



ACIP

Leighton Elementary School Colbert County Board of Education

Mrs. Vickie Osborn
8100 Old Highway 20
Leighton, AL 35646

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Executive Summary

DRAFT

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?

Leighton Elementary School is a Title I school, serving Pre-K through Grade 6 students in Leighton, Alabama. Mrs. Vickie Osborn serves as principal. Enrollment is currently at 299 students. In addition to currently enrolled students, we have a total of 44 Pre-K students. Leighton Elementary School is located in a rural community in eastern Colbert County with a population of 729. Currently, 80% of Leighton Elementary School students are served under the free/reduced lunch program. Of the 343 students, 69% are Caucasian, 23% are African American, 7% Hispanic, .3% are Asian, and 9% Multi-Race.

Leighton Elementary School has 45.60 teachers/staff members with 100% of teachers having received highly qualified teaching status. Of the 51 teachers/staff members, Leighton Elementary has one media specialist, one full-time counselor, one full time and one part-time physical education teacher, one part-time speech teacher, one part-time occupational therapist, one part time English language teacher, and one instructional coach.

Professional development has been conducted for Common Core state standards during the past three years. Other professional development has included math textbook training, reading textbook training, and Alabama Math and Science Initiative training (AMSTI). Teachers continue to further their education and knowledge through other professional development opportunities.

Small class sizes and low teacher turnover are positive attributes of Leighton Elementary School. Low teacher turnover provides stability for the school. This enables the faculty to get to know students and families on a personal level and teachers are able to follow student academic progress from Pre-K through 6th grade. Small class size enables teachers to provide one-on-one instruction. Most of the students come from low socioeconomic backgrounds. However, Leighton Elementary consistently scores ability on state administered assessments. Additionally, Leighton Elementary strives to stay up to date and provide the latest in technology and a safe environment for the students. Each classroom is equipped with Smart Board technology. Another positive attribute of Leighton Elementary is that the school has an electronic entry system to provide safety for the students.

School's Purpose

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

Vision:

Leighton Elementary School strives to provide a high quality education in a safe environment that allows students to grow and achieve academically and socially. It is our desire to help students become life-long learners and productive citizens.

Mission:

The mission of Leighton Elementary School is to provide a safe and nurturing environment which enables all students to achieve educational success, value learning as an ongoing process, and allow opportunities for technology experiences that will mold students into college and career citizens.

Core Beliefs:

At Leighton Elementary School, we believe that all students have the potential to learn with appropriate and challenging instructional curriculum that will enable them to continue learning throughout life. Effective student learning is our primary focus and the basis of all decisions impacting the work of our school community. Teachers, staff, administrators, parents, community members, and students share the responsibility of creating an effective school. Responsibility, resourcefulness, and respect are character traits expected and modeled by all members of our school community. A supportive learning environment includes high expectations among students and staff.

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.

By focusing on College and Career Ready Standards, Leighton Elementary ensures that each student is prepared in all subject areas. The implementation of the English/Language Arts course of study leads to more critical thinking. In the area of Mathematics, students learn to be more equipped problem solvers by using STEM activities to encourage high order thinking. In the area of academic success, Leighton Elementary School has had notable gains in standardized testing in the past three years. Our third grade reading was recognized by ALSDE and Governor Ivy as a top 50 school in reading gains! Scantron reading results in grades 3-6, indicated that reading comprehension needs to be an area of focus. As a result, a reading goal is included in the Alabama Continuous Improvement Plan (ACIP). Each student has a personal reading goal based on focus standards which are updated throughout the school year.

Each classroom at Leighton Elementary School has been equipped with an interactive Smart Board, document camera, and student/teacher Chrome Box computers to ensure that the students are prepared for the College and Career Readiness Standards. There are 4 chromebook carts located throughout the building for student use in the classroom. The library houses 12 IPADS which are available for student use. Leighton Elementary School also has a computer lab which is equipped with 25 student computers and software.

As a part of the safety plan, each teacher has a handheld transceiver in the classroom, an alarm system for safety measures, as well as an electronic system for visitors.

Additional Information

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

Although small in size, Leighton is rich in heritage and tradition in both music and sports. Leighton is home to both Rock and Roll Hall of Fame music legend Percy Sledge and Pro Football Hall of Fame inductees Ozzie Newsome and Ed West. Colbert County High School, which Leighton Elementary students transition into, proudly has six State Championships and twenty-one Regional Championships in football. Colbert County High School is number three in state record holdings with 164 All State Players and number four in state record holdings of NFL players. Many of these fine athletes are former Leighton Elementary School students. Sporting events continue to be the heart beat and favorite gathering place for town residents.

Leighton is also proud to be the hometown of Howell T. Heflin (1921-2005). He was an attorney and elected as Chief Justice of the Supreme Court and served from 1971-1977. He was a U.S. Senator from 1979-1997 and inducted into the Alabama Men's Hall of Fame. Senator Heflin was a graduate of Colbert County High School.

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.

The school principal determines the parent/staff who are involved in the planning of the ACIP. Several factors were considered when selecting stakeholders including but not limited to: ethnicity, parents of children representing a variety of grade levels, and community stakeholders. This stakeholders were notified of their selection via letter from the principal. Various days and times were offered throughout the year to accommodate stakeholders schedules.

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

Listed below are the members and their representation on the ACIP Team.

Vickie Osborn - Principal

Jamie Carder - Teacher

Keri Jackson - Instructional Coach

Kelley Holt - Teacher

Bethany Hale - Guidance Counselor

Aimee Aday - Parent

Lydina Bennet - Parent

Susan Hamm - Community Stakeholder

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

A copy of the 2018-2019 plan is available on the parent resource table and also on the Leighton Elementary School and Colbert County School website. The Executive Summary and the goals/plan are printed and placed at the parent communication table at the front of the school. ACIP team members review and revise the plan on a monthly basis.

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 DIBELS 2017-2018 Edmentum 2017-2018 Scantron

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Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

In reading, based on the Edmentum Diagnostic Assessment, 81% of students are on or above grade level at the end of the 2017-2018 school year.

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

According to the Edmentum Diagnostic Assessment in Math, Leighton Elementary students began the year of 2017-2018 with 42% on or above grade level and ended the year with 81% on or above grade level. This is an increase of 39% on or above grade level.

Which area(s) indicate the overall highest performance?

In the area of math, Kindergarten had the highest performance with 95% of their students on or above grade level at the end of 2017-2018.

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

The third grade Edmentum Diagnostic Assessment in Math indicates the students on or above grade level increased by 48% in the year 2017-2018.

The second grade Edmentum Diagnostic Assessment in Math indicates the students on or above grade level increased by 49% in the year 2017-2018.

Between which subgroups is the achievement gap closing?

