



## **ACIP**

### **Harvest School**

**Madison County Board of Education**

Mr. Chris Gunnels  
8845 Wall Triana Hwy  
Harvest, AL 35749-8111

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# Executive Summary

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## 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.

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## 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?**

Harvest Elementary is a Pre K-5 public school in the Madison County School System. The school serves a rural community located approximately twelve miles from Huntsville, Alabama. Harvest Elementary is a growing community. School enrollment is increasing as a result of new homes being built in the area. Presently 730 students are enrolled in grades Pre K-5. We are proud to add an additional Office of School Readiness (OSR) Pre K classroom this school year for a total of two OSR Pre K classrooms. Research supports early learning opportunities and interventions. Strengthening our school and community through early learning is important. In April of 2011, the Harvest Elementary school community was devastated by massive tornadoes that came through the state of Alabama. The community has been rebuilding since, and this has directly impacted the growth of students in the area and Harvest. The community anticipated a growth to occur due to deep community roots supporting the rural Harvest area. Harvest Elementary school's make up is as follows: 46.8% Caucasian, 45.5% African American, 2.7% Multi-Race, 2% Hispanic, 1% Asian, 1% American Indian and 1% Native Hawaiian/ Pacific Islander. Our cultural diversity is a characteristic that we are proud of. Effectively engaging students from diverse backgrounds presents some challenges for our teachers. We are working on making connections with all students and building relationships. Harvest's free and reduced students are 48.2 % (or 350 students). During the 2016 - 2017 school year we were approved by the state to be a Title I school and receive additional funding. This has been a blessing for the Harvest community. This funding will help overcome achievement challenges and provide a stabilizer to help bridge the performance gap of low income students and other students. The school has 53 certified classroom units which includes 1 self-contained special needs.. Additionally, we have 1 stationary computer lab, 4 mobile computer labs, gymnasium, Art/Music portable, a new (2014) state of the art cafeteria and a new (2016) Library/Media Center. Each classroom is equipped with a Promethean Board or an Interactive Touchscreen TV, a group of Ipads and Chromebooks for students to use to enhance student instruction and support learning. Classrooms may contain additional technology but this varies according to grants and previous classroom purchases. However, additional Chromebooks are available for daily checkout. Teachers follow the State Department of Education Course of Study, which includes the Alabama College and Career Ready Standards. Students are taught computer skills for specific grade levels. Students have the opportunity to research, complete projects, take a variety of assessments and engage in enrichment activities. Our Media Center also has resources accessible to all teachers and students. Harvest Elementary is a great place for students to learn and for staff to grow professionally.

Administrators: 2, Registrar: 1, Bookkeeper: 1, Instructional Coach: 2, Interventionist: 2, Media Specialist: 1, Guidance Counselors: 1, Special Education Collaborative: 3, Special Education Aide: 4, Special Education Self Contained: 1, Nurse: 1, Speech Teacher: 1, Technology Aides: 2, Music Teacher: 1, Pre K-5th Grade Teachers: 36, Pre K Aides: 2, PE Teacher: 1, PE Aides: 2, Art Teacher: 1, Plant Manager: 1, Custodians: 3, CNP Manager: 1, Cafeteria: 6, Bus Drivers: 7. Additionally, a social worker is assigned to work at our school one day of the week. We also share a psychometrist, occupational therapist, and physical therapist with other schools in the district. A school resource officer is available as needed from Sparkman Middle School.

Over the past four years, Harvest has experienced three turnovers in the principal and the assistant principal positions. It has also experienced an above average teacher turnover. Currently, the principal is serving in his first full year and the assistant principal is serving her fourth year. Additionally, we have a new guidance counselor, instructional reading coach, and two interventionists. This serves as a challenge as new leaders strive to connect with students and their families while developing stability and a positive school climate.

## School's Purpose

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

Our Motto L.E.A.D. Learn..... Engage..... Achieve.... Dream.....

Our Mission All students learn and achieve at their personal best while developing positive social and emotional skills.

Our Vision At Harvest, we provide a safe, respectful learning environment, guided by high and positive expectations, where all stakeholders are engaged, motivated and accountable for both self and student growth, development and learning.

Our School Pledge, As a member of the Harvest School community, I pledge to respect myself, respect others, and respect our school. I will give my best effort to learn, to be a friend, and to follow school rules.

Our Core Beliefs:

- We believe that every individual is valued and deserves to be treated with respect.
- We believe through high expectations and the development of the whole child, that all students can attain their personal best.
- We believe that purposeful engagement strategies increase student motivation and effort.
- We believe that a positive, structured, nurturing, encouraging, and safe environment is conducive to successful learning.
- We believe that the Harvest community is the school's biggest asset.
- We believe communication is the key to success.
- We believe that student success begins by providing for our students and their basic needs.
- We believe developing trusting relationships leads to a strong community connection and ultimately raises student achievement.

To Accomplish Our Vision, Mission, and Core Beliefs: To accomplish our vision, mission, and core beliefs we have committed to working collaboratively in an ongoing process as a professional learning community. Our PLC is composed of collaborative teams whose members will work interdependently to achieve common school goals. Presently we are engaged in professional development that will clearly define our professional learning community.

Teachers and staff of Harvest Elementary will use various means to communicate on a regular basis with our parents. In order to communicate regularly at Harvest, we will utilize emails, newsletters, Canvas, ListServ, phone calls, Twitter, Facebook, ClassDoJo, and classroom communication binders (graded papers, behavior logs, and announcements).

The administration will continue to meet with parents once a month to offer time for parents to give feedback, ask questions and bring up things that the administration may need to address. The administration will accomplish this by scheduling meetings, having an open door policy and encouraging parents to schedule conferences to meet face to face on pressing concerns and enriching ideas. The Harvest Counselor and Administration is currently partnering with local churches and businesses to help meet the basic needs of our students. They are providing snacks, weekend food packages, and other resources. The churches and business are also providing clothing for our clothing closet, where students can get needed items when necessary. Also, emotional care and stability is provided for many of our students.

Additionally, Harvest will partner with the House of Harvest as needed for our students.

This year, we will continue to provide After School Tutoring and support student groups through student leadership academy. By providing these services, our students will be given opportunities to explore and engage in activities that will allow them to grow both academically and socially. Through the tutoring program, we will be able to fill gaps in their academic progress.

The Alabama College and Career Readiness Standards are taught throughout all subjects. Teachers provide active and engaging lessons that revolve around Alabama's College and Career Readiness Standards (CCRS).

Harvest Elementary School Wide Goals for the 2018 - 2019 academic school year:

1. All students will demonstrate an increase in math proficiency.
2. All students will demonstrate an increase in reading proficiency.
3. Identify barriers to learning and align support systems to address barriers.

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## 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.**

At Harvest Elementary we are proud of the notable achievements and areas of improvement that we have made over the past three years. Some of our achievements include:

### Title I

Harvest Elementary for the first time in several years has qualified to receive Title I services and funds. This is an accomplishment because it will allow teachers, administrators, and staff members to better provide our students with resources, programs, and technology to achieve academic goals.

### Healthier US Schools Award

Harvest Elementary received the Healthier US School Challenge Gold Award in 2014 for creating and maintaining a healthy school environment. Meeting the requirements for the Healthier US School Challenge recognition, demonstrates our deep commitment to create and maintain a healthy school environment by promoting good nutrition and physical activity.

### Women of Defense Grant Recipient

Harvest Elementary is among several schools in Madison County who participated in the Women of Defense Grant. Resources from the grant included working in a partnership with the University of Alabama-Huntsville Engineering students. These engineering students created an interactive model that students can use to show forces and motion. Presently we are working towards a project focusing on simple machines.

### Project Lead the Way

Harvest Elementary is excited to participate in the Project Lead the Way grant opportunity. It is a hands on science based program that empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.

### Greenpower Racing Grant Recipient

Harvest Elementary is excited to participate in the Greenpower Racing grant opportunity. It is a hands on engineering project that strengthens college and career readiness. The program is designed to promote social inclusion through engaging with the diverse population of all young people. Through the program students will be able to demonstrate the importance of engineering and mathematics to solve the problems faced by societies today particularly in the areas of sustainability.

### AMSTI

Third, fourth and fifth grade teachers have completed training to become certified AMSTI teachers. This allows students to participate in the Alabama Math, Science, and Technology Initiative. AMSTI provides professional development, equipment and materials, an on-site support.

### Liberty's Legacy

Second and Fifth grade students actively participate in the Liberty's Legacy program to promote productive citizenship. The students participate in several weeks worth of lessons focusing on productive and positive citizens. At the end of the program an assembly is held to  
SY 2018-2019

honor individuals in the community who are viewed by the students as leaders.

#### Clubs

Clubs are offered for students in kindergarten through fifth grade. These clubs are utilized after school to enrich students academically and socially. Student Leadership Academy Harvest Elementary selected fourth and fifth grade students to attend a week long leadership academy that focused on building leadership skills. The students selected a leadership group and will be engaged in that group throughout the school year.

#### PBIS

The school formed a PBIS team. The team attended a PBIS conference. They created and are currently implementing Harvest expectations.

#### National Junior Honor Society

Harvest Elementary is a member of the National Elementary Honor Society. Students are inducted in the 4th and 5th grades based on scholarship and character. They are given opportunities to participate in project based learning in the community.

#### Sparkman High Mentor Program

The Administration in collaboration with the school counselor has partnered with nearby Sparkman High School's Boys and Girls basketball program to have weekly mentoring visits from Harvest Students. Their focus when spending time together is to develop positive relationships to encourage good decision making and to develop positive relationships with others.

#### Areas of Improvement:

**Area of Focus #1: Academics** Over the past three years Harvest data shows a need for improvement in the areas of reading, and writing. Comparatively math and science tend to show a higher level of proficiency. However, we need to see an academic gain in all areas for our students.

**Area of Focus #2: Behavior** Over the last three years there continues to be a need for improvement in the area of student behavior. Out of school suspensions slightly increased last year. In an effort to decrease and minimize out of school suspension administrators and staff will implement school wide positive behavior supports. Through data collection and observation implementation will be monitored and continually revised for improvement. This area of focus also will continue to concentrate on developing the whole child by looking to continue to grow the schools outreach and partnership with the community. We are also researching programs such as Teach Town to integrate social skills instruction.

**Area of Focus #3: Attendance** Harvest Elementary School is in the process of improving daily attendance. Last year, we were able to decrease chronic absenteeism, but we would like to continue to focus on this. Along with PBIS we will be recognizing parents and students for their continuous effort toward arriving to school on time and ready to learn everyday.

## Additional Information

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

Harvest Elementary school strives to reflect the positive climate, morale and standards of excellence that the public expects. Assessment results continue to stay in line with the national average. Faculty and staff are committed to providing a quality education to all students in an inviting, nurturing and safe environment. Harvest Elementary celebrates success by providing students with memorable events that encourage the love of learning. The building itself has become more appealing inside and out through the a basketball court, renovated courtyard, new library and cafeteria with stage. School-wide Harvest Expectations and decorations have been placed in the hallways to create a kid friendly, academic atmosphere. We have an active PTO that provides monthly events to promote parental involvement within the school environment. We also offer after care services and after school clubs.

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# Improvement Plan Stakeholder Involvement

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## 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.

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## 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.**

Administration chose the teachers that would serve on the Title I Committee to cover all grade ranges, and include special and resource teachers. They serve as the voice for all teachers at meetings. The parents that serve on the Title I Committee volunteered to serve at the Title I parent informational meeting. A community representative was asked to serve by the administration. These stakeholders are valued greatly. The various individuals have valuable ideas to contribute to the well-being of Harvest Elementary. Because of the varied interests we realize the more people involved in contributing to the school's improvement, ownership of the plan increases and everyone works towards a common purpose. When analyzing the results from the Parent, Student and Staff surveys, we were able to determine areas of strengths and areas of need. Goals were created based on school-wide academic data, as well as survey data with feedback from various stakeholders. Utilizing a collaborative instructional improvement target, faculty and staff at Harvest continuously seek ways to improve. We utilize a data driven decision-making process. Data sources such as DIBELS Next, DIBELS Math, STAR Reading, STAR Math, Scantron, as well as, parent, student and staff surveys. This gives stakeholders including teachers, parents, students, administrators and community members a wealth of information to help make informed decisions. Harvest Elementary has an active faculty that meets consistently in professional learning communities to discuss the improvement toward school goals. Harvest has an active PAC - Parent Advisory Committee as well as PTO that also gives feedback to our school during scheduled meetings. At the August Open House meeting the principal invited everyone to attend a Title I informational meeting. The principal conducted a Title I informational meeting ,both in the a.m. and p.m to accommodate varied schedules. At the meeting, parents had an opportunity to provide input. Parents volunteered to serve on the committee and help create our plan. The principal typed the plan into the ASSIST platform. Members were invited back to review the plan and make final suggestions. Once final revisions were made, the plan was submitted for approval. Agendas, minutes and sign in sheets are kept on file in the principal's office.

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

Christopher Gunnels, Principal  
Franetta Ryans, Assistant Principal  
Julie Vandiver, Math Coach  
Trace Lawrence, Reading Coach  
Taryn Savage, Interventionist  
Amy Stoker, Interventionist  
Rebecca Wilkenson, Counselor  
Renee Hall, Kindergarten & First Grade  
Amanda Stults, Second & Third Grade  
Wendy Davis, Fourth & Fifth Grade; Technology & Integration Mentor  
Diana Taylor, Parent  
Jennifer Young, Parent

Dave Weiss, Board Member

Melvin Allen, Stakeholder

Varied members reviewed survey results to determine strengths and challenges to research possible solutions to provide input into content of the plan. Many members provided leadership, moderated discussion and process of the plan along with adding data into the plan.

**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 is communicated to all stakeholders through various media. A copy of the ACIP will be placed on the schools website. An additional copy will be placed in the Library Media Center and the front office. A goal board will be created for students to understand the school's goals and the improvement steps to reach the goals. The plan will also be reviewed and monitored for progress toward the goal during data meetings, building Leadership Team meetings and faculty meetings. The principal will also conduct a Title I meeting to share the final plan with parents and community members on a designated date after school.

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# Student Performance Diagnostic

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## Introduction

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

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### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2017-2018 Student Performance Data Document

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## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

## Areas of Notable Achievement

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

Scantron 3rd-grade data reflects a 14% increase in the area of Math for students proficient in the 3rd and 4th quartiles.

DIBELS Next Kindergarten data reflects an 11% increase on nonsense word fluency from 2016 - 2017 school year data to 2017 - 2018 data.

DIBELS Next 3rd grade data reflects a 19% increase on oral reading fluency from 2016 - 2017 school year data to 2017 - 2018 data.

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

There is a positive trend in performance with 5th-grade math, showing an increase from the 2016 - 2017 school year to the 2017 - 2018 school year.

There is also a positive trend in performance with 4th-grade reading, showing an increase from the 2016 - 2017 school year to the 2017 - 2018 school year.

Third-grade reading also shows a positive trend in reading performance based on the DIBELS Next and Scantron reading data, when compared to the 2016 - 2017 school year to the 2017 - 2018 school year data.

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

Math proficiency data displayed a trend of improvement for the past three years in math for the third and fifth grade.

Reading proficiency data displayed a trend of improvement for the past two years in reading for the third and fifth grade.

Math overall highest performance based on the Scantron assessment was 3rd grade at 69% of students scoring proficient in the 3rd and 4th quartiles.

Reading overall highest performance based on the Scantron assessment was 4th grade at 50% of students scoring proficient in the 3rd and 4th quartiles.

DIBELS Next overall highest performance was kindergarten with 87% scoring at core.

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

Our free and reduced lunch students outperformed our paid lunch students as far as growth as measured on the 2017 - 2018 reading and math Scantron data.

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

2015 Aspire Math

Caucasian 53%

SY 2018-2019

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African American 34%  
19 Point Difference

2016 Aspire Math  
Caucasian 52%  
African American 36%  
16 Point Difference

2017 Aspire Math  
Caucasian 63%  
African American 49%  
14 Point Difference

2018 Scantron Math  
Caucasian 53%  
African American 43%  
10 Point Difference

Math achievement gap closed by 4 points in comparison of Caucasian and African American students. An improvement trend for the past four years.

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

Students improved greatly on STAR Math Assessments as well as the Scantron Assessments.

## Areas in Need of Improvement

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

DIBELS Next- 1st grade is at 70% proficiency and they should be at 80%.  
DIBELS Next 2nd grade is at 72% proficiency and they should be at 80%.  
DIBELS Next 3rd grade is at 75% proficiency and they should be at 80%.  
Scantron Reading 3rd-grade students are performing at 37% proficient in the 3rd and 4th quartiles.  
Scantron Reading 5th-grade students are performing at 39% proficient in the 3rd and 4th quartiles.  
Scantron Math 4th-grade students are performing at 38% proficient in the 3rd and 4th quartiles.

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

There is a negative trend in performance with 1st data as measured by the DIBELS Next Assessment. In addition, there is a negative trend in performance with 3rd and 5th-grade reading as measured by the Scantron Reading Assessment.

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

Math overall lowest performance based on the Scantron assessment was 4th grade at 38% of students scoring proficient in the 3rd and 4th quartiles.  
Reading overall lowest performance based on the Scantron assessment was 3rd grade at 37% of students scoring proficient in the 3rd and 4th quartiles.  
DIBELS Next overall lowest performance was 1st grade with 70% scoring at core.

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

There is a trend of decreasing performance amongst our Caucasian and African American students in the area of reading based off the Scantron Reading Assessment.

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

African American students continue to perform below the Caucasian students in the area of reading.

