to as the See-Do-Get cycle. When you change the way you See things, it influences what you Do, and the results you Get. Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to: teach LEADERSHIP to every student, create a CULTURE of student empowerment, and align systems to drive results in ACADEMICS.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - 7 Habits Training for all Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will participate in the 7 Habits Training.	Professional Learning	08/08/2018	08/09/2018	\$0 - District Funding	All staff

Activity - Professional Action Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will develop professional action teams where all staff members are engaged on a team for whole school transformation.	Professional Learning	10/08/2018	05/24/2019	\$0 - No Funding Required	Lighthouse Team and all staff members

Activity - Lighthouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lighthouse Coordinator and Lighthouse Team Members will participate in professional learning to understand the role and impact of the Lighthouse Team.	Professional Learning	09/26/2018	09/26/2018	\$0 - District Funding	Lighthouse Team, Principal and Assistant Principal

Measurable Objective 2:

increase student growth in the areas of reading and math through developing and aligning appropriate interventions by 05/24/2019 as measured by Spring Scantron Reading and Math Assessments.

Strategy1:

Response to Instruction/Intervention - Teachers will utilize informal and formal assessments to determine appropriate interventions for students not mastering standards.

ACIPU. S. Jones Elementary School

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

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate instruction to students based on individual academic needs.	Academic Support Program	10/29/2018	05/24/2019	\$0 - No Funding Required	Teachers, Leadership Team

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?**

U.S. Jones Elementary faculty recognizes the fundamental factors that must guide student instruction are assessments and bench marking. All teachers are included in all components addressing student assessments, from implementation, interpretation, to planning intervention instruction. All grade levels collaboratively work together with the principal, reading coach, special education teachers and counselor to make decisions on assessment instruments in order to provide continuity between the grades. As the importance of data driven instruction becomes more evident, teachers use student assessments to identify, address and monitor the individual needs of the students, especially students achieving below grade level. Teaching instruction is driven by the assessment data collected. (ACT Aspire (16-17) -Spring, Moby Max - Fall, Winter, Spring, STAR - Fall, Winter, Spring, DIBELS, and Scantron Performance Assessment - Fall, Winter, Spring). The resource teachers and the counselor are always available at these meetings and for extra assistance/input to promote academic success. U. S. Jones Elementary has an instructional and reading coach on campus every other week to assist in data meetings and to work with teachers using data.

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?

Administration, teachers, counselor, and appropriate personnel analyze data (Moby Max, Progress Monitoring, STAR, DIBELS, Scantron Performance Assessment) to determine which students are struggling and need additional support. Those students are provided instruction at the Tier I, II, III levels as deemed appropriate by the team. Extended Day remediation and tutoring intervention are provided as needed. Moby Max intervention activities are provided through our computer labs. Regular classroom progress monitoring and formative assessments drive instruction to meet the needs of students.

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

Regular data meetings, RTI meetings, and grade level meetings are held to discuss data, instruction, and student progress. These meetings are scheduled throughout each month to keep instruction on track and to ensure student success. If the student continues to show little or no progress, classroom interventions will be changed to meet the needs of the individual student.

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.

Extended Day - Daily after school program for students that includes homework help, science club, robotics club, and PE. This is a parent paid program.

Jones Elementary School Club (JES) - This is an after school tutoring program that will begin in November to provide assistance to students in the area of reading and math based on students need. This is a Title I funded program.

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.

Students meeting the definition to qualify in one of the under-served populations are eligible for a free and equal public education. These populations must be provided the same educational opportunities as other students. An equal education affords students in each specific group the "right to":

- a. Access the opportunity to the same public education as the other students in the school
- b. Participate in all school programs and activities offered to the other students that are not in the specific under-served population.
- c. Enroll immediately in school without a delay

ACIP

U. S. Jones Elementary School

- * A special student number will be issued by the district if a social security number is not available.
- * The school will extend every effort to work with the parents to attempt to attain necessary enrollment documents/records.
- * Program services offered: School supplies and free and reduced lunch

ENGLISH-LANGUAGE LEARNERS

If/When an English-language learner, as indicated on the Home Language Survey, enrolls at U. S. Jones Elementary, the name will be given to the Federal Programs Director and counselor. The WAPT screener will be given within ten days of entry after the first week of school. The ELL committee will review the results of the test, approve entry or monitored status and review LEP plans. Parents have the right to give permission for a child to be in ELL, but the students must still be tested with ACCESS yearly. Each student who qualifies will have a Language Education Plan (LEP) based on WIDA ELL standards to which all teachers must adhere.