The achievement gap seems to be closing between first grade and second grade students

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

The Scantron data is somewhat consistent with Edmentum Diagnostic Data.

Areas in Need of Improvement

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

Second grade DIBELS data indicates that 9 students were classified as Intensive Support at the beginning and at the end of the 2017-2018 school year.

Fifth grade Edmentum Diagnostic Assessment indicates that only 31% of students improved to on or above grade level by the end of 2017-2018.

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

In the area of Reading in fifth grade Edmentum Diagnostic Assessment, students on or above grade level only increased by 17% by the end of 2017-2018.

Which area(s) indicate the overall lowest performance?

The overall lowest performance was in reading based on Edmentum Diagnostic Assessment.

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

All subgroups showed an increase in performance based on the Edmentum Diagnostic.

Between which subgroups is the achievement gap becoming greater?

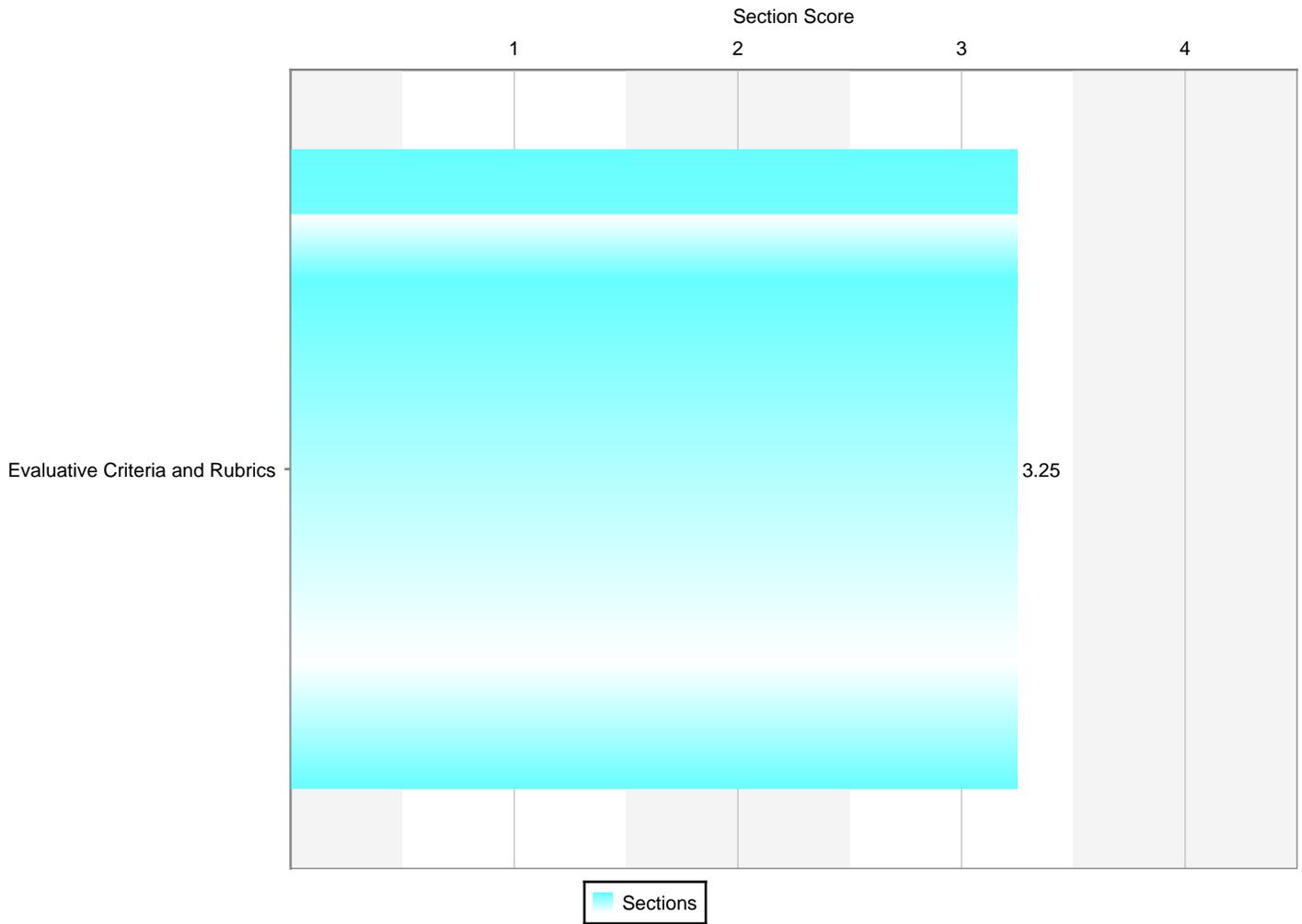
The achievement gap is becoming greater from fourth grades students to fifth grade students according to the Edmentum Diagnostic Assessment. In reading, the percentage of students on or above grade level dropped by 10%. In math, the percentage of students on or above grade level dropped by 7%.

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

The Edmentum Diagnostic Assessment and the Scantron findings are consistent with fifth grade students.

Report Summary

Scores By Section



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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		Assurances 2018-2019

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		4 Complies with fed laws just gale

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		Discrimination Compliance

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		Parental Involvement

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		2018-2019 School-Parent Compact

2018-2019 Goals and Plans

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Overview

Plan Name

2018-2019 Goals and Plans

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	Students will show an increase of 2% in the area of Math from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$350
2	Students will show an increase of 2% in the area of Reading from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$91400
3	Students will show an increase in sentence structure and vocabulary in their writing skills.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	The media specialist will increase student engagement through project-based activities.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$100

Goal 1: Students will show an increase of 2% in the area of Math from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy 1:

Edmentum Diagnostic Program - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: edmentum.com

Activity - Research based computer program - Edmentum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A, District Funding	Classroom Teacher

Strategy 2:

Mountain Math - Mountain Math will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mountain Math is proven to improve long-term mastery and the spiraling is effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350	Title I Schoolwide	Classroom Teacher

Goal 2: Students will show an increase of 2% in the area of Reading from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy 1:

Research based computer program - Edmentum - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://ple.platoweb.com>

Activity - Edmentum Diagnostic Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$87991	Title I Part A	Classroom Teacher

Strategy 2:

Mountain Language - Mountain Language will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mountain Language is proven to improve long-term mastery and the spiraling if effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350	Title I Schoolwide	Classroom Teacher

Strategy 3:

Renaissance Learning - Every student can become their most amazing self and discover a lifelong love of reading with the guidance of an expert teacher. Designed based on years of careful research to help teachers introduce students to the magic of books and reading, Accelerated Reader products are the most widely used K–12 reading practice programs

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.renaissance.com/>

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Renaissance Accelerated Reader products equip teachers with unparalleled insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow.	Academic Support Program	08/08/2018	05/23/2019	\$3059	USAC Technology	Classroom Teachers and Media Specialist

Goal 3: Students will show an increase in sentence structure and vocabulary in their writing skills.

