



## **ACIP**

# John J. Sparkman School

## Morgan County Board of Education

Mr. Layne H Dillard  
72 Plainview Street  
Hartselle, AL 35640-5502

# TABLE OF CONTENTS

## **Executive Summary**

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

## **Improvement Plan Stakeholder Involvement**

|                                   |   |
|-----------------------------------|---|
| Introduction.....                 | 8 |
| Improvement Planning Process..... | 9 |

## **Student Performance Diagnostic**

|                                      |    |
|--------------------------------------|----|
| Introduction.....                    | 11 |
| Student Performance Data.....        | 12 |
| Evaluative Criteria and Rubrics..... | 13 |
| Areas of Notable Achievement.....    | 14 |
| Areas in Need of Improvement.....    | 24 |
| Report Summary.....                  | 32 |

## **ACIP Assurances**

Introduction ..... 34

ACIP Assurances ..... 35

**2018-2019 Plan for ACIP**

Overview ..... 37

Goals Summary ..... 38

    Goal 1: Advisor - Advisee Program ..... 39

    Goal 2: Increase student math proficiency in grades 3-8..... 41

    Goal 3: Increase student reading proficiency in grades 3-8..... 44

    Goal 4: ATSI..... 47

Activity Summary by Funding Source ..... 51

**Stakeholder Feedback Diagnostic**

Introduction ..... 60

Stakeholder Feedback Data ..... 61

Evaluative Criteria and Rubrics ..... 62

Areas of Notable Achievement ..... 63

Areas in Need of Improvement..... 65

Report Summary ..... 67

**Title I Schoolwide Diagnostic**

Introduction ..... 69

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 70

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 72

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 92

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 93

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 94

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 96

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

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

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 101

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

**Coordination of Resources - Comprehensive Budget**

Introduction..... 106

FTE Teacher Units..... 107

Administrator Units..... 108

Assistant Principal..... 109

Counselor..... 110

Librarian..... 111

Career and Technical Education Administrator..... 112

Career and Technical Education Counselor..... 113

Technology..... 114

Professional Development..... 115

EL Teachers..... 116

Instructional Supplies..... 117

Library Enhancement..... 118

Title I..... 119

Title II..... 120

Title III..... 121

Title IV..... 122

Title V..... 123

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

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

Other..... 126

Local Funds..... 127

**Parent and Family Engagement**

Introduction..... 129

Parent and Family Engagement..... 130

# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Named in honor of John Jackson Sparkman, Alabama State Representative, and Senator, John J. Sparkman School is located in Morgan County near I-65 outside the Hartselle City Limits. This North Alabama rural community Title I school is home of the Yellow Jackets.

We have a student body of approximately 230 students. Our student body is varied and diverse. Within our walls are students with mild to severe disabilities working alongside regular education students. Many of our students come from low-socioeconomic backgrounds. The predominately white population embraces diverse cultures as our student body consists of several students with mixed race ethnicities, as well as, Hispanic students. Learning takes place in a caring environment that meets specialized needs consisting of academic, physical, medical, and aspires to also promote students that are gifted and talented. This teaches students that all people are important and have value to society. We are teaching our students to be productive citizens as part of a diverse community. This dynamic is a great asset for our school community.

Our faculty consists of 26 Highly Qualified teachers ranging from 1-39 years of teaching experience holding degrees from Bachelors to an EDS. We have 1 principal, 1 vice principal, 11 regular education teachers, 6 special education teachers with 5 of those that are self-contained, 1 regular physical education teacher, 1 TAG teacher, 1 Title teacher, 1 adaptive physical education teacher, 1 counselor, 1 media specialist, 1 speech pathologist, 1 instructional coach, 1 band teacher, and 15 aides.



## 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.**

Morgan County Vision: Morgan County Schools will provide opportunities for all students and employees to excel in learning, establish strong relationships and foster positive leadership.