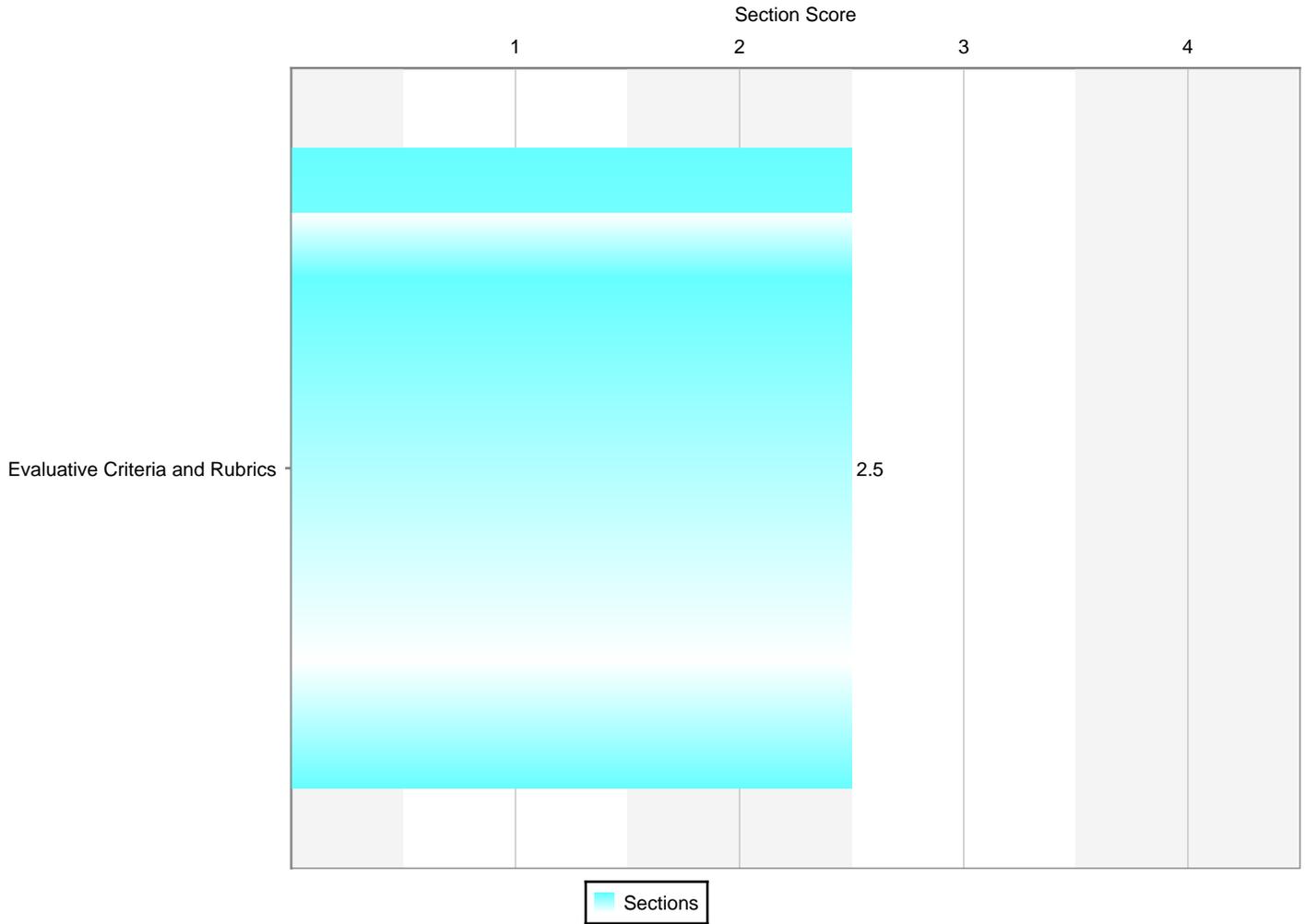
### Which of the above reported findings are consistent with findings from other data sources?

We have not had access to analyze other data sources per subgroups.

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## Report Summary

### Scores By Section



# ACIP Assurances

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## **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.

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## 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	Harvest has an Instructional Leadership Team that is comprised of a diverse group of stakeholders in order for various perspectives and expertise to be accessed. The Harvest Instructional Leadership Team worked collaboratively to develop a CIP which will guide instruction. The Instructional Leadership Team is attached.	Leadership Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Harvest Elementary complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the U.S. Department of Education. The school's statement regarding Equal Education can be found within Madison County Schools Student Code of Conduct on page 27.	Equal Educational Opportunities

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	Harvest falls under the Madison County Equal Education/Employment Opportunity Policy as noted in the Madison County Student Code of Conduct. The person designated to coordinate efforts to comply and carry out non-discrimination responsibilities is as follows: Mr. Matt Massey Superintendent 1275 F Jordan Road, Building B Huntsville, AL 35811 256-852-2557	Hiring Practices

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	Harvest Elementary School has a Parent Involvement Plan as required by ESSA Section 1116 (d). The plan contains the mandatory component of a School Parent Compact as well as flexible meeting times, means of notifying parents, and evaluation of parent involvement.	Parental Involvement Plan 2018 - 2019

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	Harvest Elementary School has a School-Parent Compact as required by the mandatory components of ESSA Section 1116 (d). The compact was jointly developed with parents of participating students.	School Parent Compact

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# Goals and Plans for ACIP 2018 - 2019

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## Overview

### Plan Name

Goals and Plans for ACIP 2018 - 2019

### Plan Description

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## 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	All students will demonstrate an increase in reading proficiency	Objectives: 2 Strategies: 4 Activities: 13	Organizational	\$167565
2	Identify barriers to learning and align support systems to address barriers.	Objectives: 2 Strategies: 3 Activities: 10	Organizational	\$85818
3	All students will demonstrate an increase in math proficiency.	Objectives: 2 Strategies: 3 Activities: 10	Organizational	\$134168

## Goal 1: All students will demonstrate an increase in reading proficiency

Status	Progress Notes	Created On	Created By
N/A	While the students at HES did show a tremendous amount of growth in Reading, our overall goal was not met for the 2018-2019 school year. Our Dibels objective was to reach a proficiency of 73% and we reached 72%.	May 13, 2019	Chris Gunnels
N/A	According to DIBELS Next mid-year data, we are not on track to meeting our measurable objective goal of increasing to 73 %. Currently, we are at 66% proficient and our goal is 73% by the Spring assessment. Teachers have begun implementing Professional learning communities in all grade levels. Weekly teachers focus their discussions on essential standard progress for each student and creating formative assessments to drive their instruction. Teachers have been involved in professional development that focuses on the implementation of evidence-based practices for continuous improvement. Instructional technology and software have been purchased and utilized in PK-5th-grade classrooms. An Interventionist was hired and works with K-5 teachers and students. After-school tutoring is up and running for grades 3-5th grade for Reading and Math. Dollywood Imagination Library is available for children in the community that qualify to receive books monthly that are developmentally appropriate. Multisensory and morphology instructional strategies are being used in grades K-5 to meet the needs of our students. We currently have two OSR PreK classrooms that implement a full day classroom experience for four-year-olds in our community.	January 30, 2019	Chris Gunnels

### Measurable Objective 1:

increase student growth by 3% in third, fourth, and fifth grade student proficiency by 05/24/2019 as measured by Scantron Reading Assessment from Fall to Spring.

### Strategy 1:

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels.

Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work.

Bloomington, IN: Solution Tree Press

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

Harvest School

The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. Title I funds will be spent for substitutes and fringes, in state/out of state and local travel for professional learning. Conferences may include but not limited to PLC conferences, Blue Ribbon conference, Multisensory Reading, data meetings, and in school professional development offerings.	Professional Learning	08/01/2018	05/24/2019	\$4932	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches
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Status	Progress Notes	Created On	Created By
In Progress	Teachers have begun implementing Professional learning communities in all grade levels. Weekly teachers focus their discussions on essential standard progress for each student and creating formative assessments to drive their instruction. Teachers have been involved in professional development that focuses on the implementation of evidence-based practices for continuous improvement.	February 15, 2019	Julie Vandiver

Activity - Instructional Materials and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase consumable materials and supplies to support literacy instruction. Items may include technology for instruction, supplemental curriculum for phonics and multisensory instruction.	Other, Academic Support Program	08/01/2018	05/24/2019	\$1250	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy 2:**

Learning Supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier 1 and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching. Thousand Oaks, CA: Corwin, A Sage Company.

Activity - Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I funds will be used to hire an instructional resource teacher to provide classroom support and student intervention. The interventionist will provide support for teachers with planning, instruction and assessment. The interventionist will also provide tier III instruction to students that are referred for tier III instruction by the PST team.	Academic Support Program	08/01/2018	05/24/2019	\$53617	Title I Part A	Administrators, Interventionists
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Activity - Professional Learning on Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model. Connected to the PLC model professional learning will focus on answering the four critical questions in order to strengthen core instruction as well as tiered instruction in order to meet the needs of individual students.	Academic Support Program	08/01/2018	05/24/2019	\$1000	State Funds	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional software such as IXL, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$2099	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success. Title I funds will be used to pay hourly salaries and benefits.	Academic Support Program	10/01/2018	05/24/2019	\$5092	Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

**ACIP**

Harvest School

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to purchase Chromebooks, Interactive ClearTouch Panels, and mobile stands.	Technology	12/03/2018	05/31/2019	\$56242	Title I Part A	Administrator

**Measurable Objective 2:**

demonstrate a proficiency of 73% of all students meet benchmark in grades kindergarten, first, and second by 05/24/2019 as measured by DIBELS Next.

**Strategy 1:**

Phonics Instruction - Implement evidence based practices to improve phonics instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Vaughn, S. (n.d.). Research-Based Methods of Reading Instruction, Grades K-3 : Grades K-3. ASCD

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPIRE materials, REWARDS materials, ink, cardstock, magnet strips, OG products, multisensory items and other consumable materials and supplies for reading instruction.	Academic Support Program	08/01/2018	05/24/2019	\$250	Title I Part A	Administrator s, Teachers, Support Staff, Instructional Coaches

Activity - Multi-Sensory and Morphology Instructions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will utilize multi-sensory and morphology instructional strategies. Funds will use to provide substitute teachers to teachers observing other teachers implement multi-sensory and morphology instructions.	Direct Instruction	08/01/2018	05/24/2019	\$1000	Other	Administration , Instructional Coaches, Teachers, Support Staff.

**ACIP**

Harvest School

Activity - Dollywood Imagination Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To foster a love of reading for Harvest Pre-School children and their families by providing them with a gift of a book each month. Dollywood will be mailing high quality, age appropriate books directly to their homes, to make children excited about books and to feel the magic books can create. This will ensure that every child will have books, regardless of their family income.	Parent Involvement	08/01/2018	05/24/2019	\$1000	Title I Part A	Administration , Instructional Coaches, Resource Support Staff.

**Strategy 2:**

Implement Preschool - Students will participate in a preschool program to prepare students for kindergarten by introducing early literacy and math skills as well as social interactions.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Y., W., B., B., E., G., . . . Society for Research in Child Development. (2016, October 28). Investing in Our Future: The Evidence Base on Preschool.

Retrieved from <https://www.fcd-us.org/the-evidence-base-on-preschool/>

Activity - Cerified Preschool Teacher and Aux Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to supplement OSR grant funds to include teacher and aid salaries and benefits and substitutes.	Academic Support Program	08/01/2018	05/24/2019	\$35479	Title I Part A	Administrators, Teachers, Support Staff

Activity - Instructional Materials and Supplies - Pre-K	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be used to purchase consumable classroom supplies, technology, and other instructional materials and supplies to support the Pre-K program.	Academic Support Program	08/01/2018	05/24/2019	\$604	Title I Part A	Administrators, Teachers, Support Staff

Activity - Professional Learning for Pre-K Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Preschool teachers will participate in learning activities related to teaching preschool literacy, math, and socialization skills. Possible training opportunities will include GOLD training, OWL training, and the Pre-K Conference. Funds may also be used to pay substitutes to provide classroom coverage.	Academic Support Program	08/01/2018	05/24/2019	\$5000	Other	Administrators, Teachers, Support Staff
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## Goal 2: Identify barriers to learning and align support systems to address barriers.

Status	Progress Notes	Created On	Created By
N/A	For the barriers goal for the 2018-2019 school year, HES met our behavioral objective by decreasing office referrals and our attendance objective of decreasing chronically absent students.	May 13, 2019	Chris Gunnels
N/A	According to attendance data, we are currently on track to decrease chronic absenteeism for the 2018-2019 school year. A decrease in Chronic absenteeism can be attributed to the work of our Social worker, attendance conferences with parents, quarterly incentives, and constant implementation of monitoring and communicating attendance rates with both students and parents. At this time, we are on track to meet our measurable objective to decrease office referrals for inappropriate physical contact of another person. The decrease in inappropriate physical contact can be attributed to PBIS training, professional development with a focus on appropriate behavioral strategies, parent-teacher conferences, and building relationships with community stakeholders. Also, five teachers were able to attend the Blue Ribbon conference and brought back ideas and strategies to increase student engagement.	January 30, 2019	Chris Gunnels

### Measurable Objective 1:

demonstrate a behavior that will decrease chronic absenteeism by 05/24/2019 as measured by comparing the number of students with chronic absences in spring 2018 with the number of students with chronic absences in spring 2019.

### Strategy 1:

Supports and Interventions for Chronic Absenteeism - Implement supports and intervention for students with chronic absenteeism.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

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Harvest School

Activity - Social Worker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social worker will be utilized to help develop and implement interventions, strategies, and supports to help alleviate students with chronic absenteeism.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$60000	District Funding	Administrators, Teachers, Support Staff, Social Worker, Instructional Coaches

Activity - Attendance Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social worker or administrator will meet with parents of students who are chronically absent or have unexcused absences.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$500	Other	Administrators, Teachers, Support Staff, Interventionist, Instructional Coaches

**Strategy 2:**

Incentive Program for Attendance - Develop and implement an incentive program for attendance.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

Activity - Quarterly Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded each quarter for perfect attendance.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$1500	Other	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

Activity - Monitor & Communicate Attendance Rates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance rates will be monitored on a consistent basis and displayed in the front hallway of the school for stakeholders to view our progress.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$500	Other	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

**Measurable Objective 2:**

demonstrate a behavior that will decrease office referrals by 05/24/2019 as measured by comparing the number of office referrals in spring 2018 with the number of office referrals by spring 2019.

**Strategy 1:**

Learning Supports & Tiered Instruction for Behavior - All faculty and staff will implement and model positive behavior interventions and supports (PBIS) throughout the school year. The school will have PBIS reward activities throughout the year to honor students who have received academic and behavior praises.

Category: Develop/Implement Learning Supports

Research Cited: Sander, E. R. (2008). Positive behavioral interventions and supports

Activity - Positive Behavior Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports(PBIS) to improve leadership skills behavior and school climate. Incentives for behavior will be purchased for students.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$1000	General Fund	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

**ACIP**

Harvest School

Activity - Summer Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports (PBIS) to improve leadership skills behavior and school climate by engaging students in the summer leadership academy. Title I funds will be used to pay for hourly salaries and benefits.	Behavioral Support Program, Academic Support Program	08/01/2018	07/31/2019	\$8000	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Professional Development with a focus on behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities will be available for staff members to attend. Title I funds will be used to cover costs of the professional development registration and fees, travel, hotel, food, lodging, or any other expenses associated with the professional development. Some professional development opportunities that staff may attend are: Blue Ribbon Conference, Ron Clark Academy, Lonnie Jones, etc.	Behavioral Support Program	08/01/2018	05/24/2019	\$4930	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To promote parent involvement, parents will be invited to conference with the teacher twice during the school year. Parents will be asked to conference with teacher, counselor and school administrators to discuss academics and for students having difficulty complying with the behavior expectations. They will collaborate to devise a plan to improve the student's behavior and for parents to also reinforce school behavior expectations at home. Title I funds will be used to pay for substitutes so that teachers can offer conferences at convenient times for parents.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$3231	Title I Part A	Administrators, Teachers

Activity - Home School Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school will use multiple ways to communicate on going events with parents. Methods will include: Canvas, InTouch, INOW, Husky Happenings (School-wide Newsletter), classroom newsletters, Remind, Class DoJo, Renaissance Place, student planners, and student communication binders. Various supplies such as printer paper, printer ink, postage, binders for K-5, planners for 1-5, printing of parent documents, binding of parent materials, stamps, and other mailing supplies will be purchased.	Parent Involvement	08/01/2018	05/24/2019	\$1226	Title I Part A	Administrator s, Teachers, Instructional Coaches
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Activity - Blue Ribbon Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to cover cost of Blue Ribbon Conference registration, travel expenses, food, and hotel for 5 teachers. The 5 individuals in attendance will then come back and share with the faculty and staff what we need to do in order to become a Blue Ribbon School.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$4931	Title I Part A	Administrator s, Teachers

### Goal 3: All students will demonstrate an increase in math proficiency.

Status	Progress Notes	Created On	Created By
N/A	For the 2018-2019 school year, HES made a lot of growth in the area of Math. However, we did not meet our overall Math goal. We did meet our Dibels Math objective by increasing from 45% to 80.5%. Our Scantron objective was to go from 62% to 65% and we stayed at 62%.	May 13, 2019	Chris Gunnels
N/A	According to DIBELS Math mid-year data, we are on track to meeting our measurable objective goal of increasing by 3%. Currently, we are at 56% proficient and our goal is 48% by the Spring assessment. Teachers have begun implementing Professional learning communities in all grade levels. Weekly teachers focus their discussions on essential standard progress for each student and creating formative assessments to drive their instruction. Teachers have been involved in professional development that focuses on the implementation of evidence-based practices for continuous improvement. Instructional technology and software have been purchased and utilized in PK-5th-grade classrooms. Math resource teacher was hired and works with K-5 teachers and students. After-school tutoring is up and running for grades 3-5th grade for Reading and Math.	January 30, 2019	Chris Gunnels

#### Measurable Objective 1:

increase student growth by 3% in first and second grade student proficiency by 05/24/2019 as measured by DIBELS Math Assessment from Fall to Spring.

**Strategy 1:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels.

Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work.