Measurable Objective 1:

achieve college and career readiness by writing in complete sentences and answering questions using correct sentence structure by 05/23/2019 as measured by student work samples.

Strategy 1:

Journal Writing - Students in Kindergarten through Second Grade will practice their writing skills in a writing journal.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers>

Activity - Shared Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students write weekly in a journal based on another student's personal experience to practice sentence structure and vocabulary.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Classroom Teachers

Goal 4: The media specialist will increase student engagement through project-based activities.

Measurable Objective 1:

demonstrate a behavior by increasing student learning through activities provided by the Media Specialist by 05/23/2019 as measured by student participation.

Strategy 1:

Student Engagement - Students will participate in a Book Fair, Inventors Convention, Korean War Veterans, Japanese Tea Party, and City Guide sponsored by the media specialist and set up in the library. Students will have the opportunity to participate in events throughout the school year with the media specialist that will increase their knowledge and love for reading.

Category: Develop/Implement Learning Supports

Research Cited: www.scholastic.com/bookfairs/content/programs/allforbooks/about-all-books

Activity - Parent/Grandparent/Student Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the Book Fair to purchase literature materials. Parents and grandparents are invited to visit the Book Fair with their child.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Media Specialist

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Leighton Elementary School

Activity - Inventors Convention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 6th grade students will participate in the Inventors Convention on November	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Media Specialist
Activity - Korean War Veterans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Korean War veterans will visit the school library on May - to engage students in learning about the war.	Community Engagement	08/08/2018	05/23/2019	\$0	No Funding Required	Media Specialist
Activity - Japanese Tea Party	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Japanese Tea Party, October	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Media Specialist
Activity - 200 Alabama Bicentennial	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On August 3, 2018, Governor Kay Ivey announced the 200 Alabama Bicentennial Schools. Each school received a \$2,000 grant to support a year-long project designed to strengthen connections between campuses and their communities. Leighton Elementary students will present at the board meeting on February 21, 2019.	Academic Support Program	08/08/2018	05/23/2019	\$100	Title I Schoolwide	4th Grade Teachers and Media Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research based computer program - Edmentum	Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$0	Classroom Teacher
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Shared Journal Writing	Students write weekly in a journal based on another student's personal experience to practice sentence structure and vocabulary.	Academic Support Program	08/08/2018	05/23/2019	\$0	Classroom Teachers
Japanese Tea Party	Japanese Tea Party, October	Academic Support Program	08/08/2018	05/23/2019	\$0	Media Specialist
Parent/Grandparent/Student Participation	Students will visit the Book Fair to purchase literature materials. Parents and grandparents are invited to visit the Book Fair with their child.	Academic Support Program	08/08/2018	05/23/2019	\$0	Media Specialist
Inventors Convention	The 6th grade students will participate in the Inventors Convention on November	Academic Support Program	08/08/2018	05/23/2019	\$0	Media Specialist
Korean War Veterans	Korean War veterans will visit the school library on May - to engage students in learning about the war.	Community Engagement	08/08/2018	05/23/2019	\$0	Media Specialist
Total					\$0	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Leighton Elementary School

Accelerated Reader	Renaissance Accelerated Reader products equip teachers with unparalleled insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow.	Academic Support Program	08/08/2018	05/23/2019	\$3059	Classroom Teachers and Media Specialist
Total					\$3059	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mountain Language	Mountain Language is proven to improve long-term mastery and the spiraling if effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350	Classroom Teacher
200 Alabama Bicentennial	On August 3, 2018, Governor Kay Ivey announced the 200 Alabama Bicentennial Schools. Each school received a \$2,000 grant to support a year-long project designed to strengthen connections between campuses and their communities. Leighton Elementary students will present at the board meeting on February 21, 2019.	Academic Support Program	08/08/2018	05/23/2019	\$100	4th Grade Teachers and Media Speciaist
Mountain Math	Mountain Math is proven to improve long-term mastery and the spiraling is effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350	Classroom Teacher
Total					\$800	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research based computer program - Edmentum	Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$0	Classroom Teacher
Edmentum Diagnostic Program	Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$87991	Classroom Teacher
Total					\$87991	

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.

DRAFT

Stakeholder Feedback Data

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

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Stakeholders of Leighton Elementary stated that Leighton Elementary has high expectations for students in all classes. Another area of satisfaction was that stakeholders feel that all of the teachers send progress reports in easy to understand language.

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

Results indicate there is a trend toward increasing stakeholder satisfaction in the area of teaching and assessing for learning. Parents feel that all teachers provide an equitable curriculum that meets learning needs. Parents also feel that classwork is challenging for students.

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

Reported findings from staff surveys indicate that teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments. Surveys also indicate that teachers personalize instructional strategies and interventions to address individual learning needs of students.

Areas in Need of Improvement

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

The lowest level of satisfaction as indicated by the staff survey was in the area of staff members providing peer coaching to teachers. Another need of improvement was in developing a formal process to support new staff members in their professional practice.

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

A trend toward decreasing stakeholder satisfaction was in the area of resources and support systems and the effective use of financial resources.

What are the implications for these stakeholder perceptions?