Each spring a language proficiency exam will be given that consists of speaking, listening, reading, and writing in the core content areas. Once a student achieves a 4.8 overall on ACCESS, they are placed on monitored status. At that time the student will no longer need to take ACCESS, but will be monitored for two years with no accommodations. If the student falls behind, ELL services may be reinstated. Once a student shows academic proficiency for two years, the student will be exited from the ELL program with the ELL committee approval.

HOMELESS STUDENTS:

The parent/guardian of each student enrolling in our school should complete a Student Residency Form. If a student claims to be homeless, or the school believes the student may be homeless, the school official will contact the Homeless Liaison for Demopolis City Schools to assist with determination of status and to follow board policy regarding No Barriers to Enrollment to enroll the student. Any student identified as homeless will be added to the student list of eligible homeless students kept by the Homeless Liaison.

MIGRANT STUDENTS:

Demopolis City School District reviews the Employment Survey completed by the parent or guardian of a new student to determine the possibility of Migrant status.

STUDENTS WITH DISABILITIES

A student who has a disability and has qualified for special education services or 504 will have an Individual Education Plan or 504 Plan developed to meet his/her needs as prescribed by law.

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.

Students meeting the definition to qualify in one of the under served populations are eligible for a free and equal public education. These populations must be provided the same educational opportunities as other students. An equal education affords students in each specific group the right to:

- a. Access the opportunity to the same public education as the other students in the school
- b. Participate in all school programs and activities offered to the other students that are not in the specific under served population
- c. Enroll immediately in school without a delay

- * A special student number will be issued by the district if a social security number is not available
- * The school will extend every effort to work with the parents to attempt to attain necessary enrollment documents/records.
- d. Program Services

ACIP

U. S. Jones Elementary School

- * School supplies
- * Payment of class donation money and costs of field trips
- * Clothing for students to attend school
- * Student referrals for medical insurance coverage is available through the "All Kids" Program
- * Students' sight/vision will be evaluated by school vision screening programs.
- * Free breakfast/lunch will be provided through application approval
- * Counseling services

**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 in financial and instructional planning at U. S. Jones Elementary School. The State of Alabama funds the basic programming in terms of teacher units based on student enrollment. The State of Alabama allocates monies for textbook purchases, which are supplemented by the district. The State of Alabama also allocates instructional supply money for each teacher unit. By using all funds strategically, U. S. Jones achieves its school-wide goals

Highly Qualified teachers' salaries are being taken out. Professional development for teachers to train and instruct them on how to teach students. After school tutoring: Provides students with additional instructions on skills not mastered in the classroom. It is also for our students at risk of failing.

Summer school: When summer school is provided, it is for students who have not mastered skills and need that additional support to be prepared for the next grade. Retired Teachers: When available and needed to provide for additional instruction for students.

Money is also set aside for the homeless students to assist in providing them with the necessary materials to be successful.. Tutoring is provided for the ELL students (part time). Parental involvement funds to purchase supplies to assist parents on how to help their children be successful and money for software.

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

All students at U.S. Jones have access to all services and programs available, including the child nutrition program (free/reduced lunches). Title I services, ELL services, special education services, and counseling services. U.S. Jones also coordinates with the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food , clothing, and shelter. Demopolis City Schools employs local school resource officers.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

The leadership team, and BOE representatives, meet to evaluate the progress and effectiveness of the school wide plan. ACIP is monitored to document supporting evidence of actions and strategies stated. Additionally, overall student data, input from surveys, is looked at annually to monitor overall gains and to make any adjustments and/or changes for the upcoming school year.