Morgan County Mission: Every Child a Graduate. Every Graduate Prepared to Lead.

Morgan County Theme: Leading with a Purpose

Morgan County Motto: Morgan County Schools...Take the Next Step

Sparkman School Vision: Focusing on one child at a time, the Sparkman School Community endeavors to provide a caring, safe, and supportive environment that builds self-esteem, self-discipline, and the essential skills for life-long learning. Our mission is to facilitate optimal learning and to accommodate learning style differences in each student so that all can experience success.

Sparkman School Mission: Every Child a Graduate. Every Graduate Prepared to Lead.

Sparkman School Theme: Leading with a Purpose

We believe that every child can learn and our goal is for every student to show growth. Our curriculum is standards-based with differentiated instruction that is driven by our data from classroom observations, teacher-student conferences, anecdotal notes, assessment of writing and other work samples, weekly test grades, and assessments that include DIBELS for K-2 and Scantron (3-8). Data notebooks provide students and parents ongoing progress of grades, growth, and goal attainment.

Whenever a student starts to struggle, the teacher discusses the data with the Problem Solving Team. Students might then be placed on Tier 2 to address the specific need. If Tier 2 is not successful, the student will then receive Tier 3 small group instruction from our Tier 3 teacher.

We set high expectations for our students through academic and personal goals. Every student has an advisory/mentoring teacher who helps guide them and has established a relationship with students in their group. We value all student individual differences and talents.

We have a School Resource Officer on campus. His presence has made a difference involving discipline issues. We also have a FACT social worker that has proven to be invaluable. She works with families when they are in crisis. She has helped families that found themselves homeless due to fire and other catastrophes.

Our faculty and staff provide a safe and caring atmosphere so students will feel safe, loved, and important. We strive to meet the needs of our students.

## **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.**

### Notable Achievements

We are passionate about every student being a leader. We model leadership skills through our 7 Habits program. Our students use data notebooks to set goals so that they maintain ownership of their learning. We also have our Advisory and Mentoring Program. This ensures that every student has ongoing support throughout their school year. Our teachers were provided with mathematical professional development through the Ongoing Assessment Project (OGAP). Our students are building a conceptual understanding through classroom activities such as "Number Talks". We are utilizing mathematical instruction through the use of the 8 Mathematical Practices. We have made significant progress in the area of our RtI/Data meetings and procedures. We discuss every student's data and look for ways to improve instruction. We have purchased new technology. We now have iPADS, Interactive projectors, laptops (donation), desktop computers (updated computer lab), and software.

### Areas of Improvement

We plan to continue to improve the use of the new College and Career Readiness Standards by providing ongoing professional development and feedback from principal observations and team walk-throughs. We would like to have more technology accessible to students to use on a daily basis. We will provide training for the new technology. We will use more data to drive our instruction.

## **Additional Information**

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

Sparkman School strives to provide the best education for our students. When families face hardships, we do our best to meet their needs. We want our students to know how to thrive in an ever changing society as adults. To know how to pull together as a team to not only survive, but to grow and to inspire others. John J. Sparkman School is a warm environment where every child finds success.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Each teacher at our school has an advisory group. Teachers are required to contact the parents of students in their advisory group monthly. Parent Leaders were selected from the parents interested in being part of the budget/CIP committee meetings and Fall/Spring annual meetings. Most meetings are scheduled in the afternoons when the faculty and parents were most available to attend meetings. Responsibilities for parent leaders were explained during phone conversations or during committee meetings. Parent leaders are available in K-8 classrooms. Documentation available through sign-in sheets and meeting notes.

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

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designees), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data or parts of the plan, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Every member is responsible for input and maintaining of the plan.

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

Sparkman School's improvement plan is located in many areas: school, county, and state website; hard copies found in Title I classroom, office, and counselor's office. Stakeholders receive information on its progress through faculty and parent meetings.