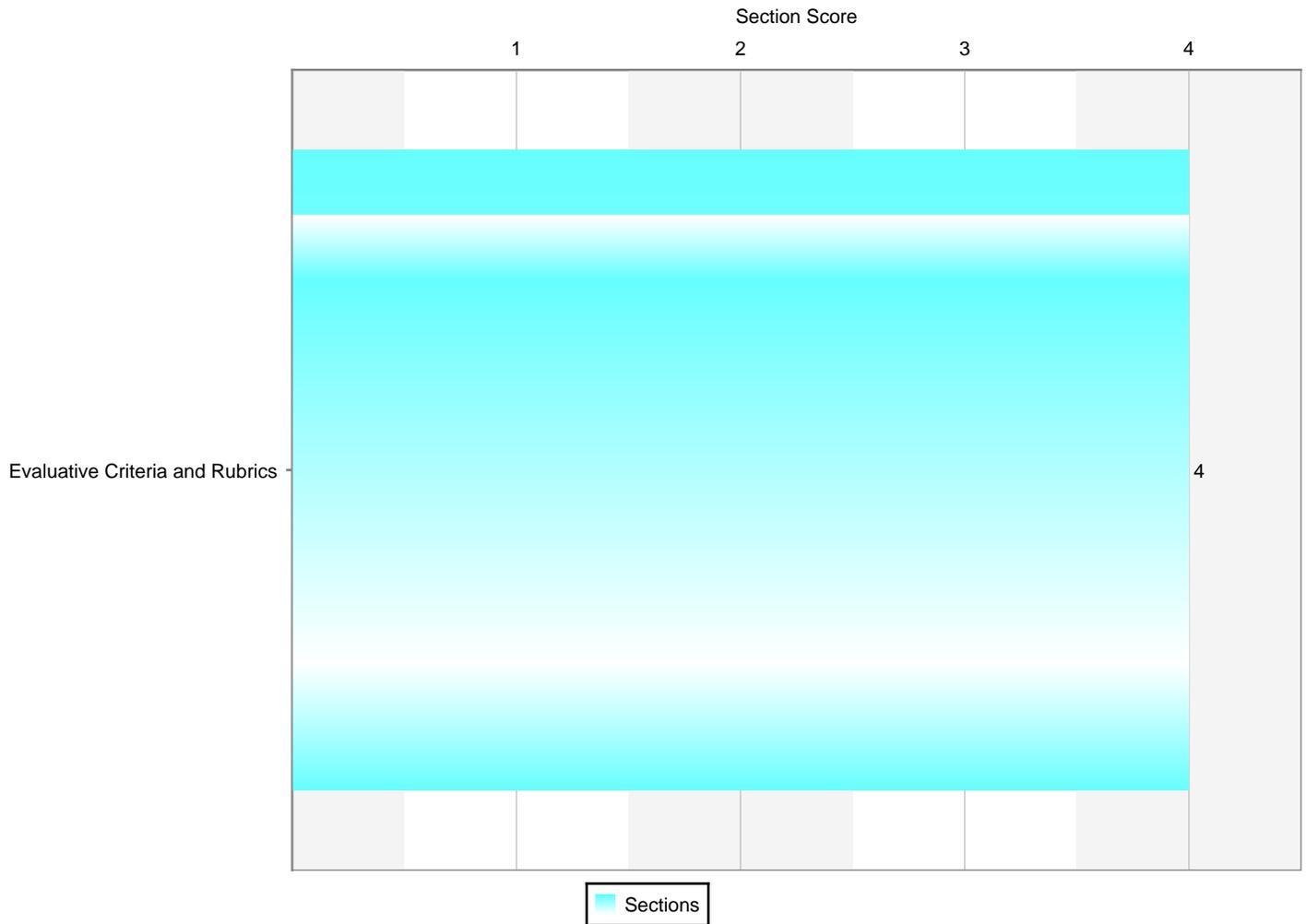
Due to financial limitations, our school continues to seek ways to update technology in classrooms and the computer lab. We also have a need of financing the replacement of equipment such as Smart Boards and computers as needed.

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

Findings were consistent between the parent and staff survey in the area of the need for sufficient material resources to meet student needs.

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

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).

DRAFT

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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by an anonymous survey administered to stakeholders, students and faculty/staff members of Leighton Elementary School. A letter was sent home to parents and a link to the survey was also posted on the school website for the stakeholders, students, staff, and faculty members to use to complete. IPADS as well as the school computer lab was available for all groups to take the survey

What were the results of the comprehensive needs assessment?

A strength as indicated on the staff survey (average score 4.68) was that the staff felt that the school has a continuous improvement process based on data, goals, actions, and growth. An area of need as indicated by the staff survey (average score 3.91) is that the school needs to provide peer coaching to teachers and new staff members.

A strength as indicated on the stakeholder survey (average 4.59) is that our school has high expectations for students in all classes. An area of needs improvement (average 4.23) is that the stakeholders feel that the school does not have up to date computers and other technology.

A strength as indicated on the student survey (average score 4.98) is that the students feel that teachers have high expectations and want them to do their best. An area of needs improvement (average score 4.13) is students would like to be more involved in the decision making process.

What conclusions were drawn from the results?

Surveys show that opportunities should be increased to involve students in the decision making process of the school. Results also indicate that the school should continue to seek resources to keep technology up to date. A formal mentoring program which has been put in place should continue to be developed.

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

Survey results indicate that both stakeholders and students felt that the teaching staff was qualified and used a variety of teaching methods and strategies to meet the needs of students. The staff survey indicated that teachers address the individual learning needs and styles of students by using a variety of teaching methods and strategies.

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

A school goal is to increase parental and community support through an outreach program TASOP. This program is student led which Leighton Elementary School increases the opportunities for students to be more involved in the decision making process of the school. With this program, students, faculty, and stakeholders work together once a month on a community project.

The reading goal is to increase student achievement in the area of reading on the Scantron Performance Test. Research based programs Edmentum, Mountain Math and Language and Renaissance Place will be purchased for student use. Students will be able to use Edmentum and our core program McGraw-Hill Wonders at home as well as at school.

The math goal is to increase student achievement in the area of math on the Scantron Performance Test. Research based programs Edmentum, Mountain Math and Language will be purchased for student use. Students will be able to use Edmentum and our core program McGraw-Hill at home as well as at school. A formal mentoring program for new and inexperienced teachers is being developed as the needs assessment indicated.

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

Multiple research based data will be used to monitor progress including Edmentum and Scantron Performance Test results. Edmentum, and Scantron Performance test results were compared to show a correlation of student growth.

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

The reading goal addresses the needs of the school population by providing students with small group and whole group instruction by highly qualified teachers as well as the accessibility to research based computer programs at both home and school. A reading coach will also provide additional small group instruction for students who are struggling in the area of reading.

The math goal addresses the needs of the school population by providing students with small group and whole group instruction by highly qualified teachers as well as accessibility to research based computer programs at both home and school.

The parental/community involvement goal increases the opportunity for student led activities and being involved in the decision making process of the school. It also serves as an opportunity for our disadvantaged students (economically disadvantaged, EL students) to serve as student leaders.

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:

Improve student participation with the Media Specialist

Measurable Objective 1:

demonstrate a behavior by increasing student learning through activities provided by the Media Specialist by 05/31/2018 as measured by student participation .

Strategy1:

Student Participation - Students will have the opportunity to participate in events throughout the school year with the media specialist that will increase their knowledge and love for reading.