Bloomington, IN: Solution Tree Press

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. Funds may be used to fund consultants from Solution Tree, professional development opportunities from Solution Tree, multi sensory math instruction, OGAP, substitutes for classroom coverage, or mileage to attend professional learning opportunities registration fees for conferences. Teachers will participate in data meetings and job-embedded professional learning.	Academic Support Program	08/01/2018	05/24/2019	\$4931	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In professional learning communities teachers and instructional coaches will create common formative assessments to drive our instruction. Substitutes and stipends may be used to provide teachers time for this work.	Academic Support Program	08/01/2018	05/24/2019	\$1000	Other	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy 2:**

Evidence Based Practices - Implement evidence based practices for continuous improvement.

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

Research Cited: Hulbert, E. T. (2017). A focus on multiplication and division: Bringing research to the classroom. New York, NY: Routledge.

Activity - OGAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional coach will attend OGAP training to further pedagogy on best mathematical practices. Funds may be used to pay for substitutes for professional learning as well as instructional materials and supplies needed to support implementation.	Academic Support Program	08/01/2018	05/24/2019	\$1000	General Fund	Administrator, Teachers, Instructional Coach

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to purchase materials and supplies to enhance mathematical understanding. Supplies include but may not be limited to supplemental curriculum, consumable supplies, technology for instruction, and math instructional resources.	Academic Support Program	08/01/2018	05/24/2019	\$1250	Title I Part A	Administrator s, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Technology and Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional software such as IXL, Math Seeds, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom. In addition, Title I funds will be used to purchase technology supplies such as Chromebooks, iPads, Interactive TVs, etc.	Academic Support Program	08/01/2018	05/24/2019	\$2099	Title I Part A	Administrator s, Teachers, Support Staff, Instructional Coaches

**Measurable Objective 2:**

demonstrate a proficiency of 65% of third, fourth, and fifth grade students performing in the top two quartiles by 05/24/2019 as measured by the Scantron Math Assessment from Fall to Spring.

**Strategy 1:**

Learning supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups.

Coaches will meet participate in the coaching cycle to improve Tier 1 and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching. Thousand Oaks, CA: Corwin, A Sage Company.

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to pay the salary and fringes of the Math Instructional Coach for the purpose of improving achievement. Math instructional coach will provide instructional resources and support to classroom teachers and intervention support for students.	Academic Support Program	08/01/2018	05/24/2019	\$83616	Title I Part A	Administrators, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning to build capacity for math instruction. Teachers may participate in local professional development, observations, professional learning communities, and other trainings.	Academic Support Program	08/01/2018	05/24/2019	\$4930	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Supplies and Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: OGAP Materials, Rekenreks, Fraction tiles, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$250	Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**ACIP**

Harvest School

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success. Title I funds will be used for hourly salary and benefits for tutors.	Academic Support Program	10/01/2018	05/24/2019	\$5092	Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

Activity - Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and fringes for an intervention teacher to work with small group math instruction and intervention.	Academic Support Program	08/01/2018	05/29/2019	\$30000	Title I Part A	Amy Stoker

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Intervention	Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports(PBIS) to improve leadership skills behavior and school climate. Incentives for behavior will be purchased for students.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$1000	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists
OGAP	Teachers and instructional coach will attend OGAP training to further pedagogy on best mathematical practices. Funds may be used to pay for substitutes for professional learning as well as instructional materials and supplies needed to support implementation.	Academic Support Program	08/01/2018	05/24/2019	\$1000	Administrator, Teachers, Instructional Coach
<b>Total</b>					\$2000	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning on Rtl	Teachers will engage in professional learning on how to properly implement the response to instruction model. Connected to the PLC model professional learning will focus on answering the four critical questions in order to strengthen core instruction as well as tiered instruction in order to meet the needs of individual students.	Academic Support Program	08/01/2018	05/24/2019	\$1000	Administrators, Teachers, Support Staff, Instructional Coaches
<b>Total</b>					\$1000	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development with a focus on behavior	Professional Development opportunities will be available for staff members to attend. Title I funds will be used to cover costs of the professional development registration and fees, travel, hotel, food, lodging, or any other expenses associated with the professional development. Some professional development opportunities that staff may attend are: Blue Ribbon Conference, Ron Clark Academy, Lonnie Jones, etc.	Behavioral Support Program	08/01/2018	05/24/2019	\$4930	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists
Instructional Technology and Software	Instructional software such as IXL, Math Seeds, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom. In addition, Title I funds will be used to purchase technology supplies such as Chromebooks, iPads, Interactive TVs, etc.	Academic Support Program	08/01/2018	05/24/2019	\$2099	Administrators, Teachers, Support Staff, Instructional Coaches
Instructional Supplies and Materials	Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: OGAP Materials, Rekenreks, Fraction tiles, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$250	Administrators, Teachers, Support Staff, Instructional Coaches
Instructional Materials and Supplies - Pre-K	Funds will be used to purchase consumable classroom supplies, technology, and other instructional materials and supplies to support the Pre-K program.	Academic Support Program	08/01/2018	05/24/2019	\$604	Administrators, Teachers, Support Staff
Professional Learning	The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. Funds may be used to fund consultants from Solution Tree, professional development opportunities from Solution Tree, multi sensory math instruction, OGAP, substitutes for classroom coverage, or mileage to attend professional learning opportunities registration fees for conferences. Teachers will participate in data meetings and job-embedded professional learning.	Academic Support Program	08/01/2018	05/24/2019	\$4931	Administrators, Teachers, Support Staff, Instructional Coaches
Interventionist	Salary and fringes for an intervention teacher to work with small group math instruction and intervention.	Academic Support Program	08/01/2018	05/29/2019	\$30000	Amy Stoker
Instructional Software	Instructional software such as IXL, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$2099	Administrators, Teachers, Support Staff, Instructional Coaches
Professional Learning	Teachers will engage in professional learning to build capacity for math instruction. Teachers may participate in local professional development, observations, professional learning communities, and other trainings.	Academic Support Program	08/01/2018	05/24/2019	\$4930	Administrators, Teachers, Support Staff, Instructional Coaches

**ACIP**

Harvest School

Blue Ribbon Conference	Title I funds will be used to cover cost of Blue Ribbon Conference registration, travel expenses, food, and hotel for 5 teachers. The 5 individuals in attendance will then come back and share with the faculty and staff what we need to do in order to become a Blue Ribbon School.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$4931	Administrator s, Teachers
Materials and Supplies for Instruction	SPIRE materials, REWARDS materials, ink, cardstock, magnet strips, OG products, multisensory items and other consumable materials and supplies for reading instruction.	Academic Support Program	08/01/2018	05/24/2019	\$250	Administrator s, Teachers, Support Staff, Instructional Coaches
Resource Teacher	Title I funds will be used to pay the salary and fringes of the Math Instructional Coach for the purpose of improving achievement. Math instructional coach will provide instructional resources and support to classroom teachers and intervention support for students.	Academic Support Program	08/01/2018	05/24/2019	\$83616	Administrator s, Instructional Coaches
Summer Leadership Academy	Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports (PBIS) to improve leadership skills behavior and school climate by engaging students in the summer leadership academy. Title I funds will be used to pay for hourly salaries and benefits.	Behavioral Support Program, Academic Support Program	08/01/2018	07/31/2019	\$8000	Administrator s, Teachers, Support Staff, Instructional Coaches, Interventionist s
After School Tutoring	After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success. Title I funds will be used for hourly salary and benefits for tutors.	Academic Support Program	10/01/2018	05/24/2019	\$5092	Administrator s, Teachers, Instructional Coaches, Interventionist s
Parent Teacher Conferences	To promote parent involvement, parents will be invited to conference with the teacher twice during the school year. Parents will be asked to conference with teacher, counselor and school administrators to discuss academics and for students having difficulty complying with the behavior expectations. They will collaborate to devise a plan to improve the student's behavior and for parents to also reinforce school behavior expectations at home. Title I funds will be used to pay for substitutes so that teachers can offer conferences at convenient times for parents.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$3231	Administrator s, Teachers
Technology	Title I funds will be used to purchase Chromebooks, Interactive ClearTouch Panels, and mobile stands.	Technology	12/03/2018	05/31/2019	\$56242	Administrator

Home School Connection	The school will use multiple ways to communicate on going events with parents. Methods will include: Canvas, InTouch, INOW, Husky Happenings (School-wide Newsletter), classroom newsletters, Remind, Class DoJo, Renaissance Place, student planners, and student communication binders. Various supplies such as printer paper, printer ink, postage, binders for K-5, planners for 1-5, printing of parent documents, binding of parent materials, stamps, and other mailing supplies will be purchased.	Parent Involvement	08/01/2018	05/24/2019	\$1226	Administrators, Teachers, Instructional Coaches
Materials and Supplies for Instruction	Title I funds will be used to purchase materials and supplies to enhance mathematical understanding. Supplies include but may not be limited to supplemental curriculum, consumable supplies, technology for instruction, and math instructional resources.	Academic Support Program	08/01/2018	05/24/2019	\$1250	Administrators, Teachers, Support Staff, Instructional Coaches
Instructional Materials and Supplies	Purchase consumable materials and supplies to support literacy instruction. Items may include technology for instruction, supplemental curriculum for phonics and multisensory instruction.	Other, Academic Support Program	08/01/2018	05/24/2019	\$1250	Administrators, Teachers, Support Staff, Instructional Coaches
Dollywood Imagination Library	To foster a love of reading for Harvest Pre-School children and their families by providing them with a gift of a book each month. Dollywood will be mailing high quality, age appropriate books directly to their homes, to make children excited about books and to feel the magic books can create. This will ensure that every child will have books, regardless of their family income.	Parent Involvement	08/01/2018	05/24/2019	\$1000	Administration, Instructional Coaches, Resource Support Staff.
Professional Learning	The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. Title I funds will be spent for substitutes and fringes, in state/out of state and local travel for professional learning. Conferences may include but not limited to PLC conferences, Blue Ribbon conference, Multisensory Reading, data meetings, and in school professional development offerings.	Professional Learning	08/01/2018	05/24/2019	\$4932	Administrators, Teachers, Support Staff, Instructional Coaches
Interventionist	Title I funds will be used to hire an instructional resource teacher to provide classroom support and student intervention. The interventionist will provide support for teachers with planning, instruction and assessment. The interventionist will also provide tier III instruction to students that are referred for tier III instruction by the PST team.	Academic Support Program	08/01/2018	05/24/2019	\$53617	Administrators, Interventionist
Cerified Preschool Teacher and Aux Teacher	Title I funds will be used to supplement OSR grant funds to include teacher and aid salaries and benefits and substitutes.	Academic Support Program	08/01/2018	05/24/2019	\$35479	Administrators, Teachers, Support Staff

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After School Tutoring	After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success. Title I funds will be used to pay hourly salaries and benefits.	Academic Support Program	10/01/2018	05/24/2019	\$5092	Administrators, Teachers, Instructional Coaches, Interventionists
<b>Total</b>					<b>\$315051</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor & Communicate Attendance Rates	Attendance rates will be monitored on a consistent basis and displayed in the front hallway of the school for stakeholders to view our progress.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$500	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches
Professional Learning for Pre-K Teachers	Preschool teachers will participate in learning activities related to teaching preschool literacy, math, and socialization skills. Possible training opportunities will include GOLD training, OWL training, and the Pre-K Conference. Funds may also be used to pay substitutes to provide classroom coverage.	Academic Support Program	08/01/2018	05/24/2019	\$5000	Administrators, Teachers, Support Staff
Formative Assessments	In professional learning communities teachers and instructional coaches will create common formative assessments to drive our instruction. Substitutes and stipends may be used to provide teachers time for this work.	Academic Support Program	08/01/2018	05/24/2019	\$1000	Administrators, Teachers, Support Staff, Instructional Coaches
Attendance Conferences	Social worker or administrator will meet with parents of students who are chronically absent or have unexcused absences.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$500	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches
Multi-Sensory and Morphology Instructions	The teachers will utilize multi-sensory and morphology instructional strategies. Funds will use to provide substitute teachers to teachers observing other teachers implement multi-sensory and morphology instructions.	Direct Instruction	08/01/2018	05/24/2019	\$1000	Administration, Instructional Coaches, Teachers, Support Staff.

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Quarterly Incentives	Students will be rewarded each quarter for perfect attendance.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$1500	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches
<b>Total</b>					\$9500	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Worker	Social worker will be utilized to help develop and implement interventions, strategies, and supports to help alleviate students with chronic absenteeism.	Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$60000	Administrators, Teachers, Support Staff, Social Worker, Instructional Coaches
<b>Total</b>					\$60000	

# 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.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Harvest Stakeholder Feedback

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## Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

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## Areas of Notable Achievement

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

The overall highest level of satisfaction or approval:

Parent- Did you participate in any of the following activities offered this year? List your own Title I activities. See samples (4.83)

Parent-Check any of the following items that would help you attend Title I Activities:(3.65)

Parent-What is the best way for the school to share information about your child and school activities? (2.52)

Staff- "Our school's purpose statement is clearly focused on student success." (4.23)

Staff- Our school provides instructional time and resources to support our school's goals and priorities (4.17)

Staff- Our school leaders hold all staff members accountable for student learning. (4.14)

Students-" N/A 2018-2019

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

Our School Culture here at Harvest Elementary clearly indicates that everyone wants to be involved in HES' student success. We are committed to involving every stakeholder toward our student achievement. During the 2017-2018 school year, MCBOE implemented professional learning communities which provides us the opportunity to work collaboratively in ongoing processes of collective inquiry and action research to achieve better results for our students. HES teachers have been scheduled common planning time to focus on school goals, priorities, and student learning. The entire staff is accountable for student learning, therefore the trend toward moving forward includes "All".

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

Upon review of the 2017-2018 school year, stakeholders have addressed their concerns about how they can get involved to help with HES' behavioral actions with students who are constantly involved in a disciplinary issue. Our culture has gradually changed and has been noted that the behavioral actions are improved. HES is working toward a growth positive mindset for all, therefore we implement the PBIS Plan. The PBIS plan has helped decrease our office referral from 168 to 119 for the 2017-2018 school year.

## Areas in Need of Improvement

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

Parent-Do you know how you can be involved in school planning/review committees? (0.3)

Parent-Do you feel welcome in your child's school? (0.9)

Parent-Do you know about the school's referral program to community services outside of the school? (Such services may be adult literacy programs, social services, etc.) (.28)

Staff-All teachers in our school have been trained to implement a formal process that promotes discussion about student learning. (3.77)

Staff-In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills. (3.74)

Staff- In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. (3.71)

Student\_ N/A 2017-2018

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

The 2017-2018 surveys indicate that our school leaders and administration need to improve communication with parents regarding how to access programs and community services outside of school. Our school principal addressed this during PTO meeting, three invitational Title I meetings, and through phone system messenger. We will continue to meet the needs of our HES parents so we can gain them as our partners. Teachers would like a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. This will be addressed by our "Student Recognition" committee for the 2018-2019 school year.

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

After reviewing the data, we foresee parents will feel more informed about community services this school year because we plan to have a family night which will include all of our resource specialist and paraprofessional. In addition to hosting an "Informative Resource Session" during the Family Reading Night. We also plan to utilize Facebook, Twitter, Listserv, Smore, Phone Data System, and Paper informative newsletters to keep everyone informed and involved. Parents will be more educated and informed on how to access these resources.

The staff at HES reveals a difficulty with providing equitable learning experiences for all student groups. We note this to a high percentage of students with behavior concerns and IEP's at HES. Teachers find it difficult to meet the needs of students who they identify as a challenge to learn the skills taught.

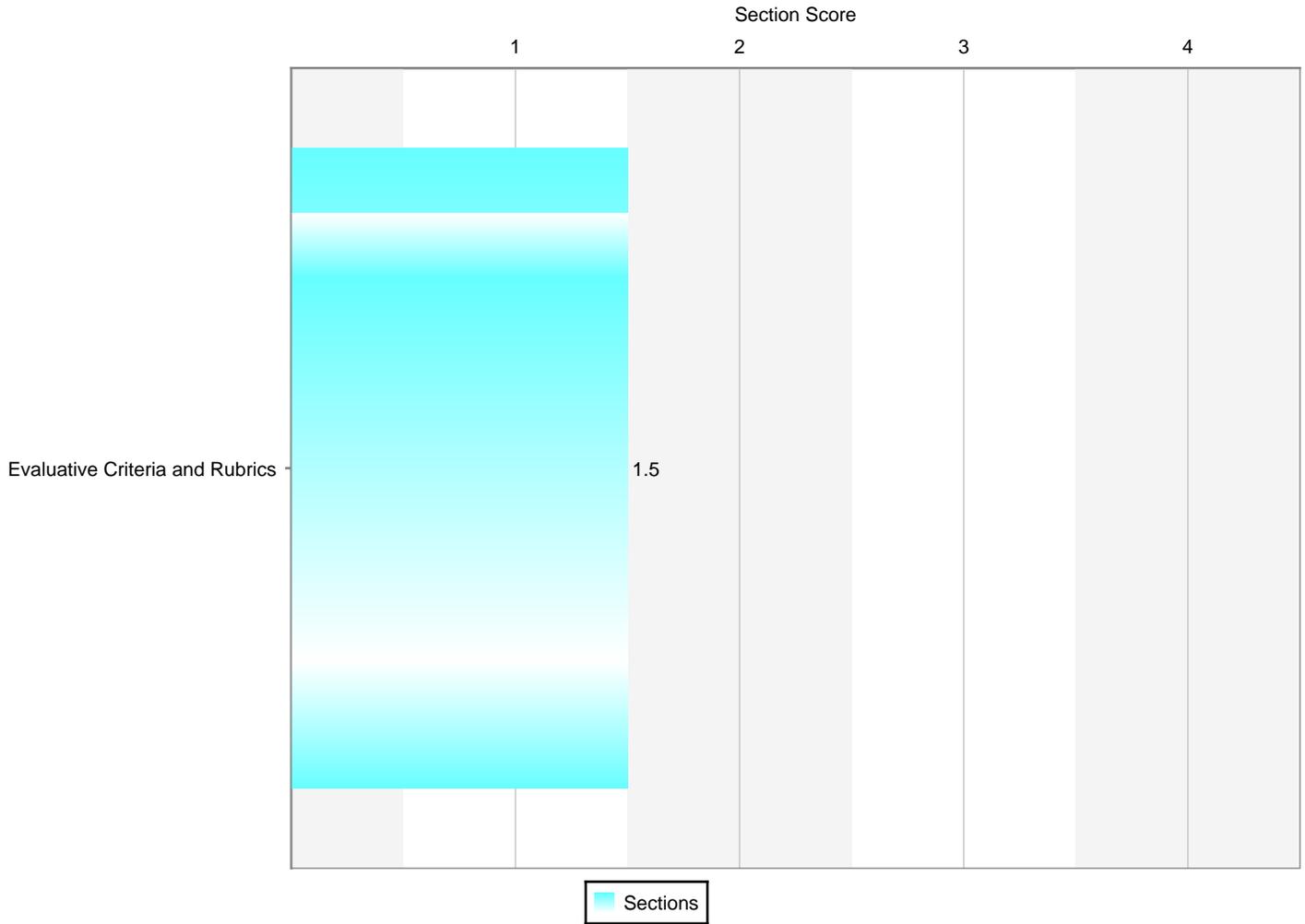
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The above-reported findings that are consistent with findings from other stakeholder feedback sources are indicated how parents and teachers want to be more involved with learning how to better meet the needs of the students. This includes learning more about how they can be involved in the school planning/review committees and teachers want to be trained to implement a formal process that promotes discussion about student learning. Each group desires to be connected with a professional learning environment that promotes student learning and achievement.