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?

Statewide assessments are reviewed annually for school wide areas of strength and areas of improvement.

Moby Max (Fall, Winter, Spring), Scantron Performance Assessment (Fall, Winter, Spring) STAR (Fall, Winter, Spring) and DIBELS (Fall Winter, Spring) to monitor individual student growth and progress.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The effectiveness of its goals and plans through constant monitoring. Annual state assessments are reviewed and the data is analyzed to determine which goals from the previous year have been met. Changes to the plan are based on the information reviewed during this time. The school holds meetings with each grade level to review and discuss individual students identified as needing intervention. Instructional strategies are discussed as a team to help each student reach their potential. Students that continue to struggle despite additional interventions being provided may be referred for further evaluation.

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?

U.S. Jones Elementary Leadership Team, composed of the principal, faculty, parents, and community stakeholders, participated in the planning process. Review of the existing 2017-2018 plan was conducted and new information was taken into account to update and revise the plan for the 2018-2019 school year. Needs were identified and areas of focus for the plan were selected. A summary of the compiled data determining school needs and the purposed focus areas were presented to the entire faculty and stake holders for discussion.

Opportunities were given to answer questions, listen to suggestions and make possible revisions to the overall committee. If revisions are needed, the School-Wide Planning Team will amend the improvement plan and re-submit the document to the faculty and stakeholders for approval. A Title I Annual Parenting Meeting is held at the beginning of each school year to provide updates and changes in the plan to parents, community members and the public to present the overall goals of the current school year plan.

The process of continuous monitoring of the school-wide improvement goals will take place throughout the year by the school-wide team members, committee members, faculty, as well as support of the Board of Education. The school-wide process of implementation requires

ACIP

U. S. Jones Elementary School

continuous monitoring to measure progress toward overall goals. The district personnel will make a minimum of three site visits a year to monitor our school-wide improvement plan in relation to academic achievement.

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.	31.0

Provide the number of classroom teachers.

31

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2197151.93

Total

2,197,151.93

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	108046.26

Total

108,046.26

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	45618.32

Total

45,618.32

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	80955.91

Total

80,955.91

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	73530.87

Total

73,530.87

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10350.0

Total

10,350.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3105.0

Total

3,105.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	18494.0

Total

18,494.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3317.0

Total

3,317.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	168788.56

Provide a brief explanation and breakdown of expenses.

Parental Involvement - \$3,760

0.35 Assistant Principal, 2 aides, 1.5 teachers, subs (salaries and benefits) = \$129, 603.00

Travel -\$1,000

ARI

AMSTI

Leader in Me

Purchased Services - \$22,626.56

Instructional Supplies - \$11,800

Colored Copy Paper

Rubbermaid Containers

Charts

Chart paper

Hanging File Folders

Manilla File Folders

File Stickers

Counseling Curriculum

Markers

Other Instructional Supplies - \$3,760

Title II

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	3924.5

Provide a brief explanation and a breakdown of expenses.

Non Cap Equipment - \$500

Library Resources - \$1000

Subs - \$150

Stipends - \$625

OGAP/AMSTI Stipend

Professional Development - \$1649.50

Leader in Me

ARI

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	46249.0

Provide a brief explanation and a breakdown of expenses.

At Risk

Salary for SAP - \$45,849

Subs - \$200

Materials and Supplies - \$200

Local Funds

Label	Question	Value
1.	Provide the total	178878.0

Provide a brief explanation and breakdown of expenses.

Salary and Benefits - \$10,768

Utilities - \$91,410

Travel - \$4,500

Purchase Services - \$18,200

Instructional Supplies/Environment - \$14,500

Building Services/Improvements - \$34,000

Non-instructional supplies - \$3,500

Dues, reg, other - \$2,000

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))

U.S. Jones Elementary School will provide two separate presentations of the Annual Title 1 Parent Meeting. Parents will be informed of the meetings through flyers, School Website, and newsletters. A PowerPoint presentation provided by the State Department of Education will be used to educate parents on aspects of the Title I program with an emphasis on parental rights. Parents also receive handouts at the beginning of school explaining Title I, its requirements including the 1% set aside and the right of parents involved.