Category: Develop/Implement Learning Supports

Research Cited: www.scholastic.com/bookfairs/content/programs/allforbooks/about-all-books

About All for Books

Activity - Book Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the Book Fair to purchase literature materials. Parents and grandparents are invited to visit the Book Fair with their child.	Academic Support Program	08/04/2017	05/31/2018	\$0 - No Funding Required	Media Specialist

Activity - Author/Illustrator Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The illustrator, Michael White, will be doing a presentation for the students at Leighton Elementary School to demonstrate his illustrations of books.	Academic Support Program	10/11/2017	10/11/2017	\$1 - Title I Schoolwide	Principal, Librarian, Classroom Teachers

Activity - Inventors Convention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth grade students present famous inventors to classes/parents. They research an inventor and create a PowerPoint and poster.	Academic Support Program Parent Involvement	08/04/2017	05/31/2018	\$0 - No Funding Required	Librarian, Classroom Teacher

ACIP

Leighton Elementary School

Activity - Korean War Veterans Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Korean War Vets visited our school and discussed the war with our 6th grade students.	Academic Support Program	05/15/2018	05/15/2018	\$0 - No Funding Required	Media Specialist and Sixth grade teachers

Activity - Read In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community leaders read to students.	Community Engagement	08/04/2017	05/31/2018	\$0 - No Funding Required	Principal, Librarian, Classroom Teacher

Goal 2:

Students will show an increase of 2% in the area of Math from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Mountain Math - Mountain Math will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Math is proven to improve long-term mastery and the spiraling is effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Strategy2:

Edmentum Diagnostic Program - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: edmentum.com

Activity - Research based computer program - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A \$0 - District Funding	Classroom Teacher

Goal 3:

SY 2018-2019

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Students will show an increase of 2% in the area of Reading from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Research based computer program - Edmentum - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://ple.platoweb.com>

Activity - Edmentum Diagnostic Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$87991 - Title I Part A	Classroom Teacher

Strategy2:

Renaissance Learning - Every student can become their most amazing self and discover a lifelong love of reading with the guidance of an expert teacher. Designed based on years of careful research to help teachers introduce students to the magic of books and reading, Accelerated Reader products are the most widely used K–12 reading practice programs

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.renaissance.com/>

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance Accelerated Reader products equip teachers with unparalleled insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow.	Academic Support Program	08/08/2018	05/23/2019	\$3059 - USAC Technology	Classroom Teachers and Media Specialist

Strategy3:

Mountain Language - Mountain Language will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

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Leighton Elementary School

Activity - Mountain Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Language is proven to improve long-term mastery and the spiraling if effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Goal 4:

Students will show an increase in sentence structure and vocabulary in their writing skills.

Measurable Objective 1:

achieve college and career readiness by writing in complete sentences and answering questions using correct sentence structure by 05/23/2019 as measured by student work samples.

Strategy1:

Journal Writing - Students in Kindergarten through Second Grade will practice their writing skills in a writing journal.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers>

Activity - Shared Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students write weekly in a journal based on another student's personal experience to practice sentence structure and vocabulary.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Classroom Teachers

Goal 5:

The media specialist will increase student engagement through project-based activities.

Measurable Objective 1:

demonstrate a behavior by increasing student learning through activities provided by the Media Specialist by 05/23/2019 as measured by student participation.

Strategy1:

Student Engagement - Students will participate in a Book Fair, Inventors Convention, Korean War Veterans, Japanese Tea Party, and City Guide sponsored by the media specialist and set up in the library. Students will have the opportunity to participate in events throughout the school year with the media specialist that will increase their knowledge and love for reading.

Category: Develop/Implement Learning Supports

Research Cited: www.scholastic.com/bookfairs/content/programs/allforbooks/about-all-books

ACIP

Leighton Elementary School

Activity - Inventors Convention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 6th grade students will participate in the Inventors Convention on November	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Media Specialist

Activity - Japanese Tea Party	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Japanese Tea Party, October	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Media Specialist

Activity - Korean War Veterans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Korean War veterans will visit the school library on May - to engage students in learning about the war.	Community Engagement	08/08/2018	05/23/2019	\$0 - No Funding Required	Media Specialist

Activity - 200 Alabama Bicentennial	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On August 3, 2018, Governor Kay Ivey announced the 200 Alabama Bicentennial Schools. Each school received a \$2,000 grant to support a year-long project designed to strengthen connections between campuses and their communities. Leighton Elementary students will present at the board meeting on February 21, 2019.	Academic Support Program	08/08/2018	05/23/2019	\$100 - Title I Schoolwide	4th Grade Teachers and Media Specialist

Activity - Parent/Grandparent/Student Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the Book Fair to purchase literature materials. Parents and grandparents are invited to visit the Book Fair with their child.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Media Specialist

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:

Students will show an increase of 2% in the area of Reading from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Mountain Language - Mountain Language will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Language is proven to improve long-term mastery and the spiraling if effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Strategy2:

Research based computer program - Edmentum - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://ple.platoweb.com>

Activity - Edmentum Diagnostic Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$87991 - Title I Part A	Classroom Teacher

Strategy3:

Renaissance Learning - Every student can become their most amazing self and discover a lifelong love of reading with the guidance of an expert teacher. Designed based on years of careful research to help teachers introduce students to the magic of books and reading, Accelerated Reader products are the most widely used K–12 reading practice programs

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.renaissance.com/>

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance Accelerated Reader products equip teachers with unparalleled insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow.	Academic Support Program	08/08/2018	05/23/2019	\$3059 - USAC Technology	Classroom Teachers and Media Specialist

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:

Students will show an increase of 2% in the area of Math from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Mountain Math - Mountain Math will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Math is proven to improve long-term mastery and the spiraling is effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Strategy2:

Edmentum Diagnostic Program - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: edmentum.com

Activity - Research based computer program - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A \$0 - District Funding	Classroom Teacher

Goal 2:

Students will show an increase of 2% in the area of Reading from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Research based computer program - Edmentum - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://ple.platoweb.com>

Activity - Edmentum Diagnostic Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$87991 - Title I Part A	Classroom Teacher

Strategy2:

Renaissance Learning - Every student can become their most amazing self and discover a lifelong love of reading with the guidance of an expert teacher. Designed based on years of careful research to help teachers introduce students to the magic of books and reading, Accelerated Reader products are the most widely used K–12 reading practice programs

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.renaissance.com/>

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance Accelerated Reader products equip teachers with unparalleled insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow.	Academic Support Program	08/08/2018	05/23/2019	\$3059 - USAC Technology	Classroom Teachers and Media Specialist

Strategy3:

Mountain Language - Mountain Language will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

ACIP

Leighton Elementary School

Activity - Mountain Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Language is proven to improve long-term mastery and the spiraling if effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

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

Students will show an increase of 2% in the area of Math from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Mountain Math - Mountain Math will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Math is proven to improve long-term mastery and the spiraling is effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Strategy2:

Edmentum Diagnostic Program - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: edmentum.com

Activity - Research based computer program - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$0 - District Funding \$0 - Title I Part A	Classroom Teacher

Goal 2:

Students will show an increase of 2% in the area of Reading from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Research based computer program - Edmentum - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://ple.platoweb.com>

Activity - Edmentum Diagnostic Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$87991 - Title I Part A	Classroom Teacher

Strategy2:

Mountain Language - Mountain Language will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Language is proven to improve long-term mastery and the spiraling if effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Strategy3:

Renaissance Learning - Every student can become their most amazing self and discover a lifelong love of reading with the guidance of an expert teacher. Designed based on years of careful research to help teachers introduce students to the magic of books and reading, Accelerated Reader products are the most widely used K–12 reading practice programs

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.renaissance.com/>

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance Accelerated Reader products equip teachers with unparalleled insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow.	Academic Support Program	08/08/2018	05/23/2019	\$3059 - USAC Technology	Classroom Teachers and Media Specialist

Goal 3:

Students will show an increase in sentence structure and vocabulary in their writing skills.