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## Report Summary

### Scores By Section



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# Title I Schoolwide Diagnostic

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## 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).

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

### How was the comprehensive needs assessment conducted?

The comprehensive needs assessment is ongoing and is conducted with the use of multiple measures. The ongoing process begins with a thorough examination of the school culture and district. These measures are student learning which include formative and summative assessments, the teacher's observation and standardized tests; perceptions, which includes the learning environment, values and beliefs, and attitudes; demographics which includes student enrollment, attendance, ethnicity, gender, and grade levels; perceptions, which includes stakeholders perceptions of the learning environment, values, and beliefs, and attitudes/observations; lastly the school processes which describes our school programs and processes that positively impact student achievement. At the end of last school year each grade level met to review data and discuss areas of strengths and areas of improvements. During the summer the administration reviews test data and assesses student performance. The current needs assessment gives us an opportunity to explore the strengths and challenges of our student population, school staff, parent and family involvement, and school facilities. To develop the Comprehensive Needs Assessment, data was gathered and reviewed. The Professional Learning Communities Guiding Coalition and the Building Leadership Team was selected by the principal and the assistant principal. Both leadership teams consists of the principal, assistant principal, instructional coaches, counselor, teacher integration mentor, classroom and resources teachers, parents and one community representative. Any information obtained from or discussed at any of the meetings is shared with the members, faculty and staff during common planning times. The principal, assistant principal, teachers and the leadership teams monitor the student's data monthly during data meetings, PST meetings or our weekly PLC common planning meetings. The following data analysis were included: the attendance reports, stakeholder's perception surveys, Scantron reading and math, DAZE data, CBA's, DIBELS Next reading, tiered intervention information, STAR reports, SIR disciplinary reports, and other survey data. A Harvest Data Notebook was organized with the information. Initial data meetings were held to share data and create action plans/goals for each grade level. We have selected a committee of teachers, specialist, administrators, parents and a community stakeholder to serve on the Title I Committee. Their role is to determine the needs of the school and to ensure that Title I funds are spent appropriately to address our needs. The Title I Committee reviews the standardized test data, surveys, beginning of year assessments, and all other relevant data. Data-driven decisions are made to determine our schools areas of need and improvement. Then, research-based strategies are discussed and used to develop goals and plans. This is a joint effort by all stakeholders. Then, we reflect and make revisions. A copy of the final plan is placed in the front office and library media center. A copy is also placed on the school's website. The team members are listed below. Title I Committee Names and Positions: Julie Westerhouse-k/1st Grade Teacher Rep., Amanda Stults-2nd/3rd Grade Teacher Rep., Nicole Wells-4th/5th Grade Teacher Rep., Tracy Lawrence; Reading Coach; Taryn Savage interventionist, Julie Vandiver Math Coach, Chris Gunnels-Principal, Franetta Ryans, Assistant Principal, Diana Taylor Parent Rep., Jane Young; Parent Rep., and Melvin Allen- Community Rep.

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

The results show a continued need for instructional improvement. Improvements toward expected levels of performance in Reading stand out as a greatest need. The trend in reading is shows a decline. In Scantron, (who did not progress) In DIBELS Next, ???? Talk about each grade level. Overall, reading is a need of improvement. (Talk about areas that made progress). As far as our attendance, Harvest received the ADA Attendance Award for meeting the 95% attendance goal for the 2017 school year. We also received an award for improving student's chronic absentees by decreasing the number of chronically absent students for the 2017-2018 school year. Our discipline decreased from 216 referrals to 175 referrals from 2016-2017 school year to 2017-2018. We needed additional academic support therefore SY 2018-2019

the principal recommended another reading interventionist to meet the need of the students.

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

Data revealed and validated our decisions to continue our focus on academics and behavior. The greatest area of concern was the academics areas of reading and math. According to research, behavior, attitudes, and academics go hand and hand, a conclusion has been drawn to focus on increasing student engagement with a focus on Tier I instruction. The Reading and Math Coaches also identified a need for professional development with an emphasis on improving the instructional gap.

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

Data revealed and validated our decisions to continue our focus on academics, behavior, and chronic absenteeism. The greatest areas of academic needs being in the areas of reading and math. With behavior, academics, and chronic absenteeism going hand in hand, a conclusion has been drawn to focus on increasing student engagement, foundation reading skills, foundation math skills and fluency. Professional development opportunities will also be provided for teachers with extraordinary behavioral concerns. This way teachers can better meet the needs of all students in the least restrictive environment. For everyday behavioral issues, professional development opportunities will be used to increase student engagement and focus on strategic teaching strategies. Also, conclusions to continue refining disciplinary expectations and procedures were drawn.

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

Continuous progress monitoring using formative and summative assessment data allows teachers to adjust instructional practices. Collaboration on instructional strategies is conducted during our grade level PLC data meetings as well as in scheduled faculty building leadership team meetings, and response to intervention progress monitoring meetings. All teachers in grades Pre K-5 utilize strategic lessons using standards-based instruction and implement the components in whole group and small group settings in reading, math, and writing. After weekly assessments, teachers adjust instruction systematically and the PLC analyze the progress then change instructions to meet the need of the students. Prompt referrals are made at least monthly to the RTI team when a student is not responding to Tier I instruction or struggling to master the standards. Our goals and needs are based on data which connects to the comprehensive needs assessment. Harvest Elementary's current data reveals a need to improve overall proficiency in the areas of ELA and math. It also reveals a need to improve student behavior and increase parental involvement.

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

INOW attendance data, common benchmark assessments, summative and formative assessments (informal assessments, teacher observation, analysis of rubrics, etc.) are all examined to develop our school goals. ACCESS scores are analyzed to see if students are making annual gains in language acquisition. Research-based accommodations for EL students in the classroom will be identified and an academic plan with accommodations will be devised. As the students gain English proficiency, fewer accommodations will be given. All available assessment data is examined in faculty meetings with all grades participating and then are analyzed within each grade level to determine areas that need extra focus. In grade K-3 classroom teachers begin DIBELS Next and DIBELS Math progress monitoring within

the first nine weeks of school. Progress monitoring on a weekly or bi-weekly basis for both strategic and intensive leveled students. Teachers utilize the assessments available in the reading series, DIBELS Next reports, DIBELS Math reports, Scantron Performance data, STAR data and information provided from the ACCESS test to develop a plan of action to address academic needs of the students. Reports are analyzed weekly during grade level meetings. Weekly tests, Unit tests, Quick checks, and curriculum are utilized by teachers to monitor progress in all five components of the reading process in grades K-5. Teachers utilize explicit phonics instruction to target specific deficiencies and differentiated instruction to ensure that all three tiers of instruction are being met on a daily basis. Teachers utilize the above grade level portions of the teacher's editions to challenge students who have mastered on grade level material. Information from the tests results determine the need for remediation or intervention of students and to determine academic growth of all students. Additional academic support is offered during school by the resource teachers and special education teachers. Through the Professional Learning Community process administrators, teachers, instructional coaches, and interventionist meet weekly to discuss student data and a detailed plan to achieve our school wide goals. Mondays are designated to Tier I instruction and discussion around our essentials standards and learning targets for the week. Tuesdays are designated to Tier I instruction and the creation of our formative assessments, activities, tasks and next steps. Wednesdays are designated for our Tier II, Tier III, and enrichment students.

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

The goals pertain to all students, and specific strategies and actions, such as improving student engagement and strategic teaching instructions. These goals will address special populations such as at risk, disadvantaged, and students in areas of non-proficiency. All curriculum areas have been aligned with the Common Core Essential Standards. Instructional materials and strategies are research-based. Continuous progress monitoring of formative and summative assessment data allows the teachers to adjust instructional practices. In Touch Interactive Televisions, Promethean Boards, document cameras, iPads, and computers are utilized in each K-5 classroom. Teachers have received training in the incorporation of these educational tools. The school contains 2 computer labs and 4 mobile carts that are utilized by all grades and iPads are available for check out for use in the classroom. Remediation services and extended learning opportunities are available for students experiencing academic difficulties. Tier 1-3 instruction is required in math and reading to meet the various academic needs of all students. Teachers identify standards where students are deficient and adjust their speed of teaching concepts and vary their methodology to meet individual student needs. Teachers share information across grade levels and meet once a week during their PLC common planning times to review all student data and to discuss instructional adjustments. Daily quick checks allow teachers to adjust teaching strategies and incorporate lessons to provide more individualized instruction. Teachers encourage parents and community leaders to volunteer so that they will feel that they are major stakeholders and are viable partners in the education of the students at Harvest Elementary School.

## 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:**

All students will demonstrate an increase in reading proficiency

**Measurable Objective 1:**

increase student growth to 73% of all students score "core" in grades kindergarten, first, and second grade by 05/24/2019 as measured by DIBELS Next.

**Strategy1:**

Preschool Teacher and Instructional Assistant - Students will participate in a preschool program to prepare students for kindergarten by introducing early literacy and math skills as well as social interactions.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Y., W., B., B., E., G., . . . Society for Research in Child Development. (2016, October 28). Investing in Our Future: The Evidence Base on Preschool. Retrieved from <https://www.fcd-us.org/the-evidence-base-on-preschool/>

Activity - Pre K instructional technology and software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase instructional technology and software to support Pre-K.	Academic Support Program	08/01/2018	05/24/2019	\$52 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Certified Preschool Teacher and Aux Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to include teacher and aid salaries.	Academic Support Program	08/01/2018	05/24/2019	\$34479 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Instructional Materials and Supplies - Pre-K	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase classroom supplies and instructional materials and supplies to support the Pre-K program.	Academic Support Program	08/01/2018	05/24/2019	\$552 - Title I Part A	Administrators, Teachers, Support Staff

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Activity - Professional Learning for Pre-K Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will participate in learning activities related to teaching preschool literacy, math, and socialization skills. Possible training opportunities will include GOLD training, OWL training, and the Pre-K Conference. Funds may also be used to pay substitutes to provide classroom coverage.	Academic Support Program	08/01/2018	05/24/2019	\$1000 - Title I Part A	Administrators, Teachers, Support Staff

**Strategy2:**

Phonics Instruction - Implement evidence based practices to improve phonics instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Vaughn, S. (n.d.). Research-Based Methods of Reading Instruction, Grades K-3 : Grades K-3. ASCD

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning with a focus on phonics instruction will take place in house.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE materials, REWARDS materials, ink, cardstock, magnet strips, OG products, multisensory items.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Dollywood Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To foster a love of reading for Harvest Pre-School children and their families by providing them with a gift of a book each month. Dollywood will be mailing high quality, age appropriate books directly to their homes, to make children excited about books and to feel the magic books can create. This will ensure that every child will have books, regardless of their family income.	Parent Involvement	08/01/2018	05/24/2019	\$2000 - Title I Part A	Administration, Instructional Coaches, Resource Support Staff.

Activity - Multi-Sensory and Morphology Instructions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will utilize multi-sensory and morphology instructional strategies. Funds will use to provide substitute teachers to teachers observing other teachers implement multi-sensory and morphology instructions.	Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administration, Instructional Coaches, Teachers, Support Staff.

**Measurable Objective 2:**

increase student growth by 3% in third, fourth, and fifth grade student proficiency by 05/24/2019 as measured by Scantron Reading Assessment from Fall to Spring.

**Strategy1:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels. Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential standards are a carefully selected subset of the total list of the gradespecific and coursespecific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level. Essential Standards are those standards that we are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards we will write our common formative assessments around. We will provide "time and support" for students who haven't mastered them and extension for those who already have. Essential Standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning.	Academic Support Program Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded data meetings to analyze assessment results.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The focus of PLCs is ongoing “job-embedded learning,” rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs typically includes six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.	Professional Learning	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase	Academic Support Program Other	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy2:**

Learning Supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier I and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.

Thousand Oaks, CA: Corwin, A Sage Company.

Activity - Materials and Supplies for Tier Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: SPIRE materials, Rewards Materials, Comprehension Toolkit, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers.</p> <p>At Tier 1, the key component of tiered instruction, all students will receive instruction within an evidence-based, scientifically researched core program. Teachers and coaches will meet weekly to strengthen our Tier 1 instruction. All students will receive Tier 1 instruction, but those students in need of supplemental intervention will receive additional instruction at Tier 2 and Tier 3. Tier 2 students are those who fall below the expected benchmark or performance levels and are at some risk for academic failure. The needs of these students are identified through the assessment process or teacher referral, and instructional programs are delivered that focus on their specific needs. Tier 2 instruction is provided in smaller groups within the classroom setting. Instructional Coaches and teachers will meet bi-weekly to strengthen our tier 2 intervention.</p> <p>Tier 3 instruction consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction. Tier 3 students will meet with our k-2 or 3-5 interventionist depending on academic needs. Teachers will be responsible for tier 1 and tier 2 instruction. Teachers and interventionists will meet once a month to discuss student progress and how to adjust their instruction in order to show gains.</p>	Academic Support Program Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning on Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$4198 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success.	Academic Support Program	10/01/2018	05/24/2019	\$5092 - Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

Activity - Resource Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resource teachers for tier I, tier II and tier III instruction. Resource teachers will be co-teaching with classroom teachers to meet the needs of all learners. In addition, teacher and the resource teacher will use flexible groups to meet the students where they are at and push them to where they need to be.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will meet bi-weekly with teachers to discuss response to instruction for tier II and tier III students. Data and teacher input will drive the conversation. Interventionist, coaches, and administrators will provide support and resources to help close the instructional gap.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionist

Activity - Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventionist will provide support for teachers with planning, instruction and assessment. The interventionist will also provide tier III instruction to students that are referred for tier III instruction by the PST team.	Academic Support Program	08/01/2018	05/24/2019	\$83616 - Title I Part A	Administrators, Interventionist

**Goal 2:**

Identify barriers to learning and align support systems to address barriers.

**Measurable Objective 1:**

demonstrate a behavior that will decrease chronic absenteeism by 05/24/2019 as measured by comparing the number of students with chronic absences in spring 2018 with the number of students with chronic absences in spring 2019.

**Strategy1:**

Incentive Program for Attendance - Develop and implement an incentive program for attendance.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

**ACIP**

Harvest School

Activity - Monitor & Communicate Attendance Rates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance rates will be monitored on a consistent basis and displayed in the front hallway of the school for stakeholders to view our progress.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

Activity - Quarterly Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded each quarter for perfect attendance.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

**Strategy2:**

Supports and Interventions for Chronic Absenteeism - Implement supports and intervention for students with chronic absenteeism.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

Activity - PST for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team will meet biweekly to discuss interventions, strategies, and build support plans for students who are chronically absent from school.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionist, Instructional Coaches

Activity - Social Worker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social worker will be utilized to help develop and implement interventions, strategies, and supports to help alleviate students with chronic absenteeism.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Social Worker, Instructional Coaches

**Measurable Objective 2:**

demonstrate a behavior that will decrease office referrals by 05/24/2019 as measured by comparing the number of office referrals in spring 2018 with the number of office referrals by spring 2019.

**Strategy1:**

Learning Supports & Tiered Instruction for Behavior - All faculty and staff will implement and model positive behavior interventions and supports (PBIS) throughout the school year. The school will have PBIS reward activities throughout the year to honor students who have received academic and behavior praises.

Category: Develop/Implement Learning Supports

Research Cited: Sander, E. R. (2008). Positive behavioral interventions and supports

Activity - Home School Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use multiple ways to communicate on going events with parents. Methods will include: Canvas, ListServ, INOW, Husky Happenings (School-wide Newsletter), classroom newsletters, Remind, Class DoJo, Renaissance Place, student planners, and student communication binders. Various supplies such as printer paper, printer ink, postage, binders for K-5, planners for 1-5, printing of parent documents, binding of parent materials, stamps, and other mailing supplies will be purchased.	Parent Involvement	08/01/2018	05/24/2019	\$226 - Title I Part A	Administrators, Teachers, Instructional Coaches

Activity - Positive Behavior Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports(PBIS) to improve leadership skills behavior and school climate.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Professional Development with a focus on behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be available for staff members to attend. Title I funds will be used to cover costs of the professional development registration and fees,travel, hotel, food, lodging, or any other expenses associated with the professional development. Some professional development opportunities that staff may attend are: Blue Ribbon Conference, Ron Clark Academy, Lonnie Jones, etc.	Behavioral Support Program	08/01/2018	05/24/2019	\$2002 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Resource Teacher-Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource teachers will serve as a support and resource to create and implement behavior strategies, interventions, and supports to help ensure behavioral and academic success within the classroom.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Blue Ribbon Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to cover cost of Blue Ribbon Conference registration, travel expenses, food, and hotel for 5 teachers. The 5 individuals in attendance will then come back and share with the faculty and staff what we need to do in order to become a Blue Ribbon School.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$12000 - Title I Part A	Administrators, Teachers

Activity - Summer Leadership Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports (PBIS) to improve leadership skills behavior and school climate by engaging students in the summer leadership academy.	Academic Support Program Behavioral Support Program	08/01/2018	07/31/2019	\$8000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To promote parent involvement, parents will be invited to conference with the teacher twice during the school year. Parents will be asked to conference with teacher, counselor and school administrators to discuss academics and for students having difficulty complying with the behavior expectations. They will collaborate to devise a plan to improve the student's behavior and for parents to also reinforce school behavior expectations at home.	Academic Support Program Behavioral Support Program Parent Involvement	08/01/2018	05/24/2019	\$3231 - Title I Part A	Administrators, Teachers

**Goal 3:**

All students will demonstrate an increase in math proficiency.