# Student Performance Diagnostic

## Introduction

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



---

## Student Performance Data

| Label | Assurance  | Response | Comment | Attachment   |
|-------|--|----------|---------|--|
| 1.    | Did you complete the Student Performance Data document offline and upload below? | Yes      |         | Scantron Data<br>Spring 2018<br>Student<br>Performance Data<br>Document 2017-<br>2018<br>Dibels 2017-2018<br>K-2nd<br>NWEA Map 2017-<br>2018 3rd<br>NWEA Map 2017-<br>2018 4th<br>NWEA Map 207-<br>2018 6th-8th<br>NWEA Map 2017-<br>2018 2nd<br>NWEA Map 2017-<br>2018 K- 1st<br>NWEA Map 2017-<br>2018 5th and 6th |

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 1. | Assessment Quality    | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

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

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 3. | Quality of Learning   | Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 4. | Equity of Learning    | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

## Areas of Notable Achievement

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

#### SCANTRON

##### Placement Indicator Quartiles

All students in Third through Eighth Grade completed the SCANTRON State Assessment. Based on the 2018 Spring Scaled Score, students were placed in one of four Placement Indicator Quartiles. Listed below are the number of students in each grade that achieved "Above Average" Placement.

##### Mathematics

- Third Grade: 2 students
- Fourth Grade: 3 students
- Fifth Grade: 1 student
- Sixth Grade: 5 students
- Seventh Grade: 4 students
- Eighth Grade: 1 student

##### Reading

- Third Grade: 2 students
- Fourth Grade: 1 student
- Sixth Grade: 2 students
- Seventh Grade: 1 student
- Eighth Grade: 1 student

#### SCANTRON

##### Growth Performance

Students in Third through Eighth Grade completed the SCANTRON Assessment. Based on the 2018 Spring Scaled Score, students were placed in one of four Growth Performance Quartiles. Listed below is the amount of students per grade level placed in the "Above" and "Far Above" Growth Quartiles.

\*Please note: The percentage listed is the percent of students per grade level placed into Quartiles 3 and 4.

##### Math Growth Performance:

- Third Grade: 3 students (21.43%)
- Fourth Grade: 13 students (81.25%)
- Fifth Grade: 3 students (25.00%)
- Sixth Grade: 12 students (80.00%)
- Seventh Grade: 4 students (30.77%)

## ACIP

John J. Sparkman School

---

- Eighth Grade: 7 students (35.00%)

Reading Growth Performance:

- Third Grade: 5 students (33.33%)

- Fourth Grade: 7 students (43.75%)

- Fifth Grade: 4 students (33.33%)

- Sixth Grade: 9 students (60.00%)

- Seventh Grade: 6 students (46.15%)

- Eighth Grade: 15 students (75.00%)

MAP Assessment

Exceeded Goal

Students completed the MAP Assessment in the 2017-18 school year. In Mathematics, 60.00% of students in the Eighth Grade exceeded their set goals. 63.60% of Seventh Grade students exceeded their reading goals.

DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017-18 school year. Listed below are the areas of performance that exceeded benchmark performance.

Kindergarten

- PSF - Phonememe Segmentation Fluency: 25 students (89.29%)

Second Grade

- Retell - DIBELS Oral Reading Fluency - Retell: 12 students (85.71%)

- Composite Score: 10 students (71.43%)

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

SCANTRON

Placement Indicator Quartiles

Students in Grades Three through Eight completed the SCANTRON State Assessment in the Spring of 2018. All grades showed a positive trend in performance. Listed below is the amount of students per grade level that showed growth from the Fall of 2017 to the Spring of 2018.

\*Please note: The percentage listed refers to the percentage of the entire class that showed a positive trend in performance.