Measurable Objective 1:

achieve college and career readiness by writing in complete sentences and answering questions using correct sentence structure by 05/23/2019 as measured by student work samples.

Strategy1:

Journal Writing - Students in Kindergarten through Second Grade will practice their writing skills in a writing journal.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers>

Activity - Shared Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students write weekly in a journal based on another student's personal experience to practice sentence structure and vocabulary.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Classroom Teachers

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.

The results from Scantron and Edmentum are translated to English learners in a language they can understand through our EL teacher, Ashley Harris.

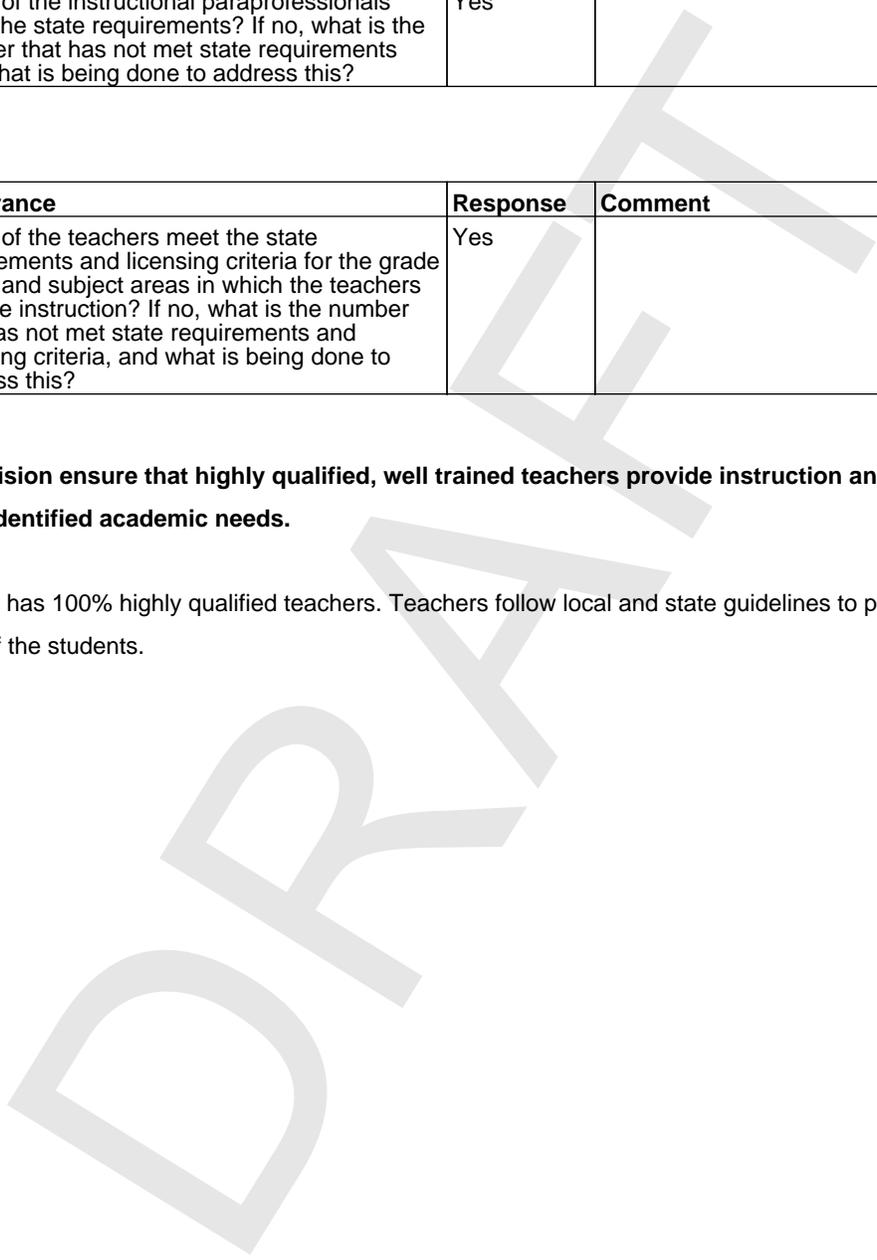
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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.

Leighton Elementary School has 100% highly qualified teachers. Teachers follow local and state guidelines to provide instruction and to meet the academic needs of the students.



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?

Leighton Elementary School continues to have a low teacher turnover rate. Due to retirements and transfers, two new teachers were hired and one teacher transferred from another school within the system. The school counselor is not full time and was hired at the beginning of the school year.

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

All teachers with the exception of three have at least five years teaching experience.

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

NA

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.**

Leighton Elementary School participates in common core training at the district level. Turn around training is conducted at the school level after district training. Leighton Elementary also participates in professional development activities in the area of technology, instruction, and project-based learning.

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

All Leighton Elementary staff participated in "Converge" training at the beginning of the school year. "Converge" training consisted of Edmentum, classroom management, implementing the school website, etc. Some teachers are doing AMSTI professional development. The reading coach is attending ARI Coaching Communities throughout the year to increase knowledge of teaching students to read and comprehend.

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

New teachers at Leighton Elementary are assigned a mentor to assist them during their first year. Veteran teachers assist new or inexperienced teachers with programs such as INOW, McGraw-Hill reading program, McGraw-Hill math program, as well as becoming familiar with the school's policies and procedures

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

The mentor and teacher meet throughout the school year during and after school as well as participate in district level meetings.

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:

Students will show an increase of 2% in the area of Math from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Edmentum Diagnostic Program - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: edmentum.com

Activity - Research based computer program - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$0 - District Funding \$0 - Title I Part A	Classroom Teacher

Strategy2:

Mountain Math - Mountain Math will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Math is proven to improve long-term mastery and the spiraling is effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Goal 2:

Students will show an increase of 2% in the area of Reading from the beginning of the year 08/08/2018 on the Edmentum Diagnostic to the end of the year 05/23/2019.

Measurable Objective 1:

achieve college and career readiness with a 2% increase by 05/23/2019 as measured by Edmentum Diagnostics Reports.