**Measurable Objective 1:**

increase student growth to 65% of third, fourth, and fifth grade students demonstrating proficiency in the top two quartiles by 05/24/2019 as measured by the Scantron Math Assessment from Fall to Spring.

**Strategy1:**

Learning supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier I and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.

Thousand Oaks, CA: Corwin, A Sage Company.

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers.</p> <p>At Tier 1, the key component of tiered instruction, all students will receive instruction within an evidence-based, scientifically researched core program. Teachers and coaches will meet weekly to strengthen our Tier 1 instruction. All students will receive Tier 1 instruction, but those students in need of supplemental intervention will receive additional instruction at Tier 2 and Tier 3. Tier 2 students are those who fall below the expected benchmark or performance levels and are at some risk for academic failure. The needs of these students are identified through the assessment process or teacher referral, and instructional programs are delivered that focus on their specific needs. Tier 2 instruction is provided in smaller groups within the classroom setting. Instructional Coaches and teachers will meet bi-weekly to strengthen our tier 2 intervention.</p> <p>Tier 3 instruction consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction. Tier 3 students will meet with our k-2 or 3-5 interventionist depending on academic needs. Teachers will be responsible for tier 1 and tier 2 instruction. Teachers and interventionists will meet once a month to discuss student progress and how to adjust their instruction in order to show gains.</p>	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Supplies and Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: OGAP Materials, Rekenreks, Fraction tiles, manipulatives, cardstock, ink, etc.</p>	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>PST team will meet bi-weekly with teachers to discuss response to instruction for tier II and tier III students. Data and teacher input will drive the conversation. Interventionist, coaches, and administrators will provide support and resources to help close the instructional gap.</p>	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success.	Academic Support Program	10/01/2018	05/24/2019	\$5091 - Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$3000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to pay the salary and fringes of the Math Instructional Coach for the purpose of improving achievement.	Academic Support Program	08/01/2018	05/24/2019	\$83616 - Title I Part A	Administrators, Instructional Coaches

**Measurable Objective 2:**

increase student growth by 3% in first and second grade student proficiency by 05/24/2019 as measured by DIBELS Math Assessment from Fall to Spring.

**Strategy1:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels. Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs typically includes six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies. Funds may be used to fund consultants from Solution Tree, professional development opportunities from Solution Tree, substitutes for classroom coverage, or mileage to attend professional learning opportunities.	Academic Support Program	08/01/2018	05/24/2019	\$2154 - Title I Part A \$8000 - Title I Part A \$500 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded data meetings to analyze assessment results.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In professional learning communities teachers and instructional coaches will create common formative assessments to drive our instruction. The formative assessments will be used to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments will be utilized to help students identify their strengths and weaknesses and target areas that need work. Formative assessments will also help faculty recognize where students are struggling and address problems immediately.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential standards are a carefully selected subset of the total list of the gradespecific and coursespecific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level. Essential Standards are those standards that we are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards we will write our common formative assessments around. We will provide "time and support" for students who haven't mastered them and extension for those who already have. Essential Standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy2:**

Evidence Based Practices - Implement evidence based practices for continuous improvement.

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

Research Cited: Hulbert, E. T. (2017). A focus on multiplication and division: Bringing research to the classroom. New York, NY: Routledge.

Activity - OGAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional coach will attend OGAP training to further pedagogy on best mathematical practices. The instructional coach and teachers will meet in a professional learning community to further enhance their practices and increase student understanding of mathematical concepts. OGAP is a systemic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics. Through extensive professional development, supported by tools and resources, teachers learn how to use formative assessments in their classrooms and analyze the resulting information about student thinking to guide subsequent instruction.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrator, Teachers, Instructional Coach

Activity - Instructional Technology and Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom. In addition, Title I funds will be used to purchase technology supplies such as Chromebooks, iPads, Interactive TVs, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resource teachers for tier I, tier II and tier III instruction. Resource teachers will be co-teaching with classroom teachers to meet the needs of all learners. In addition, teacher and the resource teacher will use flexible groups to meet the students where they are at and push them to where they need to be.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase materials and supplies to enhance mathematical understanding.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**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 will demonstrate an increase in reading proficiency

**Measurable Objective 1:**

increase student growth by 3% in third, fourth, and fifth grade student proficiency by 05/24/2019 as measured by Scantron Reading Assessment from Fall to Spring.

**Strategy1:**

Learning Supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier I and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.

Thousand Oaks, CA: Corwin, A Sage Company.

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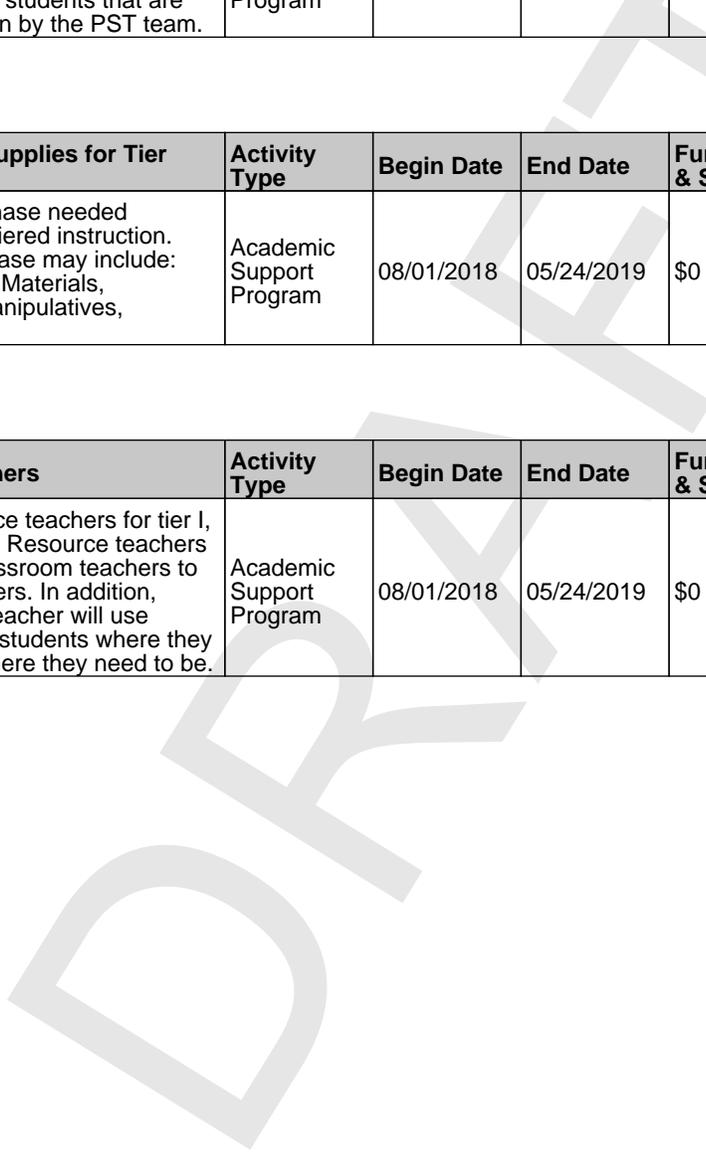
Harvest School

Activity - Professional Learning on Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventionist will provide support for teachers with planning, instruction and assessment. The interventionist will also provide tier III instruction to students that are referred for tier III instruction by the PST team.	Academic Support Program	08/01/2018	05/24/2019	\$83616 - Title I Part A	Administrators, Interventionst

Activity - Materials and Supplies for Tier Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: SPIRE materials, Rewards Materials, Comprehension Toolkit, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Resource Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resource teachers for tier I, tier II and tier III instruction. Resource teachers will be co-teaching with classroom teachers to meet the needs of all learners. In addition, teacher and the resource teacher will use flexible groups to meet the students where they are at and push them to where they need to be.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches



Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers.</p> <p>At Tier 1, the key component of tiered instruction, all students will receive instruction within an evidence-based, scientifically researched core program. Teachers and coaches will meet weekly to strengthen our Tier 1 instruction. All students will receive Tier 1 instruction, but those students in need of supplemental intervention will receive additional instruction at Tier 2 and Tier 3. Tier 2 students are those who fall below the expected benchmark or performance levels and are at some risk for academic failure. The needs of these students are identified through the assessment process or teacher referral, and instructional programs are delivered that focus on their specific needs. Tier 2 instruction is provided in smaller groups within the classroom setting. Instructional Coaches and teachers will meet bi-weekly to strengthen our tier 2 intervention.</p> <p>Tier 3 instruction consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction. Tier 3 students will meet with our k-2 or 3-5 interventionist depending on academic needs. Teachers will be responsible for tier 1 and tier 2 instruction. Teachers and interventionists will meet once a month to discuss student progress and how to adjust their instruction in order to show gains.</p>	Direct Instruction Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success.	Academic Support Program	10/01/2018	05/24/2019	\$5092 - Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$4198 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will meet bi-weekly with teachers to discuss response to instruction for tier II and tier III students. Data and teacher input will drive the conversation. Interventionist, coaches, and administrators will provide support and resources to help close the instructional gap.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionist

**Strategy2:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels. Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded data meetings to analyze assessment results.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The focus of PLCs is ongoing “job-embedded learning,” rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs typically includes six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.	Professional Learning	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential standards are a carefully selected subset of the total list of the gradespecific and coursespecific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level. Essential Standards are those standards that we are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards we will write our common formative assessments around. We will provide "time and support" for students who haven't mastered them and extension for those who already have. Essential Standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning.	Direct Instruction Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase	Other Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff

**Measurable Objective 2:**

increase student growth to 73% of all students score "core" in grades kindergarten, first, and second grade by 05/24/2019 as measured by DIBELS Next.

**Strategy1:**

Preschool Teacher and Instructional Assistant - Students will participate in a preschool program to prepare students for kindergarten by introducing early literacy and math skills as well as social interactions.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Y., W., B., B., E., G., . . . Society for Research in Child Development. (2016, October 28). Investing in Our Future: The Evidence Base on Preschool. Retrieved from <https://www.fcd-us.org/the-evidence-base-on-preschool/>

**ACIP**

Harvest School

<b>Activity - Professional Learning for Pre-K Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Preschool teachers will participate in learning activities related to teaching preschool literacy, math, and socialization skills. Possible training opportunities will include GOLD training, OWL training, and the Pre-K Conference. Funds may also be used to pay substitutes to provide classroom coverage.	Academic Support Program	08/01/2018	05/24/2019	\$1000 - Title I Part A	Administrators, Teachers, Support Staff

<b>Activity - Instructional Materials and Supplies - Pre-K</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Funds will be used to purchase classroom supplies and instructional materials and supplies to support the Pre-K program.	Academic Support Program	08/01/2018	05/24/2019	\$552 - Title I Part A	Administrators, Teachers, Support Staff

<b>Activity - Certified Preschool Teacher and Aux Teacher</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Title I funds will be used to include teacher and aid salaries.	Academic Support Program	08/01/2018	05/24/2019	\$34479 - Title I Part A	Administrators, Teachers, Support Staff

<b>Activity - Pre K instructional technology and software</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Funds will be used to purchase instructional technology and software to support Pre-K.	Academic Support Program	08/01/2018	05/24/2019	\$52 - Title I Part A	Administrators, Teachers, Support Staff

**Strategy2:**

Phonics Instruction - Implement evidence based practices to improve phonics instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Vaughn, S. (n.d.). Research-Based Methods of Reading Instruction, Grades K-3 : Grades K-3. ASCD

<b>Activity - Materials and Supplies for Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
SPIRE materials, REWARDS materials, ink, cardstock, magnet strips, OG products, multisensory items.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

<b>Activity - Multi-Sensory and Morphology Instructions</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The teachers will utilize multi-sensory and morphology instructional strategies. Funds will use to provide substitute teachers to teachers observing other teachers implement multi-sensory and morphology instructions.	Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administration, Instructional Coaches, Teachers, Support Staff.

Activity - Dollywood Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To foster a love of reading for Harvest Pre-School children and their families by providing them with a gift of a book each month. Dollywood will be mailing high quality, age appropriate books directly to their homes, to make children excited about books and to feel the magic books can create. This will ensure that every child will have books, regardless of their family income.	Parent Involvement	08/01/2018	05/24/2019	\$2000 - Title I Part A	Administration, Instructional Coaches, Resource Support Staff.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning with a focus on phonics instruction will take place in house.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Goal 2:**

Identify barriers to learning and align support systems to address barriers.

**Measurable Objective 1:**

demonstrate a behavior that will decrease chronic absenteeism by 05/24/2019 as measured by comparing the number of students with chronic absences in spring 2018 with the number of students with chronic absences in spring 2019.

**Strategy1:**

Incentive Program for Attendance - Develop and implement an incentive program for attendance.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

Activity - Monitor & Communicate Attendance Rates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance rates will be monitored on a consistent basis and displayed in the front hallway of the school for stakeholders to view our progress.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

Activity - Quarterly Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded each quarter for perfect attendance.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

**Strategy2:**

Supports and Interventions for Chronic Absenteeism - Implement supports and intervention for students with chronic absenteeism.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

Activity - Social Worker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social worker will be utilized to help develop and implement interventions, strategies, and supports to help alleviate students with chronic absenteeism.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Social Worker, Instructional Coaches

Activity - PST for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team will meet biweekly to discuss interventions, strategies, and build support plans for students who are chronically absent from school.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionist, Instructional Coaches

#### Measurable Objective 2:

demonstrate a behavior that will decrease office referrals by 05/24/2019 as measured by comparing the number of office referrals in spring 2018 with the number of office referrals by spring 2019.

#### Strategy1:

Learning Supports & Tiered Instruction for Behavior - All faculty and staff will implement and model positive behavior interventions and supports (PBIS) throughout the school year. The school will have PBIS reward activities throughout the year to honor students who have received academic and behavior praises.

Category: Develop/Implement Learning Supports

Research Cited: Sander, E. R. (2008). Positive behavioral interventions and supports

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To promote parent involvement, parents will be invited to conference with the teacher twice during the school year. Parents will be asked to conference with teacher, counselor and school administrators to discuss academics and for students having difficulty complying with the behavior expectations. They will collaborate to devise a plan to improve the student's behavior and for parents to also reinforce school behavior expectations at home.	Academic Support Program Parent Involvement Behavioral Support Program	08/01/2018	05/24/2019	\$3231 - Title I Part A	Administrators, Teachers

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Activity - Professional Development with a focus on behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be available for staff members to attend. Title I funds will be used to cover costs of the professional development registration and fees, travel, hotel, food, lodging, or any other expenses associated with the professional development. Some professional development opportunities that staff may attend are: Blue Ribbon Conference, Ron Clark Academy, Lonnie Jones, etc.	Behavioral Support Program	08/01/2018	05/24/2019	\$2002 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Home School Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use multiple ways to communicate on going events with parents. Methods will include: Canvas, ListServ, INOW, Husky Happenings (School-wide Newsletter), classroom newsletters, Remind, Class DoJo, Renaissance Place, student planners, and student communication binders. Various supplies such as printer paper, printer ink, postage, binders for K-5, planners for 1-5, printing of parent documents, binding of parent materials, stamps, and other mailing supplies will be purchased.	Parent Involvement	08/01/2018	05/24/2019	\$226 - Title I Part A	Administrators, Teachers, Instructional Coaches

Activity - Summer Leadership Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports (PBIS) to improve leadership skills behavior and school climate by engaging students in the summer leadership academy.	Behavioral Support Program Academic Support Program	08/01/2018	07/31/2019	\$8000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Resource Teacher-Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource teachers will serve as a support and resource to create and implement behavior strategies, interventions, and supports to help ensure behavioral and academic success within the classroom.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Positive Behavior Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports (PBIS) to improve leadership skills behavior and school climate.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

**ACIP**

Harvest School

Activity - Blue Ribbon Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to cover cost of Blue Ribbon Conference registration, travel expenses, food, and hotel for 5 teachers. The 5 individuals in attendance will then come back and share with the faculty and staff what we need to do in order to become a Blue Ribbon School.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$12000 - Title I Part A	Administrators, Teachers

**Goal 3:**

All students will demonstrate an increase in math proficiency.

**Measurable Objective 1:**

increase student growth by 3% in first and second grade student proficiency by 05/24/2019 as measured by DIBELS Math Assessment from Fall to Spring.

**Strategy1:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels. Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In professional learning communities teachers and instructional coaches will create common formative assessments to drive our instruction. The formative assessments will be used to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments will be utilized to help students identify their strengths and weaknesses and target areas that need work. Formative assessments will also help faculty recognize where students are struggling and address problems immediately.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded data meetings to analyze assessment results.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential standards are a carefully selected subset of the total list of the gradespecific and coursespecific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level. Essential Standards are those standards that we are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards we will write our common formative assessments around. We will provide "time and support" for students who haven't mastered them and extension for those who already have. Essential Standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs typically includes six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies. Funds may be used to fund consultants from Solution Tree, professional development opportunities from Solution Tree, substitutes for classroom coverage, or mileage to attend professional learning opportunities.	Academic Support Program	08/01/2018	05/24/2019	\$500 - Title I Part A \$2154 - Title I Part A \$8000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy2:**

Evidence Based Practices - Implement evidence based practices for continuous improvement.