## ACIP

John J. Sparkman School

---

### Math

- Third Grade: 8 students (57.14%)
- Fourth Grade: 14 students (87.50%)
- Fifth Grade: 8 students (66.66%)
- Sixth Grade: 13 students (86.66%)
- Seventh Grade: 8 students (61.54%)
- Eighth Grade: 17 students (85.00%)

### Reading

- Third Grade: 10 students (66.66%)
- Fourth Grade: 15 students (93.75%)
- Fifth Grade: 7 students (58.33%)
- Sixth Grade: 12 students (80.00%)
- Seventh Grade: 11 students (84.62%)
- Eighth Grade: 17 students (85.00%)

### MAP Assessment

#### Met Projected Goals

Students from First to Eighth Grade completed the MAP Assessment during the 2017-2018 school year. The percentage of goals met per grade level are listed below.

### Math

- First Grade: 95.10%
- Second Grade: 107.00%
- Third Grade: 210.10%
- Fourth Grade: 154.40%
- Fifth Grade: 152.90%
- Sixth Grade: 149.20%
- Eighth Grade: 98.40%

### Reading

- First Grade: 73.10%
- Second Grade: 100.85%
- Third Grade: 170.30%
- Seventh Grade: 104.80%
- Eighth Grade: 240.00%

**DIBELS**

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017-18 school year. Listed below are areas in each grade level that show a positive trend in performance.

\*Please note: The percentages listed refer to the percent increase in student achievement from the fall assessment to the spring assessment.

**Kindergarten**

- LNF - Letter Naming Fluency:
- Students at benchmark: 300%
- Average Score: 259.50%

**Second Grade**

- DORF Score - DIBELS Oral Reading Fluency (Words Correct):
- At or Above Benchmark: 100%
  
- Retell - DIBELS Oral Reading Fluency (Retell):
- At or Above Benchmark: 140.00%

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

Overall Highest Performance

**SCANTRON****Placement Indicator Quartiles**

Students in Grades Three through Eight completed the SCANTRON State Assessment in the Spring of 2018. Highest performance in growth and above average scoring is listed below. Overall Growth Performance is based on student scaled score difference from Fall 2017 to Spring 2018. The Placement Quartile Overall Performance is based on the percentage of students per grade level that scored in the "Above Average" Quartile.

**Growth Performance**

- Overall Average Growth: Sixth Grade (206.00%)
- Reading Average Growth: Sixth Grade (235.67%)
- Math Average Growth: Fourth Grade (191.13%)

**Above Average Indicator**

- Reading: Third Grade and Sixth Grade (13.33%)
- Math: Sixth Grade (33.33%)

## MAP Assessment

## Met Projected Goals

Students from First to Eighth Grade completed the MAP Assessment during the 2017-2018 school year. In Mathematics, Third Grade had the highest percentage of "Met Goal RIT" with 210.10%. Eighth Grade showed the highest percentage of "Met RIT Goal" with 240.00%.

## DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017-18 school year. Listed below are areas of overall highest performance.

## Performance (at or above benchmark)

- Composite Score

- Kindergarten 1: 11 Students (78.57%)

- Second Grade: 10 Students (71.43%)

- Retell: DIBELS Oral Reading Fluency - Retell

- Second Grade: 12 Students (85.71%)

- PSF: Phoneme Segmentation Fluency

- Kindergarten: 25 students (89.29%)

## Positive Trend (Percent Increase from Fall to Spring)

- LNF: Letter Naming Fluency - Kindergarten

- At or Above Benchmark: 300.00%

- Average Score: 259.95%

- DORF Score: DIBELS Oral Reading Fluency Words Correct - Second Grade

- At or Above Benchmark: 100.00%

- Retell: DIBELS Oral Reading Fluency (Retell) - Second Grade

- At or Above Benchmark: 140.00%

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

Subgroups that show Trend Towards an Increasing Performance

The subgroups in our school are limited to males and females. Our school has almost a very small amount of diversity. Most students enrolled are Caucasian.

**SCANTRON**

Subgroup Growth Performance

All students in Third through Eighth Grade completed the SCANTRON State Assessment in the 2017-2018 School Year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Subgroups that increased in performance are listed below and are separated by grade level and subgroup.