Strategy1:

Renaissance Learning - Every student can become their most amazing self and discover a lifelong love of reading with the guidance of an expert teacher. Designed based on years of careful research to help teachers introduce students to the magic of books and reading, Accelerated Reader products are the most widely used K–12 reading practice programs

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.renaissance.com/>

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance Accelerated Reader products equip teachers with unparalleled insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow.	Academic Support Program	08/08/2018	05/23/2019	\$3059 - USAC Technology	Classroom Teachers and Media Specialist

Strategy2:

Mountain Language - Mountain Language will be used daily in the classroom as a supplemental program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.mtmath.com

Activity - Mountain Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mountain Language is proven to improve long-term mastery and the spiraling if effective with all learners.	Academic Support Program	08/08/2018	05/23/2019	\$350 - Title I Schoolwide	Classroom Teacher

Strategy3:

Research based computer program - Edmentum - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://ple.platoweb.com>

Activity - Edmentum Diagnostic Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.	Academic Support Program	08/08/2018	05/23/2019	\$87991 - Title I Part A	Classroom Teacher

Goal 3:

Students will show an increase in sentence structure and vocabulary in their writing skills.

Measurable Objective 1:

achieve college and career readiness by writing in complete sentences and answering questions using correct sentence structure by 05/23/2019 as measured by student work samples.

Strategy1:

Journal Writing - Students in Kindergarten through Second Grade will practice their writing skills in a writing journal.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers>

Activity - Shared Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students write weekly in a journal based on another student's personal experience to practice sentence structure and vocabulary.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Classroom Teachers

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 collect and analyze data from Edmentum Diagnostic and Scantron results to acquire information about students. A data meeting is held to help to identify at-risk students. Monthly meetings are held to develop plans to provide interventions. Results from the data meetings are used to guide instruction as well as interventions

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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 results of the data compilation helps teachers determine school improvement goals as well as student achievement goals. All teachers are involved in the development of the Continuous School Improvement Plan through the development of activities, benchmarks, resources, and budgeting.

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?

At-risk students receive small group instruction in the classroom. At-risk students also work on an individualized learning path through Edmentum.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Extended year services may be offered through a student's IEP. The student has to meet criteria to qualify for participation. A summer reading program is held each summer at the Leighton Public Library and is a partnership between the library and the Colbert County Board of Education. All students are offered a summer program, Summer Bridge.

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.

At-risk students are provided with effective and additional instructional assistance. At-risk students receive small group instruction in the classroom. ELL students are given the opportunity to work with the ELL teacher to strengthen academic skills. Special Education students are serviced by one of three special education teachers in an inclusion classroom. IEP's are followed and may include small group instruction in the special education classroom in addition to the regular classroom. Leighton Elementary School houses the only special needs program in the county and serves all elementary special needs students in the Colbert County School System.

A free and reduced breakfast and lunch program is provided for economically disadvantaged students. The school strives to provide additional support and resources for families on an as needed basis for items such as school supplies, snacks, field trips and other activities. Economically disadvantaged children are offered the opportunity to participate in the "Backpack Club" which is sponsored by a local community group. Each week a backpack of non-perishable food items is sent home with the child. If a student is identified as homeless, the school offers assistance to the family in many ways. Physical needs are a top priority and the school provides food, clothing, and assists with any school related activities such as field trips or special projects. If needed, additional agencies are contacted to assist the family with

housing and transportation. A homeless student receives additional support and guidance to ensure that their academic challenges are addressed.

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.

NA

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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.

High Academic Standards for all students: Funds are used to employ highly qualified teachers who provide additional assistance for students. Instructional paraprofessionals are employed to assist teachers. High quality materials and supplies are purchased with some of the funds to enrich the teaching and learning activities. Some of the funds are used for professional development to help teachers grow and expand their abilities to teach the students. Remediation materials are purchased to help students reach higher levels of achievement by enhancing the higher thinking skills.

Schools have been able to purchase equipment, including computers and printers to use research based software, such as Renaissance Learning, ABC Mouse, Reading A-Z, Head Sprout, My Reading Coach, Study Island, Riverdeep, PBS/PBS Kids, AVL, and Teaching Strategies GOLD. Some of these research-based programs have been purchased with other funds, but through coordination of programs, Leighton Elementary has been able to improve academic standards.

Alabama Reading Initiative (Grades K-6): A professional development model that trains teachers to implement the most effective research based instructional strategies with all students. Specialized professional development in assessment and intervention is also provided. A county-wide Pre-K program that enhances the children's opportunities to be ready to enter school ready to learn. This program continues to grow with the addition of a additional Pre-K program this year, Regular Program Instruction: Core Language Arts Curriculum emphasizes student needs based on assessment data, small group instruction, and specific research-based strategies and intervention. The regular classroom teacher makes accommodations using the regular program to meet the research-based strategies and intervention. The regular classroom teacher makes accommodations using the regular program to meet the needs of struggling students. Accommodations may include but are not limited to the following: Oral rather than

written assignments, oral testing, extra time to complete assignments, peer tutoring and shortened assignments.

Safe and Disciplined Learning Environments: Principals, counselors, teachers, and support staff are trained and adhere to Colbert County Code of Conduct. Students are expected to follow the rules adopted by the Colbert County Board of Education. There is a discipline committee to hear the appeals of students and parents. Positive Behavioral Support Teams monitor and encourage appropriate behavior among students. There is also Alternative School and C.L.A.S.S. program to assist students who have behavior issues. Researched based programs (Mendez, Project Alert, and Discovery Health Connection) purchased with funds are taught in the classrooms, to educate the students about the hazards of violence and drug use. These programs provide violence and drug prevention 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)?

The school provides parents with various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs assist parents in the understanding the physical, intellectual, and emotional needs of the child, beginning at birth. These programs also explain strategies, which parents can use to assist the healthy physical, intellectual, and emotional development of the child. Various agencies and resources in the community are utilized to assist the

child's success in school. The school provides 12-18 hours of family enrichment workshop by offering parenting classes, special presentation, and parent-teacher sessions through the CRS Pre-K program. These workshops/programs are offered monthly, with special presentations planned based on the needs of each particular group. The principal, Pre - K Director, and teaching team plan activities. Collaborating with department heads will occur, to make available all information and activities these departments have that are of a parent involvement nature.

DRAFT

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

A needs assessment is administered in the Spring of each year seeking input about the effectiveness of the overall program and the parental involvement plan. Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of district program and the parental involvement plan. A comment section is provided for narrative response.

Parents are invited to an annual meeting during the fall to explain the LEA Title I Plan. Included in this presentation are the benefits and activities, federal guidelines, the role, right and responsibilities of all parents in the education of their children.

Parents are notified of their rights to know the qualifications of their child's teacher and if that teacher is highly qualified, Orientation is specifically designed for the unique needs of families at the school level. Additionally, a translator is provided at LEA level meetings.