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

Research Cited: Hulbert, E. T. (2017). A focus on multiplication and division: Bringing research to the classroom. New York, NY: Routledge.

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase materials and supplies to enhance mathematical understanding.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resource teachers for tier I, tier II and tier III instruction. Resource teachers will be co-teaching with classroom teachers to meet the needs of all learners. In addition, teacher and the resource teacher will use flexible groups to meet the students where they are at and push them to where they need to be.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - OGAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional coach will attend OGAP training to further pedagogy on best mathematical practices. The instructional coach and teachers will meet in a professional learning community to further enhance their practices and increase student understanding of mathematical concepts. OGAP is a systemic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics. Through extensive professional development, supported by tools and resources, teachers learn how to use formative assessments in their classrooms and analyze the resulting information about student thinking to guide subsequent instruction.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrator, Teachers, Instructional Coach

Activity - Instructional Technology and Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom. In addition, Title I funds will be used to purchase technology supplies such as Chromebooks, iPads, Interactive TVs, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Measurable Objective 2:**

increase student growth to 65% of third, fourth, and fifth grade students demonstrating proficiency in the top two quartiles by 05/24/2019 as measured by the Scantron Math Assessment from Fall to Spring.

**Strategy1:**

Learning supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier I and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

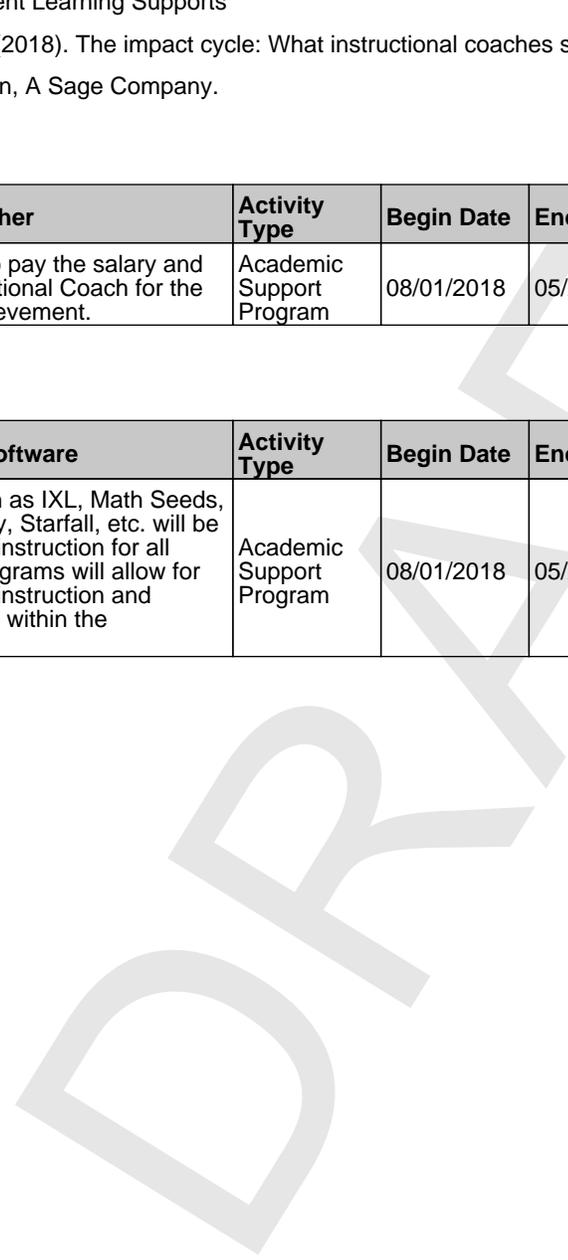
Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.

Thousand Oaks, CA: Corwin, A Sage Company.

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to pay the salary and fringes of the Math Instructional Coach for the purpose of improving achievement.	Academic Support Program	08/01/2018	05/24/2019	\$83616 - Title I Part A	Administrators, Instructional Coaches

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$3000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches



Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers.</p> <p>At Tier 1, the key component of tiered instruction, all students will receive instruction within an evidence-based, scientifically researched core program. Teachers and coaches will meet weekly to strengthen our Tier 1 instruction. All students will receive Tier 1 instruction, but those students in need of supplemental intervention will receive additional instruction at Tier 2 and Tier 3. Tier 2 students are those who fall below the expected benchmark or performance levels and are at some risk for academic failure. The needs of these students are identified through the assessment process or teacher referral, and instructional programs are delivered that focus on their specific needs. Tier 2 instruction is provided in smaller groups within the classroom setting. Instructional Coaches and teachers will meet bi-weekly to strengthen our tier 2 intervention.</p> <p>Tier 3 instruction consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction. Tier 3 students will meet with our k-2 or 3-5 interventionist depending on academic needs. Teachers will be responsible for tier 1 and tier 2 instruction. Teachers and interventionists will meet once a month to discuss student progress and how to adjust their instruction in order to show gains.</p>	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will meet bi-weekly with teachers to discuss response to instruction for tier II and tier III students. Data and teacher input will drive the conversation. Interventionist, coaches, and administrators will provide support and resources to help close the instructional gap.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Instructional Supplies and Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: OGAP Materials, Rekenreks, Fraction tiles, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success.	Academic Support Program	10/01/2018	05/24/2019	\$5091 - Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

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:**

All students will demonstrate an increase in reading proficiency

**Measurable Objective 1:**

increase student growth to 73% of all students score "core" in grades kindergarten, first, and second grade by 05/24/2019 as measured by DIBELS Next.

**Strategy1:**

Phonics Instruction - Implement evidence based practices to improve phonics instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Vaughn, S. (n.d.). Research-Based Methods of Reading Instruction, Grades K-3 : Grades K-3. ASCD

Activity - Dollywood Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To foster a love of reading for Harvest Pre-School children and their families by providing them with a gift of a book each month. Dollywood will be mailing high quality, age appropriate books directly to their homes, to make children excited about books and to feel the magic books can create. This will ensure that every child will have books, regardless of their family income.	Parent Involvement	08/01/2018	05/24/2019	\$2000 - Title I Part A	Administration, Instructional Coaches, Resource Support Staff.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning with a focus on phonics instruction will take place in house.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Multi-Sensory and Morphology Instructions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will utilize multi-sensory and morphology instructional strategies. Funds will use to provide substitute teachers to teachers observing other teachers implement multi-sensory and morphology instructions.	Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administration, Instructional Coaches, Teachers, Support Staff.

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE materials, REWARDS materials, ink, cardstock, magnet strips, OG products, multisensory items.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy2:**

Preschool Teacher and Instructional Assistant - Students will participate in a preschool program to prepare students for kindergarten by introducing early literacy and math skills as well as social interactions.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Y., W., B., B., E., G., . . . Society for Research in Child Development. (2016, October 28). Investing in Our Future: The Evidence Base on Preschool. Retrieved from <https://www.fcd-us.org/the-evidence-base-on-preschool/>

Activity - Pre K instructional technology and software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase instructional technology and software to support Pre-K.	Academic Support Program	08/01/2018	05/24/2019	\$52 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Instructional Materials and Supplies - Pre-K	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase classroom supplies and instructional materials and supplies to support the Pre-K program.	Academic Support Program	08/01/2018	05/24/2019	\$552 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Professional Learning for Pre-K Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will participate in learning activities related to teaching preschool literacy, math, and socialization skills. Possible training opportunities will include GOLD training, OWL training, and the Pre-K Conference. Funds may also be used to pay substitutes to provide classroom coverage.	Academic Support Program	08/01/2018	05/24/2019	\$1000 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Cerified Preschool Teacher and Aux Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to include teacher and aid salaries.	Academic Support Program	08/01/2018	05/24/2019	\$34479 - Title I Part A	Administrators, Teachers, Support Staff

**Measurable Objective 2:**

increase student growth by 3% in third, fourth, and fifth grade student proficiency by 05/24/2019 as measured by Scantron Reading Assessment from Fall to Spring.

**Strategy1:**

Learning Supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier I and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.

Thousand Oaks, CA: Corwin, A Sage Company.

Activity - Professional Learning on Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Materials and Supplies for Tier Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: SPIRE materials, Rewards Materials, Comprehension Toolkit, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

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Activity - Resource Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resource teachers for tier I, tier II and tier III instruction. Resource teachers will be co-teaching with classroom teachers to meet the needs of all learners. In addition, teacher and the resource teacher will use flexible groups to meet the students where they are at and push them to where they need to be.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventionist will provide support for teachers with planning, instruction and assessment. The interventionist will also provide tier III instruction to students that are referred for tier III instruction by the PST team.	Academic Support Program	08/01/2018	05/24/2019	\$83616 - Title I Part A	Administrators, Interventionist

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will meet bi-weekly with teachers to discuss response to instruction for tier II and tier III students. Data and teacher input will drive the conversation. Interventionist, coaches, and administrators will provide support and resources to help close the instructional gap.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionist

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$4198 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success.	Academic Support Program	10/01/2018	05/24/2019	\$5092 - Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers.</p> <p>At Tier 1, the key component of tiered instruction, all students will receive instruction within an evidence-based, scientifically researched core program. Teachers and coaches will meet weekly to strengthen our Tier 1 instruction. All students will receive Tier 1 instruction, but those students in need of supplemental intervention will receive additional instruction at Tier 2 and Tier 3. Tier 2 students are those who fall below the expected benchmark or performance levels and are at some risk for academic failure. The needs of these students are identified through the assessment process or teacher referral, and instructional programs are delivered that focus on their specific needs. Tier 2 instruction is provided in smaller groups within the classroom setting. Instructional Coaches and teachers will meet bi-weekly to strengthen our tier 2 intervention.</p> <p>Tier 3 instruction consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction. Tier 3 students will meet with our k-2 or 3-5 interventionist depending on academic needs. Teachers will be responsible for tier 1 and tier 2 instruction. Teachers and interventionists will meet once a month to discuss student progress and how to adjust their instruction in order to show gains.</p>	Direct Instruction Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy2:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels. Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time.</p>	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded data meetings to analyze assessment results.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The focus of PLCs is ongoing “job-embedded learning,” rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs typically includes six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.	Professional Learning	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase	Other Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential standards are a carefully selected subset of the total list of the gradespecific and coursespecific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level. Essential Standards are those standards that we are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards we will write our common formative assessments around. We will provide "time and support" for students who haven't mastered them and extension for those who already have. Essential Standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning.	Academic Support Program Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Goal 2:**

Identify barriers to learning and align support systems to address barriers.

**Measurable Objective 1:**

demonstrate a behavior that will decrease office referrals by 05/24/2019 as measured by comparing the number of office referrals in spring 2018 with the number of office referrals by spring 2019.

**Strategy1:**

Learning Supports & Tiered Instruction for Behavior - All faculty and staff will implement and model positive behavior interventions and supports (PBIS) throughout the school year. The school will have PBIS reward activities throughout the year to honor students who have received academic and behavior praises.

Category: Develop/Implement Learning Supports

Research Cited: Sander, E. R. (2008). Positive behavioral interventions and supports

Activity - Blue Ribbon Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to cover cost of Blue Ribbon Conference registration, travel expenses, food, and hotel for 5 teachers. The 5 individuals in attendance will then come back and share with the faculty and staff what we need to do in order to become a Blue Ribbon School.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$12000 - Title I Part A	Administrators, Teachers

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Activity - Professional Development with a focus on behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be available for staff members to attend. Title I funds will be used to cover costs of the professional development registration and fees, travel, hotel, food, lodging, or any other expenses associated with the professional development. Some professional development opportunities that staff may attend are: Blue Ribbon Conference, Ron Clark Academy, Lonnie Jones, etc.	Behavioral Support Program	08/01/2018	05/24/2019	\$2002 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Summer Leadership Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports (PBIS) to improve leadership skills behavior and school climate by engaging students in the summer leadership academy.	Academic Support Program Behavioral Support Program	08/01/2018	07/31/2019	\$8000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Home School Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use multiple ways to communicate on going events with parents. Methods will include: Canvas, ListServ, INOW, Husky Happenings (School-wide Newsletter), classroom newsletters, Remind, Class DoJo, Renaissance Place, student planners, and student communication binders. Various supplies such as printer paper, printer ink, postage, binders for K-5, planners for 1-5, printing of parent documents, binding of parent materials, stamps, and other mailing supplies will be purchased.	Parent Involvement	08/01/2018	05/24/2019	\$226 - Title I Part A	Administrators, Teachers, Instructional Coaches

Activity - Positive Behavior Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will collaborate to implement Positive Behavior Interventions and Supports (PBIS) to improve leadership skills behavior and school climate.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To promote parent involvement, parents will be invited to conference with the teacher twice during the school year. Parents will be asked to conference with teacher, counselor and school administrators to discuss academics and for students having difficulty complying with the behavior expectations. They will collaborate to devise a plan to improve the student's behavior and for parents to also reinforce school behavior expectations at home.	Parent Involvement Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$3231 - Title I Part A	Administrators, Teachers

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Activity - Resource Teacher-Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource teachers will serve as a support and resource to create and implement behavior strategies, interventions, and supports to help ensure behavioral and academic success within the classroom.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff

**Measurable Objective 2:**

demonstrate a behavior that will decrease chronic absenteeism by 05/24/2019 as measured by comparing the number of students with chronic absences in spring 2018 with the number of students with chronic absences in spring 2019.

**Strategy1:**

Supports and Interventions for Chronic Absenteeism - Implement supports and intervention for students with chronic absenteeism.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

Activity - PST for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team will meet biweekly to discuss interventions, strategies, and build support plans for students who are chronically absent from school.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionist, Instructional Coaches

Activity - Social Worker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social worker will be utilized to help develop and implement interventions, strategies, and supports to help alleviate students with chronic absenteeism.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Social Worker, Instructional Coaches

**Strategy2:**

Incentive Program for Attendance - Develop and implement an incentive program for attendance.

Category: Develop/Implement Learning Supports

Research Cited: Kearney, C. A. (2016). Managing school absenteeism at multiple tiers: An evidence-based and practical guide for professionals. New York: Oxford University Press.

Activity - Monitor & Communicate Attendance Rates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance rates will be monitored on a consistent basis and displayed in the front hallway of the school for stakeholders to view our progress.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

Activity - Quarterly Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded each quarter for perfect attendance.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Interventionists, Instructional Coaches

**Goal 3:**

All students will demonstrate an increase in math proficiency.

**Measurable Objective 1:**

increase student growth by 3% in first and second grade student proficiency by 05/24/2019 as measured by DIBELS Math Assessment from Fall to Spring.

**Strategy1:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels. Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded data meetings to analyze assessment results.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential standards are a carefully selected subset of the total list of the gradespecific and coursespecific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level. Essential Standards are those standards that we are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards we will write our common formative assessments around. We will provide "time and support" for students who haven't mastered them and extension for those who already have. Essential Standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In professional learning communities teachers and instructional coaches will create common formative assessments to drive our instruction. The formative assessments will be used to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments will be utilized to help students identify their strengths and weaknesses and target areas that need work. Formative assessments will also help faculty recognize where students are struggling and address problems immediately.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs typically includes six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies. Funds maybe used to fund consultants from Solution Tree, professional development opportunities from Solution Tree, substitutes for classroom coverage, or mileage to attend professional learning opportunities.	Academic Support Program	08/01/2018	05/24/2019	\$2154 - Title I Part A \$500 - Title I Part A \$8000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Strategy2:**

Evidence Based Practices - Implement evidence based practices for continuous improvement.

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

Research Cited: Hulbert, E. T. (2017). A focus on multiplication and division: Bringing research to the classroom. New York, NY: Routledge.

Activity - OGAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional coach will attend OGAP training to further pedagogy on best mathematical practices. The instructional coach and teachers will meet in a professional learning community to further enhance their practices and increase student understanding of mathematical concepts. OGAP is a systemic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics. Through extensive professional development, supported by tools and resources, teachers learn how to use formative assessments in their classrooms and analyze the resulting information about student thinking to guide subsequent instruction.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrator, Teachers, Instructional Coach

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase materials and supplies to enhance mathematical understanding.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Technology and Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom. In addition, Title I funds will be used to purchase technology supplies such as Chromebooks, iPads, Interactive TVs, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resource teachers for tier I, tier II and tier III instruction. Resource teachers will be co-teaching with classroom teachers to meet the needs of all learners. In addition, teacher and the resource teacher will use flexible groups to meet the students where they are at and push them to where they need to be.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Measurable Objective 2:**

increase student growth to 65% of third, fourth, and fifth grade students demonstrating proficiency in the top two quartiles by 05/24/2019 as measured by the Scantron Math Assessment from Fall to Spring.

**Strategy1:**

Learning supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier I and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.

Thousand Oaks, CA: Corwin, A Sage Company.

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$3000 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Instructional Supplies and Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: OGAP Materials, Rekenreks, Fraction tiles, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers.</p> <p>At Tier 1, the key component of tiered instruction, all students will receive instruction within an evidence-based, scientifically researched core program. Teachers and coaches will meet weekly to strengthen our Tier 1 instruction. All students will receive Tier 1 instruction, but those students in need of supplemental intervention will receive additional instruction at Tier 2 and Tier 3. Tier 2 students are those who fall below the expected benchmark or performance levels and are at some risk for academic failure. The needs of these students are identified through the assessment process or teacher referral, and instructional programs are delivered that focus on their specific needs. Tier 2 instruction is provided in smaller groups within the classroom setting. Instructional Coaches and teachers will meet bi-weekly to strengthen our tier 2 intervention.</p> <p>Tier 3 instruction consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction. Tier 3 students will meet with our k-2 or 3-5 interventionist depending on academic needs. Teachers will be responsible for tier 1 and tier 2 instruction. Teachers and interventionists will meet once a month to discuss student progress and how to adjust their instruction in order to show gains.</p>	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success.</p>	Academic Support Program	10/01/2018	05/24/2019	\$5091 - Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Title I funds will be used to pay the salary and fringes of the Math Instructional Coach for the purpose of improving achievement.</p>	Academic Support Program	08/01/2018	05/24/2019	\$83616 - Title I Part A	Administrators, Instructional Coaches

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will meet bi-weekly with teachers to discuss response to instruction for tier II and tier III students. Data and teacher input will drive the conversation. Interventionist, coaches, and administrators will provide support and resources to help close the instructional gap.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionists

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

**Goal 1:**

All students will demonstrate an increase in reading proficiency

**Measurable Objective 1:**

increase student growth by 3% in third, fourth, and fifth grade student proficiency by 05/24/2019 as measured by Scantron Reading Assessment from Fall to Spring.