The purpose of the annual meeting of parents of Title I students is:

- Informing parents of the school's participation in Title I
- Explaining the requirements of Title I
- Explaining the rights of parents to be involved

The topics covered in the PowerPoint are as follows:

- What does it mean to be a Title I school?
- What is the 1% Set-Aside for parental involvement?
- What is the LEA Title I Plan?
- What is the LEA Parental Involvement Plan?
- What is a CIP?
- What is the School Parent Compact?
- How do I request the qualifications of my child's teacher(s)?
- How will I be notified if my child is taught by a teacher who is not Highly Qualified?
- How is the Annual Evaluation of Parental Involvement Plan conducted? - How can I be involved in all of the things I'm learning about?

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

1. The leadership team at U. S. Jones Elementary School has a strong belief in the importance of parental involvement and has put measures in place to offer parent meetings on a flexible schedule. There will be three parent meetings during the year. One at the beginning of school at Open House, one during the Fall Parent Conference date and one during the Spring Conference date. Statewide Parenting Day will be held each year in October. Parents may attend scheduled activities in their child's classroom and other various informational sessions. Parenting Day will be held on October 9, 2018. Parents will have any opportunity to visit classrooms and attend our Annual Title I Information Session.

2. U. S. Jones Elementary school believes in involving parents in all aspects of its Title I programs. Parents have the following opportunities for involvement in the decision-making process: Parents are active members of our ACIP team. They will keep the parents informed of various committee works and receive input from parents and committee decisions. They will serve as representatives on decision-making committees and as a contact person for the Title I parents to answer various questions about parent involvement and parent rights. They assist in the parental involvement plan. Parent's/Guardian's receive a copy of The Parental Involvement Plan and it is posted on the school's

website and parents are able to leave feedback. Each year parents are given an opportunity to complete a survey to voice their concerns. Parents are also able to ask questions and make suggestions at the Title I meetings.

3. Funds will be allocated for parent involvement for communication and other informational resources.

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))

- U. S. Jones Elementary School provides a translator during all parent informational meetings and conferences for parents who do not speak English. Information is translated to Spanish when needed. This allows all families access to the same information in a language they can understand. Documents are provided in a language (TranAct) for parents to understand.

- At least two parent conferences are set up between the teacher and the parents during the school year to discuss the curriculum; goals and expectations for the school year; the child's academic progress; and the assessments and data results of the child. Translators are provided, if needed, for parents of other languages at these meetings. This ensures parents have full access to information about their child and have the opportunity to participate in their education.

- Parents are encouraged to call teachers or administrators when a question, suggestion, or concern arises. U. S. Jones Elementary School has an "open door policy" and staff members are committed to listen and respond to parents when they ask for a conference.

- An Annual Title I Parent meeting for parents is held annually to discuss Title I programs and parent rights.

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

The school-parent compact was developed through collaborations of Title I team members which also consist of parents. The Title I committee extended the opportunity for all parents to give their concerns and suggestions at our annual Title I meeting at the beginning of school and other meetings throughout the school year. The committee makes the necessary changes (if any) to the school-parent compact and each parent is given a copy of the compact to be signed and returned. The compacts are stored in the conference room for easy access during conferences. Teachers utilize the compacts during parent-teacher conferences as needed. Compacts may also be used during Problem Solving and RTI Meetings.

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

The Continuous Improvement Plan is posted on the school's website for parents to read and there is also a place for comments and feedback from parents. Parents may provide comments for any section of the CIP through the methods in which they provide any other type of comment - emails, conferences, phone calls, etc. The administration welcomes all concerns and comments.