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?

Individual tutoring by certified teachers and/or highly qualified paraprofessionals is available for homeless, migrant, and ELL students who are failing or at risk of failing. Computer lab is equipped with research-based software and is used for remediation. Printouts of the students' achievement are available to teachers and parents. EL students also receive support from the EL instructor.

EL students and families are offered instruction in language domains. EL families are provided with support (interpreters, health records, and adult opportunities to learn English) as needed to help them assist their children to be successful in school.

Parents of all children are offered parental involvement opportunities to encourage them to become involved in their child's educational process. Additional teachers are employed using local, Title I and Title II funds to reduce the class size in our school.

Competencies not mastered by all students are analyzed by teachers and administrators. When there are a significant number of students who do not master the competencies, curriculum and instruction are reviewed to see if revisions need to be made at the district level.

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?

EL students are served through Title I, Homeless Children and Youth, IDEA, and State Funds, depending on their qualification for services. Students with disabilities are provided services under Title I, IDEA, Migrant, and State funding contingent upon meeting the criteria to be served. These services are coordinated to eliminate duplication of services and to conserve funds to make the funds extend further.

Homeless Children and Youth funds are used to meet the needs of children who qualify and do not attend Title I schools. A needs assessment is done to determine each child's priority of needs. All programs work together to coordinate the programs in the best interest of the students. Integrating program strategies, increasing cross-program coordination, and providing enhanced planning and service delivery provides for improved services for students, educators, and staff. Cooperation and collaboration to incorporate program goals helps ensure meeting the state's challenging and performance standards.

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 ACIP team meets and reviews the plan on a monthly basis. Revisions are made to the plan as needed and progress notes are added each month.

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.	18.02

Provide the number of classroom teachers.

20.52

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1078564.0

Total

1,078,564.00

DRAFT

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	75199.05

Total

75,199.05

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

0.00

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

Total

0.00

DRAFT

Counselor

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

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	40479.11

Total

40,479.11

DRAFT

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57130.36

Total

57,130.36

DRAFT

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.	6156.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6156.0

Total

6,156.00

DRAFT

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1847.0

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.	1847.99

Total

1,847.99

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.	11000.0

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.	11000.0

Total

11,000.00

DRAFT

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1973.0

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.	1973.0

Total

1,973.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	135682.48

Provide a brief explanation and breakdown of expenses.

Personnel- \$132,069.92

Materials and Supplies- \$1806.28

Parental Involvement- \$1806.28

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	65700.0

Provide a brief explanation and breakdown of expenses.

Public Funds- \$64,300.00

Non-Public Funds- \$1,400.00

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))

Leighton Elementary School will conduct the annual Title I meeting during the month of August. This meeting will explain our participation in Title I, Title I requirements and the rights of parents involved.

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))

Leighton Elementary School will provide a variety of times and opportunities for parents to be involved in the planning, review, and improvement of our Title I program. Flexible scheduling after school as well as events during school hours. All parents are encouraged to attend meetings and have the opportunity to be involved in the decision-making process of the school. During presentations, components of the plan will be discussed. This will include how funds allocated for parental involvement are being used. The Title I plan will be made available to parents during scheduled meetings as well as posted on the school website. A copy of the plan will be located on the information table in the foyer of the school. Parents are also sent a notification that a copy of the plan is available at their request.

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))

Leighton Elementary School provides a monthly newsletter with events and information about the school. The ELL teacher is available to translate the newsletter for English as a second language for families. The monthly newsletter can be received via email and a printed copy is sent home with each student. The school website is updated weekly with current events. Progress reports are sent home on the fourth week of the nine weeks grading period to inform parents of their child's academic progress. Classroom teachers post assignments as well as sign the student agenda each night and return it to school the following day. The director of federal programs sends home monthly newsletters to parents with information regarding Title I programs as well as to strengthen the home and school connection. Leighton Elementary strives to meet the needs of parents through the use of technology. Some teachers use an application, "Remind." This free app keeps parents informed by the teacher sending group email/text messages.

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

The school leadership team (consisting of principal, teachers, and students) develop a School-Parent Compact to encourage shared responsibility of academic and behavior expectations between students, parents, and school. Parents, teachers, students, and principal sign the compact at the beginning of the school term and the teacher keeps the document on file in the classroom. The compact is reviewed and updated on a yearly basis.

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

Parents have the opportunity to submit requests/comments about any school related issue through the use of a Parent Comment Box located on the information table in the front entrance of the school. Parents are also encouraged to communicate through phone calls, email, or in person at any time during the school year. Any concerns are forwarded to the CIP team for review.

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)

Parents are provided with opportunities throughout the school year to become familiar with methods and materials being taught at Leighton Elementary School. Results of state administered tests are sent home to parents as the school receives reports. Data is also sent home from other measures such as Performance Series, STAR testing, and DIBELS when assessments are administered. Progress reports are sent home at the mid-term of each nine weeks reporting period. Report cards are issued on a nine week basis. Parents have access to INOW to view grades.

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)

Open House, Parent Night, Family Day at the Book Fair, Parent and Teacher Conferences, as well as other events give teachers the opportunity to demonstrate strategies and provide materials for parents to use at home with their children. Parents are provided log in information for the reading series, Wonders, so the students can access it from home. There are also links on the school website under the Library section.

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)

Leighton Elementary School has implemented a Teacher and Student Outreach Program (TASOP) to build a strong connection between school, home, and community. Events are offered monthly for parents and community members to be involved in activities at Leighton Elementary School. The goal of the program is to foster a love for community outreach. Programs may include food drives, donations to the Leighton Public Library, and a campus clean up day. Community members as well as families of students are encouraged to participate in the monthly activities. Leighton Elementary School also sponsors read aloud activities throughout the year, and community stakeholders are invited to participate in these special days.

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)

A parent resource table is located in the front entrance of the school to provide parents with information about upcoming events. Also provided are copies of the monthly school newsletter and federal programs newsletter. Contact information is also available for community resources such as Safe Place, The Healing Place, Riverbend Mental Health Agency, and the Local Health Department. There is a comment

box that encourages stakeholders to leave suggestions or concerns for the CIP team.

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)

Leighton Elementary School strives to meet the needs of parents by providing information using a format and language that is easily understood. To ensure that there is no language barrier, Leighton Elementary School's ELL teacher is always at school events and meetings to translate for non limited English speaking parents. All school forms are available in both English and Spanish.

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))

Leighton Elementary School Provides all forms and the school newsletter in both English and Spanish. The ELL teacher is available at all events and meetings to serve as a translator. She provides several opportunities throughout the year for the parents with limited English proficiency to come to school and participate in special activities with their children. Leighton Elementary is handicapped accessible for students and parents with physical disabilities.