**Strategy1:**

Learning Supports and Tiered Instruction - Coaches and interventionists will collaborate with classroom teachers to analyze data and create Tiered Instruction groups. Coaches will meet participate in the coaching cycle to improve Tier I and Tier 2 instruction. Interventionist will meet with teachers biweekly to discuss Tier 2 and Tier 3 student progress, as well as making changes to targeted instruction.

Category: Develop/Implement Learning Supports

Research Cited: Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.

Thousand Oaks, CA: Corwin, A Sage Company.

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST team will meet bi-weekly with teachers to discuss response to instruction for tier II and tier III students. Data and teacher input will drive the conversation. Interventionist, coaches, and administrators will provide support and resources to help close the instructional gap.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches, Interventionist

Activity - Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventionist will provide support for teachers with planning, instruction and assessment. The interventionist will also provide tier III instruction to students that are referred for tier III instruction by the PST team.	Academic Support Program	08/01/2018	05/24/2019	\$83616 - Title I Part A	Administrators, Interventionst

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<b>Activity - Instructional Software</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Instructional software such as IXL, Math Seeds, Reading Eggs, Flocabulary, Starfall, etc. will be purchased to differentiate instruction for all learners. The software programs will allow for teachers to provide tiered instruction and enrichment for all students within the classroom.	Academic Support Program	08/01/2018	05/24/2019	\$4198 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

<b>Activity - Materials and Supplies for Tier Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Funds will be used to purchase needed materials and supplies for tiered instruction. Some of the items to purchase may include: SPIRE materials, Rewards Materials, Comprehension Toolkit, manipulatives, cardstock, ink, etc.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

<b>Activity - Resource Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will utilize resource teachers for tier I, tier II and tier III instruction. Resource teachers will be co-teaching with classroom teachers to meet the needs of all learners. In addition, teacher and the resource teacher will use flexible groups to meet the students where they are at and push them to where they need to be.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers.</p> <p>At Tier 1, the key component of tiered instruction, all students will receive instruction within an evidence-based, scientifically researched core program. Teachers and coaches will meet weekly to strengthen our Tier 1 instruction. All students will receive Tier 1 instruction, but those students in need of supplemental intervention will receive additional instruction at Tier 2 and Tier 3. Tier 2 students are those who fall below the expected benchmark or performance levels and are at some risk for academic failure. The needs of these students are identified through the assessment process or teacher referral, and instructional programs are delivered that focus on their specific needs. Tier 2 instruction is provided in smaller groups within the classroom setting. Instructional Coaches and teachers will meet bi-weekly to strengthen our tier 2 intervention.</p> <p>Tier 3 instruction consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction. Tier 3 students will meet with our k-2 or 3-5 interventionist depending on academic needs. Teachers will be responsible for tier 1 and tier 2 instruction. Teachers and interventionists will meet once a month to discuss student progress and how to adjust their instruction in order to show gains.</p>	Direct Instruction Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning on Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning on how to properly implement the response to instruction model.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring programs will be utilized to ensure that students are learning in an effective way that works for him or her. Tutoring will help to teach students the importance of study habits that he or she can use in the classroom and beyond. After school tutoring will help teach students the importance of work ethic, and set them up for life-long success.	Academic Support Program	10/01/2018	05/24/2019	\$5092 - Title I Part A	Administrators, Teachers, Instructional Coaches, Interventionists

**Strategy2:**

Professional Learning Communities - Teachers will utilize weekly planning to collaborate and plan for instruction and assessments that address all DOK levels. Teachers will utilize essential standards, data results, exemplars and other planning resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded data meetings to analyze assessment results.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Staff, Instructional Coaches

Activity - Instructional Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase	Academic Support Program Other	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential standards are a carefully selected subset of the total list of the gradespecific and coursespecific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level. Essential Standards are those standards that we are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards we will write our common formative assessments around. We will provide "time and support" for students who haven't mastered them and extension for those who already have. Essential Standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning.	Academic Support Program Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The focus of PLCs is ongoing “job-embedded learning,” rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs typically includes six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.	Professional Learning	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**Measurable Objective 2:**

increase student growth to 73% of all students score "core" in grades kindergarten, first, and second grade by 05/24/2019 as measured by DIBELS Next.

**Strategy1:**

Preschool Teacher and Instructional Assistant - Students will participate in a preschool program to prepare students for kindergarten by introducing early literacy and math skills as well as social interactions.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Y., W., B., B., E., G., . . . Society for Research in Child Development. (2016, October 28). Investing in Our Future: The Evidence Base on Preschool. Retrieved from <https://www.fcd-us.org/the-evidence-base-on-preschool/>

Activity - Instructional Materials and Supplies - Pre-K	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase classroom supplies and instructional materials and supplies to support the Pre-K program.	Academic Support Program	08/01/2018	05/24/2019	\$552 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Professional Learning for Pre-K Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will participate in learning activities related to teaching preschool literacy, math, and socialization skills. Possible training opportunities will include GOLD training, OWL training, and the Pre-K Conference. Funds may also be used to pay substitutes to provide classroom coverage.	Academic Support Program	08/01/2018	05/24/2019	\$1000 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Pre K instructional technology and software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase instructional technology and software to support Pre-K.	Academic Support Program	08/01/2018	05/24/2019	\$52 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Cerified Preschool Teacher and Aux Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to include teacher and aid salaries.	Academic Support Program	08/01/2018	05/24/2019	\$34479 - Title I Part A	Administrators, Teachers, Support Staff

**Strategy2:**

Phonics Instruction - Implement evidence based practices to improve phonics instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Vaughn, S. (n.d.). Research-Based Methods of Reading Instruction, Grades K-3 : Grades K-3. ASCD

Activity - Dollywood Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To foster a love of reading for Harvest Pre-School children and their families by providing them with a gift of a book each month. Dollywood will be mailing high quality, age appropriate books directly to their homes, to make children excited about books and to feel the magic books can create. This will ensure that every child will have books, regardless of their family income.	Parent Involvement	08/01/2018	05/24/2019	\$2000 - Title I Part A	Administration, Instructional Coaches, Resource Support Staff.

Activity - Multi-Sensory and Morphology Instructions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will utilize multi-sensory and morphology instructional strategies. Funds will use to provide substitute teachers to teachers observing other teachers implement multi-sensory and morphology instructions.	Direct Instruction	08/01/2018	05/24/2019	\$0 - Title I Part A	Administration, Instructional Coaches, Teachers, Support Staff.

Activity - Materials and Supplies for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE materials, REWARDS materials, ink, cardstock, magnet strips, OG products, multisensory items.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning with a focus on phonics instruction will take place in house.	Academic Support Program	08/01/2018	05/24/2019	\$0 - Title I Part A	Administrators, Teachers, Support Staff, Instructional Coaches

**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.**

Student academic achievement results are provided to parents using individual student reports. Parents conferences are scheduled during the month of October. At the conference, teachers provide parents with achievement results and explain the scores. If a parent needs this presented in a language they can understand an interpreter is provided.

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**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.**

Teachers hired at Harvest Elementary are selected following the Madison County District recommendations for best practices in interviewing and hiring. Both teachers and instructional paraprofessionals meet the state certification and licensure requirements under the Every Student Succeeds Act (ESSA). Paraprofessionals work under the direct supervision of the classroom teacher. Through the interviewing process, highly qualified certified teachers are selected and placed in teaching units that best meet their certification and skill area strengths. The new teachers are assigned a mentor. Collectively colleagues, assigned mentor, instructional coaches and administration provide guidance and support to new teachers. Resources and continual professional learning is provided to ensure teachers have what they need to be successful. Teachers follow the Alabama College and Career Ready Standards and develop lessons to teach the standards. Through data analysis, student academic needs surface. Data meetings, PST meetings and one on one discussions with instructional coaches and/ or administration follow to develop action plans to address student academic needs. The plan begins and is monitored regularly. Changes are made as needed.

## 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?

Harvest Elementary hired eight classroom units (K-5), reading coach, counselor, and one resource teacher, due to teacher turnover. In addition, Harvest Elementary was able to hire a K-3 reading interventionist.

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

According to the most recent staff survey, Harvest has the following accumulation of teaching experience:

1-3 years: 12  
4- 10 years: 15  
11 - 20 years: 17  
20 + years: 6

The certified teachers at Harvest Elementary have the following degrees:

Bachelor's Degree: 41%  
Master's Degree: 48%  
ED.S Degree: 11%  
PH.D: 0%

### 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).

Harvest is seeking to hire and develop outstanding teachers to provide an exceptional education to our students. For the past four school years, Harvest has placed new teachers with a mentor teacher to offer support and guidance. They conduct monthly meetings with a focus on school procedures. Developing a positive climate and culture is essential to retaining teachers. Professional Learning Communities are being utilized throughout the building and time for collaboration is provided 3 days a week for 1 hour during the work day. Additional team building activities and events are planned during the school year. Additionally, we are intentionally making plans with the Sunshine and Sparkles Committee for teacher encouragement and culture building. We also need to improve our school procedures, practices, and positive behavior system. This will also help Harvest decrease teacher turnover. Improvements in parent communication and relationship building is another area we would like strengthen in our community. This is addressed in our goals and plans or improvement.

## **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.**

Data is used from academic assessments to determine professional development to help improve teacher practices that help students meet rigorous performance standards in key areas of academic development such as reading and math. There are two ways we use student performance data to help guide and focus on professional development and teacher support. The first way involves the use of a set of student outcomes measures to describe areas of instruction that need to be improved across a broad group of teachers. For example, Harvest identified a need from the data in the area of syntax skills and alphabetical principles rapidly enough to apply the skills in reading fluently. On the basis of these findings Harvest Elementary and MCSS provides professional development in grades K-3 in improving instruction on phonics/phonemic awareness and reading fluency.

The second way that student data can be used to help guide professional development is to use it as the basis for differentiated training and support across teachers. In this case, student performance data could be used to identify teachers whose students are not making adequate progress toward important learning goals. Professional development and support efforts, such as coaching, required attendance at special training sessions, supervisory visits, a close review of lesson plans, might then be provided on a differentiated basis to teachers who have the greatest need for improved instructional practices. Needless to say, this latter use of student data as a way to guide professional development is likely to be the most controversial within a school or district because it identifies specific teachers who have special needs for greater supervision, training, or support.

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

Our Harvest Elementary staff has had many opportunities to attend professional development during this 2018-2019 school year. Teachers have attended the following training: OGAP Math, this training has allowed the teachers the opportunity to improve with innovative and engaging ways to teach math. PBIS (Positive Behavior Intervention Strategy), provided strategies to help students become successful by positively impacting their lives in a positive manner. PLTW (project lead the way) STEM Math and Science, this training enhance and provide advanced opportunities to enrich learning utilizing hands-on project-based learning. At the beginning of the year, Ryan Sheehy, a principal of a California Elementary School shared his philosophy why educators should #BeTheOne, demonstrate a positive way to impact student lives. Professional Learning Communities has been an ongoing process to analyze student data and change instructions to meet the need of the student and improve the student learning. PAL (Peer Advisory Leaders), is a training to support new teachers and help them become an outstanding teacher who knows their students every need. Our school principal, the assistant principal are constantly attending District PLC meeting, safety meetings, and principal speaking meetings where the principal learns how to be a successful principal who use data to drive excellent instructions. These are just to name a few professional development opportunities to help improve instruction. Many more are offered and attended throughout the school year.

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

Mentoring activities in the school-wide plan include partnering new or inexperienced teachers with veteran/experienced teachers. This program is called PAL, Peer Advisory Leaders. The mentor teachers in this program at Harvest serve as a first contact and support system

for new teachers in regards to questions about school policy, procedures, and other educational issues. In addition, new teachers participate in Mentor meetings with the instructional coaches where data is discussed and support of instructional strategies are discussed. Madison County Board of Education also implements a county-wide mentoring program with specific points to work with teachers each month.

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

Many strategies are employed to identify professional development needs at Harvest Elementary. The school faculty plays a role in identifying professional development needs and the school administrator works with district-level administrators to ensure that all professional development is aligned with the Madison County Instructional Pacing Guide. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions, but be sustaining and on-going when possible. Professional Development is intentionally planned to support and strengthen the professional growth of our teachers and to reach our overall goals for improvement

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## 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:**

All students will demonstrate an increase in reading proficiency

**Measurable Objective 1:**

increase student growth to 73% of all students score "core" in grades kindergarten, first, and second grade by 05/24/2019 as measured by DIBELS Next.

**Strategy1:**

Preschool Teacher and Instructional Assistant - Students will participate in a preschool program to prepare students for kindergarten by introducing early literacy and math skills as well as social interactions.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Y., W., B., B., E., G., . . . Society for Research in Child Development. (2016, October 28). Investing in Our Future: The Evidence Base on Preschool. Retrieved from <https://www.fcd-us.org/the-evidence-base-on-preschool/>

Activity - Cerified Preschool Teacher and Aux Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to include teacher and aid salaries.	Academic Support Program	08/01/2018	05/24/2019	\$34479 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Instructional Materials and Supplies - Pre-K	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase classroom supplies and instructional materials and supplies to support the Pre-K program.	Academic Support Program	08/01/2018	05/24/2019	\$552 - Title I Part A	Administrators, Teachers, Support Staff

Activity - Pre K instructional technology and software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be used to purchase instructional technology and software to support Pre-K.	Academic Support Program	08/01/2018	05/24/2019	\$52 - Title I Part A	Administrators, Teachers, Support Staff

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Activity - Professional Learning for Pre-K Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will participate in learning activities related to teaching preschool literacy, math, and socialization skills. Possible training opportunities will include GOLD training, OWL training, and the Pre-K Conference. Funds may also be used to pay substitutes to provide classroom coverage.	Academic Support Program	08/01/2018	05/24/2019	\$1000 - Title I Part A	Administrators, Teachers, Support Staff

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## 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?

At the beginning of the school year teachers review the results of statewide assessments in a data meeting with administration and instructional coaches. The teachers collaborate to identify areas of strength and weakness. This year, teachers first reviewed the results of their students from the previous school year. Discussions centered around a validation of research-based strategies that worked and some that may not have worked. Teachers also provide input during faculty meetings, grade level meetings, vertical team meetings, Professional Learning Teams, Problem Solving Teams, and data meetings with Principal and Instructional Team members. Grade level Academic Leaders convey the assessment concerns and needs within their grade level to Principal and Instructional Team. System-wide grade level meetings are conducted to create consistency of assessments. Electronic communications such as email and Scantron have simplified the collaboration process among teachers and staff. Continuous monitoring of formative and summative assessment data allows teachers to adjust instructional practices. In order to provide appropriate differentiated instruction for all students data is analyzed from multiple sources, including but not limited to, ESGI, Scantron Performance, DIBELS Next progress monitoring, and benchmark testing, item analysis from the unit and weekly essential standards mastery, and Go Math Topics and Benchmark tests are analyzed. Collaboration is also conducted during grade level PLC data meetings and one-on-one data meetings with Principals and Instructional Team.

## **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?**

The process used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level is done through the data analysis of the assessment. STAR, DIBELS, and Scantron test results are analyzed as soon as they are received, which is either prior to or at the beginning of the school year. The use of DIBELS Next, STAR, district-wide common assessment and teacher assessments, are also used to analyze skill deficits. Initially, the principals and instructional team identify student needs. Following this, data meetings are conducted with teachers to further analyze and determine interventions and strategies needed to address foundation deficits. Student progress is monitored. DIBELS Next results are used in Kindergarten through third grade to identify students that are performing well below benchmark level in early literacy skills.

### **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?**

When students experience difficulty mastering the state's achievement standards, classroom teachers provide additional or tiered levels of instruction. We follow a three-tiered level of instruction. At Tier I all students receive instruction within an evidence-based, scientifically researched core program. At a Tier II level, students receive additional instruction. The teacher may present the material in a small group setting, use additional resources or a different approach to help the student understand. Tier II is used as needed for all students and consistently for students identified to be at some risk for academic failure but is still above levels considered to indicate a high risk of failure. Students considered to be at a high risk of failure receive Tier III intervention daily that specifically focus on their skill deficits. Students that are identified as non-proficient on the state's academic achievement assessment standards are placed in ongoing Tier II and Tier III groups. Their foundation skill deficit is identified and an intervention action plan is developed. Students receive small group intervention using research-based resources. Teachers use formative assessment weekly to monitor progress toward mastery and make adjustments as needed. Teachers meet with a Pupil Support Team monthly to discuss progress and provide direction and support. Extra practice for success is provided using various tools. Plans are being made to provide after-school tutoring as a resource also.

### **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.**

Harvest has provided after-school tutoring for students who were identified with a strong need beyond the regular school day at no charge to the parents. Structured, flexible, mastery-based, multi-sensory technology programs are used to provide differentiated instruction to students at their independent learning level. We will continue this practice. Tutors will be hired in October. Additionally, students check out books to take home for additional practice. Teachers also assign homework to practice skills. They also encourage the use of online educational games. Teachers provide parents with a list of sites that provide appropriate practice.

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

The enrollment of homeless, migrant, and ELL children are not denied or delayed due to any of the barriers documented in the Madison County Board of Education Policy. All students have equal access to the same free appropriate public education, including public preschool.

**Migrant** - Migrant students are surveyed at the time of enrollment. Parents of each student receive an Agricultural Employment survey which determines if the student receives a home visit from a state recruiter. The state recruiter determines eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch and have access to all services and programs available to the rest of the students. If migrant students have additional needs, the needs can be addressed through the migrant funds.