\*Please note: The percentages listed below refer to the amount of each subgroup that showed growth compared to the total amount of students in that subgroup per grade level.

Third Grade

- Math:
- Boys: 7 (87.50%) - Reading:
- Boys: 6 (66.67%)
- Girls: 4 (66.67%)

Fourth Grade

- Math:
- Boys: 11 (84.62%)
- Girls: 3 (100.00%) - Reading:
- Boys: 12 (92.31%)
- Girls: 3 (100.00%)

Fifth Grade

- Math:
- Boys: 5 (71.43%)
- Girls: 3 (60.00%) - Reading:
- Boys: 5 (71.43%)

Sixth Grade

- Math:
- Boys: 5 (71.43%)



## ACIP

John J. Sparkman School

---

- Girls: 8 (100.00%) - Reading:

- Boys: 5 (71.43%)

- Girls: 7 (87.50%)

Seventh Grade

- Math:

- Girls: 4 (80.00%) - Reading:

- Boys: 8 (100.00%)

- Girls: 3 (60.00%)

Eighth Grade

- Math:

- Boys: 7 (70.00%)

- Girls: 10 (100.00%) - Reading:

- Boys: 7 (70.00%)

- Girls: 9 (90.00%)

MAP Assessment

Met or Exceeded Goal

Students completed the MAP Assessment in the 2017-18 school year. The percentage of students per grade level who met or exceeded their MAP Assessment goal is listed below. The list below is separated by subject and subgroup.

Third Grade

- Math:

- Girls: 83.30% - Reading:

- Girls: 83.30%

Fifth Grade

- Math:

- Girls: 100.00%

Seventh Grade

- Reading:

- Girls: 80.00%

Eighth Grade

- Math:

- Girls: 71.40%

DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017-18 school year. Listed below are areas of increased performance separated by subgroup and grade.

**Kindergarten**

- LNF: Letter Naming Fluency - Average Score (Percent Increase)

- Boys: 962.91%

- Girls: 174.30%

- LNF: Letter Naming Fluency - At or Above Benchmark (Percent Increase)

- Girls: 300%

**First Grade**

- NFW-CLS: Nonsense Word Fluency Correct Letter Sounds - Average Score (Percent Increase)

- Boys: 159.09%

- NFW-WWR: Nonsense Word Fluency Whole Words Read - Average Score (Percent Increase)

- Boys: 86.81%

**Second Grade**

- DORF Score: DIBELS Oral Reading Fluency Words Correct- Average Score (Percent Increase)

- Girls: 176.18%

- DORF Score: DIBELS Oral Reading Fluency Words Correct- Average Score

- Boys: 85.55

- DORF Score: DIBELS Oral Reading Fluency Words Correct- At or Above Benchmark (Percent Increase)

- Boys: 100.00%

- Retell: DIBELS Oral Reading Fluency Retell - Average Score (Percent Increase)

- Girls: 82.90%

- Retell: DIBELS Oral Reading Fluency Retell - At or Above Benchmark (Percent Increase)

- Boys: 100.00%

- Retell: DIBELS Oral Reading Fluency Retell - At or Above Benchmark

- Boys: 90.91%

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

Subgroups Whose Achievement Gap is Closing

The subgroups in our school are limited to males and females. Our school has almost a very small amount of diversity. Most students

enrolled are Caucasian.

### SCANTRON

All students in Third through Eighth Grade completed the SCANTRON State Assessment in the 2017-2018 School Year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Listed below are the subgroups per grade level that showed growth at a comparable percentage.

#### Fourth Grade

##### - Reading:

- Students in both subgroups increased at a very high rate. 92.31% of boys showed growth while 100.00% of girls showed growth.
- The average scaled score for both subgroups was similar. Girls' average scaled score was 130.00 while boys' average was 144.54.