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)

- Open House is held in August so that parents can meet their child's teacher, get important information, and see the classroom.
- Annual Title I Parent Meeting held in October to address state academic achievement standards and state and local academic standards.
- U. S. Jones Elementary Schools Web Page is kept current and is available to parents 24 hours per day for full information about upcoming school activities.
- Positive Parental Contacts and Parent Conferences are held throughout the school year. Each teacher documents the conferences.
- Weekly Newsletters and Daily Communication Folders and/or agendas are sent home with a summary student progress in academics and behavior, as well as notice of upcoming school activities.
- This year we are having Leader In Me and Math Student Engagement sessions for parents on parenting day as well as other days scheduled throughout the year in which parents receive information to support their child in these subjects.
- Parents also have access to Chalkable INow Parent Portal which allows parents an opportunity to see their child's grades, attendance, discipline on a weekly bases.

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)

- Parent involvement is a continuous area of focus for U. S. Jones Elementary School
- Administration will share with the faculty and staff the Culture Survey and importance of Title I.
- Through focus groups, we are able to analyze data from parent surveys and develop plans to increase parental involvement.
- We have volunteer parents who help administrators plan purposeful activities for parents to meet their needs.
- Parents are provided with instructions when their child is enrolled in tutoring about free websites in which their child has a username and password. The student's homeroom teacher provides materials to assist in fostering learning. Parents are invited to come sit in during tutoring to get hands on experience to help their child develop good study habits.

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)

U. S.Jones Elementary School coordinates its parental involvement program for all Title I parents. We encourage participation in all programs by including parents covered by ELL, migrant, and homeless education programs. Translators are secured for all meetings and documents are translated (TransAct) as needed. PTO meetings are held randomly or as needed in which parents, faculty staff and other members of the communities meet in order to discuss a variety of topics such as PTO Projects, parental involvement, budget, etc. PTO also distributes a quarterly newsletter to all parents. Parents' attendance and input is encouraged. Parent volunteers are also utilized during the school year for various school projects and programs. Email is another resource teachers and parents use to communicate with one another. Weekly Newsletters/daily folders which include a weekly newsletter are sent home by the students. These folders include announcements, class work/homework information, grades, etc. Chalkable INow Parent Portal is also available to parents free of charge. Demopolis City Schools has changed their automated call-out system. This will provide a means of communication between the school and parents. In addition, parents are notified and encouraged to attend activities, meetings and awards programs throughout the year such as: grandparents visiting and eating breakfast with their grandchild on "Grandparents' Day".

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)

- Registration information and school information throughout the school year is translated to Spanish for our Hispanic parents.
- During registration (Open House) information and Title I parent meetings/conferences, a translator is provided for our non-English speaking parents to help in communication.
- Our system has staff that can translate any information given to parents into a language the parents can understand when needed. We often utilize this for important parent information that goes home to parents.
- Translators are secured for parent meetings dealing with their child's academics, progress, attendance, health issues and/or behavior whenever needed for effective communication.

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

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

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

-Parents are encouraged to contact the school for assistance in understanding information that has been sent home with their child. Other parents have volunteered to translate information for those students requiring paperwork in Spanish and paperwork is also sent home in different languages. (Using TransAct to translate information in different languages)

-Throughout the year, parents may request support or make recommendations regarding parental involvement.

-These requests and recommendations are considered by our Parent Involvement Team and School Faculty.

-At the end of the school year, a parents can give suggestions and input into the next school year regarding parental involvement activities: Specific activities, specific topics for workshops; convenient times; communication effectiveness. This Information is analyzed and evaluated. Ideas from these surveys are implemented in the next school years Continuous Improvement Plan.

-The committee and faculty make decisions regarding requests and recommendations. Every effort is made to work with parents in meeting their requests as related to their involvement in their child's education.

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))

-Letters and announcements will be in a language that the parent will understand through a translation software program "Transact". - Volunteers will also be utilized to help translate for parents.

-All notices and information will be, to the extent practicable, provided in a language that parents can understand.

-Our school building is handicapped accessible for parents with disabilities. There is handicapped parking in the front and back of our building for easy access.