**English Language Learners** - ELL students are identified at enrollment. Each newly enrolled student receives a Home Language Survey. Students qualify for ELL testing if a language other than English is being used by the student or at the student's home is indicated. All eligible students are tested with Access Placement Test. If the student qualifies to receive services, an ELL committee meets to determine the students' appropriate services and placement. A variety of services are provided to all ELL students: content area tutoring, pull out for individual support, and content-based ESL. An ELL teacher provides services to all ELL students at Harvest Elementary. Parents can receive all updates and important school documents in English, Spanish, or other languages as needed. Professional development is provided to a group of teachers through Project Happens. We use Transact when communicating important documentation to parents.

**Economically Disadvantaged** - Title I funds are used to support economically disadvantaged students through the creation of and adherence to the continuous improvement plan. These students also receive some assistance from local churches and organizations. Students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free and reduced lunch and breakfast during the school day. Such students will have equal access to all programs and services available.

**Special Education** - Special education teachers and instructional aids are used to support students with an IEP. All services follow federal/state laws and regulations. Qualifying students' IEP is based on evaluation results, parent concerns, and the academic, developmental and functional needs of the child. Students with disabilities have access to a variety of educational programs and services and are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

**Neglected and/or Delinquent** students at Harvest are referred to the Department of Human Resources, Social Services, LEA attendance officer or parent as needed. Delinquent students are referred to a district social worker and parents are contacted after three unexcused absences. Students are monitored and a plan of action is created as needed. This plan could include food delivery, school supplies, and clothing. The LEA attendance officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs. Neglected/delinquent students are eligible for all services and programs available to the rest of the students.

**Homeless** School office personnel assist in identifying homeless students upon enrollment. The school counselor and nurse work together to provide them with the support needed. The school uses the Alabama State Department of Education and federal regulations to determine eligibility based upon their definitions. The counselor collaborates with local organizations and charities to support these students with their needs by supplying things such as backpacks, school supplies, weekend food packs, hygiene products, and holiday needs. These students will have equal access to all programs and services available.

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

N/A

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## **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.**

Local, system and federal funds monies are combined to fund a school-wide professional developmental program. Staff development and classroom instruction are supported by Title I, Title II, Title III, Indian Education, and Homeless funds. Title I funds support the direct instruction which is aligned with our goals. These funds are used to pay for resources to supplement the regular academic program and increase achievement based on school needs. Funds are used to support staff development, purchase academic materials, and provide additional support staff to assist in meeting our goals. Title III funds contribute to the school having access to an EL Teacher/Facilitator. Homeless funds are used to provide a system-wide Homeless Liaison. Indian Education funds are used to support the readiness/enrichment program. General funds from the state and district level contribute to the overall instructional program at the school. Textbooks are provided to the students from the state textbook fund and Title II funds are used to provide professional development as well as to provide Class Size Reduction. In addition to these funds, the local school helps to contribute to the overall financial support of the school. The Parent Teacher Organization (PTO) conducts various fundraisers throughout the year and uses those funds to assist in our school's needs. The school also holds school fundraisers which provides various materials and academic resources. Teachers and administration have also worked together to write grants and contact local and state authorities to assist in school-wide needs. The funds from local, state, and federal resources along with monies raised from school-wide initiatives are combined in order to best meet the educational needs of our school in order to provide a quality education for all students

**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)?**

Harvest Elementary coordinates with the National Child Advocacy Center to conduct the SCAN program which is designed to prevent and report child abuse. Stop Child Abuse and Neglect counselors deliver information to 3rd and 5th-grade students about the definition of abuse and neglect, how to respond if they see or experience abuse or neglect, and who to contact if they need help or support. 3rd-grade students also participate in GIVE (Gang Intervention and Violence Education) that provides students with an overview of the dangers of gangs, violence, gun safety, bullying, and the consequences of bad choices. Our school also participates in Red Ribbon Week to promote abstinence from drugs and alcohol. Harvest also integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications that are processed at the central office to determine eligibility. Students are considered to be homeless if they meet the criteria of living in multifamily homes for economic reasons, substandard homes, or living in temporary housing. Homeless students qualify for free breakfast/lunch and all services offered at Harvest Elementary. The school also hosts an on-campus counseling program called NOVA for students and families. Head Start is currently not offered in the community but the OSR Pre-K program serves in this capacity. Finally, our school counselor discusses careers in her classes with the students. When applicable parents and community members are encouraged to come in and present and discuss their jobs within the community to help spread awareness of job opportunities that some students may not have exposure to otherwise. A school-wide

career day is also implemented. The students are encouraged to dress up as their selves in their future career. The students also will conduct research on this career choice and learn more about the steps that they must take in order to obtain this job. Information is then shared with their classmates in a presentation or in an assignment for their teacher.

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

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

Evaluations of the CIP are systematic, ongoing and timely. The Instructional Team, which consists of the principal, assistant principal, reading specialists, resource specialists, and the math coach meet weekly to discuss walkthrough/observations and feedback from teachers. Additionally, student performance is discussed and available data, such as STAR, DIBELS Next, DIBELS Math, Common Assessments, and teacher-made tests are reviewed. The Instructional Team will meet with teachers monthly to review progress on school-wide goals. The Instructional Team will report to the Title I Committee every nine weeks to share progress and gather feedback. The central office staff is supportive in assisting the school in planning and implementing parent involvement activities and in the development of our school-wide plan. At Harvest Elementary, we celebrate our achievements and address the areas that need improvement. We analyze our data and determine our goals and our action plan for the 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?**

During the annual school-wide data analysis meeting in August, faculty members met in teams to identify areas of strengths and weaknesses for the purpose of developing our action plan for the 2018-2019 school year. In order to provide appropriate differentiated instruction for all students, data is analyzed from multiple sources. The School Improvement Plan is revisited regularly to reflect school needs. The leadership team meets regularly to determine if goals are being met and make needed adjustments. Results from the assessments are used to determine strengths and areas of improvements. Students are identified and placed in tiered intervention groups. Teachers make instructional decisions and plan lessons to enhance strengths and improve areas of weakness.

### **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?**

Data analysis occurs continually and from year to year to measure program effectiveness. By comparing data the school is able to determine areas of strength and weakness within the school-wide program. Data from Scantron Performance, DIBELS Next, and local benchmark tests aligned to the CCRS are used to determine if the instruction has been effective. Students not making progress receive Tier II and Tier III instruction. Students are placed in PST where data is monitored regularly. The problem-solving team assists the classroom teacher in designing and choosing strategies for improving student academic performance. The team's purpose is to develop academic and instructional strategies that are research-based and have a high probability of success. Classroom teachers continue to monitor students to gather important student data that will drive instruction. RTI data is used to determine if the achievement of the students in Tier III intervention is effective. Special Education referral process is initiated when students continue to regress. The Individual Education Plans of these students are evaluated annually to determine progress and revise goals.

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

The data is reviewed a minimum of three times per school year in the fall, winter and spring in small group data meetings with teachers and instructional coaches. With the new schedule placing an emphasis on professional learning communities, we are able to review data more often to address the instructional needs of our students. Benchmark scores are analyzed and progress is evaluated. Feedback is provided with suggestions for changes as needed. A plan of action is created to ensure continuous improvement for student growth. The plan is revised to reflect the instructional changes. Mid-year amendments to allotted spending may be adjusted to align with the updated plan. The Title I team will meet to approve the updates.

DRAFT

# Coordination of Resources - Comprehensive Budget

DRAFT

## Introduction

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

DRAFT

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	45.63

Provide the number of classroom teachers.

45.63

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3417785.05

Total

3,417,785.05

DRAFT

### Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	102658.14

Total

102,658.14

DRAFT

### Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	54607.74

Total

54,607.74

DRAFT

### Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	84314.0

Total

84,314.00

DRAFT

## Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	85385.13

Total

85,385.13

DRAFT

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### 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

DRAFT

### 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

DRAFT

## 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.	14139.0

Total

14,139.00

DRAFT

## 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.	4242.0

Total

4,242.00

DRAFT

## 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

DRAFT

## 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.	27339.57

Total

27,339.57

DRAFT

## 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.	4531.0

Total

4,531.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	315050.68

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

Salaries & Fringes: \$167,232.69

Materials & Supplies: \$1,000.00

Software: \$4,198.54

Computers & Equipment: \$2,000.00

Pre-K: \$36,082.99

Extended Year: \$8,000.00

Extended Day: \$10,183.59

Parent Involvement: \$5,457.30

Staff Development: \$24,654.20

Carryover:

Computers & Equipment: \$56,241.37

May Amendment:

Pre-K: -\$5,730.46

Extended Day: -\$3,919.10

Staff Development: \$9,649.56

DRAFT

**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

DRAFT

**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

DRAFT

**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

DRAFT

**Title V**

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

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

N/A

DRAFT

### 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

DRAFT

### 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.	160200.0

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

OSR Pre-K #1

Salaries & Fringes: \$73,164.65

Materials & Supplies: \$100.00

Computers & Equipment: \$150.00

Field Trips: \$500.00

Staff Development: \$3,328.84

Building Services: \$1,356.51

Student Transportation: \$1,500.00

OSR Pre-K #2

Salaries & Fringes: \$77,025.71

Field Trips: \$250.00

Staff Development: \$2,598.61

Building Services: \$100.00

Student Transportation: \$125.68

OSR Pre-K #1 May Amendment

Salaries & Fringes: \$3,935.49

OSR Pre-K #2 May Amendment

Salaries & Fringes: \$3,899.93

DRAFT

## Local Funds

Label	Question	Value
1.	Provide the total	423770.4

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

Salaries & Fringes: \$227,465.69

Materials & Supplies: \$500.00

Travel & Training: \$2,800.00

Building Services: \$122,500.00

Transfers: \$70,504.71

DRAFT

# Parent and Family Engagement

DRAFT

## 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.

DRAFT

## 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))**

In the month of August, Harvest School will hold two Title I informational parent meetings. The meetings will be offered in the A.M. and the P.M. to accommodate parent needs. Parents will be invited through various methods to include a verbal announcement at Orientation, teacher newsletters, marquee sign, and social media. At the meeting, topics to be discussed will be 1. Parents' Rights 2. Developing a School wide Plan 3. School-Parent Compacts 4. Parents' Right to Know 5. LEA Parent Plan 6. 1% Set Aside of the budget and 7. Grievance Procedures. Parental input will be requested at the meeting to determine how the school and parents can form a partnership and work together to develop the School wide Plan.

**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 school will offer a Title I informational meeting in both the A.M. and P.M. to accommodate parent needs.
2. Parent participation will be solicited at the meeting. A Title I committee of stakeholders will be formed and meet on several dates to review data and plan school-wide goals to address school needs. Parents will help develop the School-Parent Compact. Parents will be encouraged to submit written feedback on the compact when it is signed and returned. The budget will be discussed and stakeholders will participate in decisions toward the best use of funds. As the plan is developed, stakeholders will review it and offer guidance and recommendations. Once the plan is completed, copies will be placed on the school's website and in two places for parent review. In the Spring, all parents will be given an opportunity to complete a Title I Parent Survey. This will be a valuable resource to guide next year's plan.
3. The Title I Committee, including parents, will choose how to spend parent involvement funds. Improving communication through use of parent newsletters, communication binders, student planners and informational literature is a current need. Also, parents have requested Academic Nights to educate parents on curriculum, College and Career Ready Standards, and standardized testing.

**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))**

Prior to the first day of school, Harvest holds the Harvest Round Up, an orientation meeting for all students and parents. On this night the students will meet their teacher and receive information on schedules, bus routes, car line procedures, lunch accounts and general school  
SY 2018-2019

information. During the first week of school, parents receive a packet with school-wide information. In August, a Title I parent meeting is held to inform parents about their rights and what it means to be a Title I school. Parents are encouraged to be an active participant in the development of the Title I plan. Parents are asked to provide an email address to become a part of a parent group that meets to create the School Home Compact and provide input to the ACIP goals and plan. Documents are sent home about what being a Title I school entails. Trans ACT is available and will be utilized to translate documents when another language other than English is required for the parent to understand. Translators are provided as necessary for parents of ELL students. All communication is presented in a language parents can understand, as much as practicable. Then, all parents and students are invited to an Open House where a description and explanation of curriculum, forms of academic assessments and academic expectations are discussed. This also serves as an opportunity for parents to ask questions and gain clarification on class routines and procedures. During the school year, at least two academic nights will be held to highlight academics, Family ELA Reading Night and Family Math and Science Night. Activities are planned for the students to participate in while the parents attend informational classes that teach and share strategies they can use at home to help their child be successful. Informational classes are also made available that explains assessments and how to help students master the standards that will lead to improved scores on assessments.

**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))**

Parents, school staff and students share responsibility for improving and achieving student academic achievement. One way to gain the largest perspective of everyone's voice is to conduct surveys. Our parents, students, and teachers took a survey at the end of last school year. Information was gained from the Title I survey and the results helped us identify areas of focus. Collectively, overall areas of focus became evident as areas to share the responsibility for improvement. The next step was to jointly develop the School Home Compact. A group of parents met to develop the compact with school staff representatives. The compact was reviewed and discussed with the faculty at a faculty meeting. The teachers then distributed it to the students for review and discussion. The compact was sent home with all students. As a sign of agreement, all three parties, a school representative, student and parent signed the compact. As outlined in the document, we all share responsibility for improving student achievement. The compacts are kept on file in each teacher's classroom. They may be reviewed at parent teacher conferences to reaffirm our commitment.

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

Parents are an integral part of our school-wide Title I planning. Parents and stakeholders on the Title I committee will meet to develop, review and revise the school-wide plan. Once the committee meets and approves the plan, it will be announced that it is available for parental review and input. It will be placed in the front office, library media center and on the schools' website. Parents will be able to submit concerns in writing to the principal and Title I coordinator.

**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)**

Harvest Elementary will build capacity for parent involvement through its annual parent meetings held at the beginning of the school year. At that time parents will receive an overview of the state academic content standards, grade level expectations and a review of assessments. In addition, throughout the school year, academic nights will be held to offer parents additional information to understand the College and Career Ready standards and strategies for helping their child at home. Parent conferences will also be held at least twice a year to review student data. Parents will be encouraged to review data weekly and share in student accountability. Also, at the beginning of the year, parents will receive information about Title I and attend an annual Title I information meeting. Parent involvement will be encouraged and parents will be asked to work collaboratively with the Title I committee establishing yearly plans and goals.

**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)**

Harvest will conduct at least two parent academic nights where instructional coaches and teachers offer parent training to understand the College and Career Ready Standards, standardized testing and school curriculum. Both a Family Reading Night and Family Math and Science Night will be held during the 2018 - 2019 school year. These nights are designed to help parents reinforce subject area strategies in the home environment. Our school will improve parent communication to increase students academic achievement through a partnership among the school, parents, and the community. First, each student will be provided with either a communication binder or a student planner. These will be used to transport hard copies of information, notes, homework, permission slips, etc, between the school and home. Parents will also receive graded papers once a week in the binder or planner and quarterly academic reports. Planners or communication binders will also be utilized as needed for students behavior notifications and/or progress of behavior plans. Promoting a partnership with our parents is our goal. Additionally, our teachers will receive multiple hours of training using Canvas. Canvas is a communication platform used to build a bridge between school and home using technology as a tool. Teachers will create a teacher page on Canvas and use it to post announcements and upload information. It will also give teachers the capability of uploading lessons, videos, etc for students to become active learners. As teachers become proficient with Canvas, both students and parents will have the ability to connect closely with the classroom from home. It can also be used to share video clips to demonstrate and model content, for example, how to complete a math problem, so the parents can view this to help their child complete homework or study for assessments.

**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)**

All faculty and staff is expected to treat all people with respect and are encouraged to make our students, parents and stakeholders feel valued and appreciated. Through faculty and staff meetings, the importance of parental involvement and working with parents as partners is discussed. Both the principal and assistant principal lead by example in their daily interactions with staff, students and parents. Additionally they set the expectations of establishing parents as partners in the education of our students. Also, these expectations are included in the School Home Compact by outlining time lines for parent conferences, informing parents of academic progress and grades, and maintaining an open line of communication. Presently, we have made a strong connection with the school PTO. The administration and a teacher representative works closely with the PTO to develop a strong relationship. The PTO developed a calendar events to involve students, parents and teachers all working together for common goals. Members of the PTO are physically present at school each week volunteering as needed.

**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)**

Harvest Elementary has plans to develop a parent resource center. With limited English and low language students in mind, we are going to purchase resources that will benefit parents, students and teachers to improve language development. We will also include literature and math resources to address parent needs. Additionally, at least two parent conferences are scheduled throughout the school year. Also, either a communication binder or a student planner will go home daily with students that will keep a constant open line of communication open between the school and home. It will serve as a resource of information and encourage parents to be fully connected with their child's education.

**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)**

Information is sent home to parents by means of newsletters, email, texts, and phone calls when appropriate. Announcements and school information is posted on the school Facebook site and through Twitter. Social media is an effective tool for making everyone aware of school events. We also post announcements on the school marquee. Currently we are training teachers to communicate with students and parents using a learning management system called Canvas. If parents need information translated from English, we use Transact to translate the information to be read in their native language. Parents are encouraged to call and share ideas with an administrator at anytime. Stakeholder feedback is also received through surveys and anonymous suggestions. Suggestions, ideas and parental needs are identified, considered and addressed. Each parents concerns are taken seriously and addressed in a professional and timely manner. Also, the school nurse and counselor provide a considerable amount of support to parents and communicate with them often. Parents are encouraged to attend monthly PTO meetings where an open forum is available for questions, concerns and sharing. Parents are also encouraged to participate in Title I planning and reviewing of goals and plans.

**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))**

Information and school reports are sent to parents in their native language. The use of Transact is available to translate information. An interpreter will be provided to assist with parent communication as needed. Phone conferences will be available for parents who are unable to visit the school. Home visits may be made if communication cannot be achieved through means listed previously.