##### - Math:

- Students in both subgroups increased at a very high rate. 84.62% of boys showed growth while 100.00% of girls showed growth.
- The average scaled score for both subgroups was similar. Girls' average scaled score was 183.67 while boys' average was 192.85.
- In Growth Quartiles, 76.92% of boys and 100.00% of girls performed above expectations.

### MAP Assessment

#### Growth Performance

All students in First through Eighth Grade completed the MAP Assessment during the 2017-2018 School Year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Listed below are the subgroups per grade level that showed growth at a comparable percentage.

#### Fourth Grade

##### - Math:

- Students in both subgroups increased at a very high rate. Girls' projected goal met was 155.00%. Boys' projected goal met was 154.20%.

#### Sixth Grade

##### - Math:

- Students in both subgroups increased at a very high rate. Girls' projected goal met was 155.60%. Boys' projected goal met was 143.80%.

### DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017-18 school year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Listed below are the subgroups per grade level that showed growth and/or achievement at a comparable percentage.

#### Kindergarten

##### - LNF: Letter Naming Fluency:

##### - Average Score:

o Boys: 44.69

o Girls: 48.67

## ACIP

John J. Sparkman School

---

- PSF: Phoneme Segmentation Fluency

- Average Score:

o Boys: 51.63

o Girls: 51.50

- Average Score - Growth Percent Increase:

o Boys: 56.66%

o Girls: 54.94%

- Composite Score

- At or Above Benchmark

o Boys: 10 students

o Girls: 9 students

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

#### Consistency between Data Sources

After analyzing data from SCANTRON, MAP, and DIBELS Assessments, several consistencies were identified.

Seventh Grade students completed the MAP Assessment and 63.60% of students exceeded their expected reading goals. On the SCANTRON Assessment, 46.15% of students exceeded their reading goals.

In both MAP and SCANTRON, several grades showed a large percent increase in scaled scores and exceeding goals. In Fourth Grade, 87.50% of students surpassed goals on the SCANTRON Mathematics Assessment and 154.40% of goals were met or exceeded on the MAP Assessment. Sixth Grade Students met or surpassed 86.66% of goals on the SCANTRON Mathematics Assessment and 149.20% on the MAP Assessment.

## Areas in Need of Improvement

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

#### SCANTRON Placement Indicator Quartiles

All students in Third through Eighth Grade completed the SCANTRON State Assessment. Based on the 2018 Spring Scaled Score, students were placed in one of four Placement Indicator Quartiles. Listed below are the amount of students in each grade that receive "Below Average" placement.

#### Mathematics

- Third Grade: 8 students (57.14%)
- Fourth Grade: 1 student (6.25%)
- Fifth Grade: 8 students (66.67%)
- Sixth Grade: 4 students (26.67%)
- Seventh Grade: 10 students (76.92%)
- Eighth Grade: 9 students (45.00%)

#### Reading

- Third Grade: 6 students (42.86%)
- Fourth Grade: 3 students (18.75%)
- Fifth Grade: 6 students (50.00%)
- Sixth Grade: 5 students (33.33%)
- Seventh Grade: 3 students (23.08%)
- Eighth Grade: 4 students (20.00%)

#### SCANTRON Growth Performance

Students in Third through Eighth Grade completed the SCANTRON Assessment. Based on the 2018 Spring Scaled Score, students were placed in one of four Growth Performance Quartiles. Listed below is the amount of students per grade level placed in the "Below" and "Far Below" Growth Quartiles.

\*Please note: The percentage listed is the percent of students per grade level placed into Quartiles 1 and 2.

#### Math Growth Performance:

- Third Grade: 11 students (78.57%)
- Fourth Grade: 3 students (18.75%)
- Fifth Grade: 9 students (75.00%)
- Sixth Grade: 3 students (20.00%)
- Seventh Grade: 9 students (69.23%)
- Eighth Grade: 13 students (65.00%)

## Reading Growth Performance:

- Third Grade: 10 students (66.67%)
- Fourth Grade: 9 students (56.25%)
- Fifth Grade: 8 students (66.67%)
- Sixth Grade: 6 students (40.00%)
- Seventh Grade: 7 students (53.85%)
- Eighth Grade: 5 students (25.00%)

## DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017--18 school year. Listed below are the areas of performance that fell below expected achievement. The percentages listed below refer to the percentage of students that did not meet benchmark in the area listed.

## Kindergarten 1

- Phoneme Segmentation Fluency (PSF): 14.29%
- Composite Score: 21.43%

## First Grade

- NWF--CLS: Nonsense Word Fluency - Correct Letter Sounds: 41.67%
- NWF--WWR: Nonsense Word Fluency - Whole Words Read: 33.33%

## Second Grade

- Composite Score: 28.57%
- Retell: DIBELS Oral Reading Fluency - Retell: 14.29%

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

Areas that show a Negative Trend in Performance

## SCANTRON Growth Progress

Students in Grades Three through Eight completed the SCANTRON State Assessment in the Spring of 2018. Listed below is the amount of students per grade level that showed a negative trend.

\*Please note: The percentage listed refers to the percentage of the entire class that showed a negative trend in performance.

## Math

- Third Grade: 6 students (42.86%)
- Fourth Grade: 2 students (13.33%)

## ACIP

John J. Sparkman School

---

- Fifth Grade: 4 students (33.33%)
- Sixth Grade: 2 students (13.33%)
- Seventh Grade: 5 students (38.46%)
- Eighth Grade: 3 students (15.00%)

### Reading

- Third Grade: 5 students (35.71%)
- Fourth Grade: 1 student (6.25%)
- Fifth Grade: 5 students (41.67%)
- Sixth Grade: 3 students (20.00%)
- Seventh Grade: 2 students (15.38%)
- Eighth Grade: 4 students (20.00%)

### MAP Assessment Met Projected Goals

Students from First to Eighth Grade completed the MAP Assessment during the 2017--2018 school year. The percentage of goals not met per grade level is listed below.

### Math

- Seventh Grade: --47.80

### Reading

- Sixth Grade: --33.9

### DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017--18 school year. Listed below are areas in each grade level that show a negative trend in performance.

\*Please note: The percentages listed refer to the percent decrease in student achievement from the fall assessment to the spring assessment.

No student scores decreased from the Fall to the Spring Assessment.

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

Overall Lowest Performance

### SCANTRON Placement Indicator Quartiles

Students in Grades Three through Eight completed the SCANTRON State Assessment in the Spring of 2018. Lowest performance in growth and below average scoring is listed below. Overall Growth Performance is based on student scaled score difference from Fall 2017 to Spring 2018. The Placement Quartile Overall Performance is based on the percentage of students per grade level that scored in the "Below

## ACIP

John J. Sparkman School

---

Average" Quartile.

Growth Performance

- Reading Average Growth: Third Grade and Fifth Grade (66.67%)
- Math Average Growth: Third Grade (78.57%)

Below Average Indicator

- Math: Seventh Grade (76.92%)
- Reading: Fifth Grade (50.00%)

MAP Assessment Met Projected Goals

Students from First to Eighth Grade completed the MAP Assessment during the 2017--2018 school year.

The area of lowest achievement in Math was seventh grade with --47.80%. Sixth Grade performed the lowest in reading with --33.90%.

DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017--18 school year. Listed below are areas of overall lowest performance.

Performance

- First Grade
- Composite Score: 83.33% of students below benchmark

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

Subgroups that show Trend Towards a Decreasing Performance

The subgroups in our school are limited to males and females. Our school has almost a very small amount of diversity. Most students enrolled are Caucasian.

SCANTRON

Subgroup Growth Performance

All students in Third through Eighth Grade completed the SCANTRON State Assessment in the 2017-2018 School Year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Subgroups that decreased in performance are listed below and are separated by grade level and subgroup.

\*Please note: The percentages listed below refer to the amount of each subgroup that showed a decrease in performance compared to the



total amount of students in that subgroup per grade level. Example: 2 boys of 5 boys scores decreased (40.00%)

Third Grade

Math:

- Girls: 5 (83.33%)
- Boys: 2 (22.22%)

Reading:

- Boys: 3 (33.33%)
- Girls: 2 (33.33%)

Fourth Grade

Math:

- Boys: 3 (23.08%)

-

Reading:

- Boys: 1 (7.69%)

Fifth Grade

Math:

- Boys: 2 (28.57%)
- Girls: 2 (40.00%)

-

Reading:

- Boys: 2 (28.57%)
- Girls: 3 (60.00%)

Sixth Grade

Math:

- Boys: 2 (28.57%)

Reading:

- Boys: 2 (28.57%)
- Girls: 1 (12.50%)

-

Seventh Grade

## ACIP

John J. Sparkman School

---

- Math:
- Girls: 1 (20.00%)
- Boys: 4 (25.00%)

### Eighth Grade

#### Math:

- Boys: 3 (30.00%)

#### Reading:

- Boys: 3 (30.00%)
- Girls: 1 (10.00%)

### MAP Assessment

#### Growth Performance

Students completed the MAP Assessment in the 2017-18 school year. The percentage of students per grade level who showed a decrease in performance on their MAP Assessment goal is listed below. The list below is separated by subject and subgroup.

### Fifth Grade

#### Math:

- Girls: -105.30%
- Boys: -7.40%

#### Reading:

- Girls: -56.30%
- Boys: -62.50%

### Sixth Grade

#### Reading:

- Girls: -117.90%

### Seventh Grade

#### Math:

Girls: -105.30%  
Boys: -7.40%

#### Reading:

Girls: 83.30%

### DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017-18 school year. Listed below

are areas of decreased performance separated by subgroup and grade.

\*\*There was no decrease in scores from the Fall to Spring of the 2017 - 2018 school year. Listed below are the subgroups that did not meet benchmark.

**Kindergarten**

- LNF: Letter Naming Fluency
- Boys: 1000.00%
- Girls: 66.67%

**First Grade**

- Composite
- Boys: 85.71%
- Girls: 80.00%

**Between which subgroups is the achievement gap becoming greater?****Subgroups Whose Achievement Gap is Becoming Greater**

The subgroups in our school are limited to males and females. Our school has almost a very small amount of diversity. Most students enrolled are Caucasian.

**SCANTRON**

All students in Third through Eighth Grade completed the SCANTRON State Assessment in the 2017-2018 School Year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Listed below are the subgroups per grade level that showed a gap in growth.

- Subgroups in Eighth grade showed a gap in achievement in Reading. Girls Average Growth Percentage was 99.00. Boys average growth was 284.88%.
- Subgroups in Seventh grade showed a gap in achievement in Reading. Girls Average Growth Percentage was 248.80. Boys average growth was 136.90%.

**MAP Assessment****Growth Performance**

All students in First through Eighth Grade completed the MAP Assessment during the 2017-2018 School Year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Listed below are the subgroups per grade level that showed growth at a comparable percentage.

## Fifth Grade

- Reading:
- Students in both subgroups increased. 50.00% of boys met their goal while 100.00% of girls achieved their goal.

## Seventh Grade

- Reading:
- Students in both subgroups increased. 25.00% of boys met or exceeded goals. Girls met 243.50% of projected growth.

## DIBELS

Students in Grades Kindergarten through Second Grade completed the DIBELS Assessment during the 2017-18 school year. Students' Scaled Score in the Spring determined their increase or decrease in performance. Listed below are the subgroups per grade level that showed a decrease in growth and a large gap in growth.

All students that took the DIBELS Assessment showed a growth from the Fall to the Spring. The largest gap in achievement was in Kindergarten. Boys' score increased an average of 962.905% while girls increased 44.69%.

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

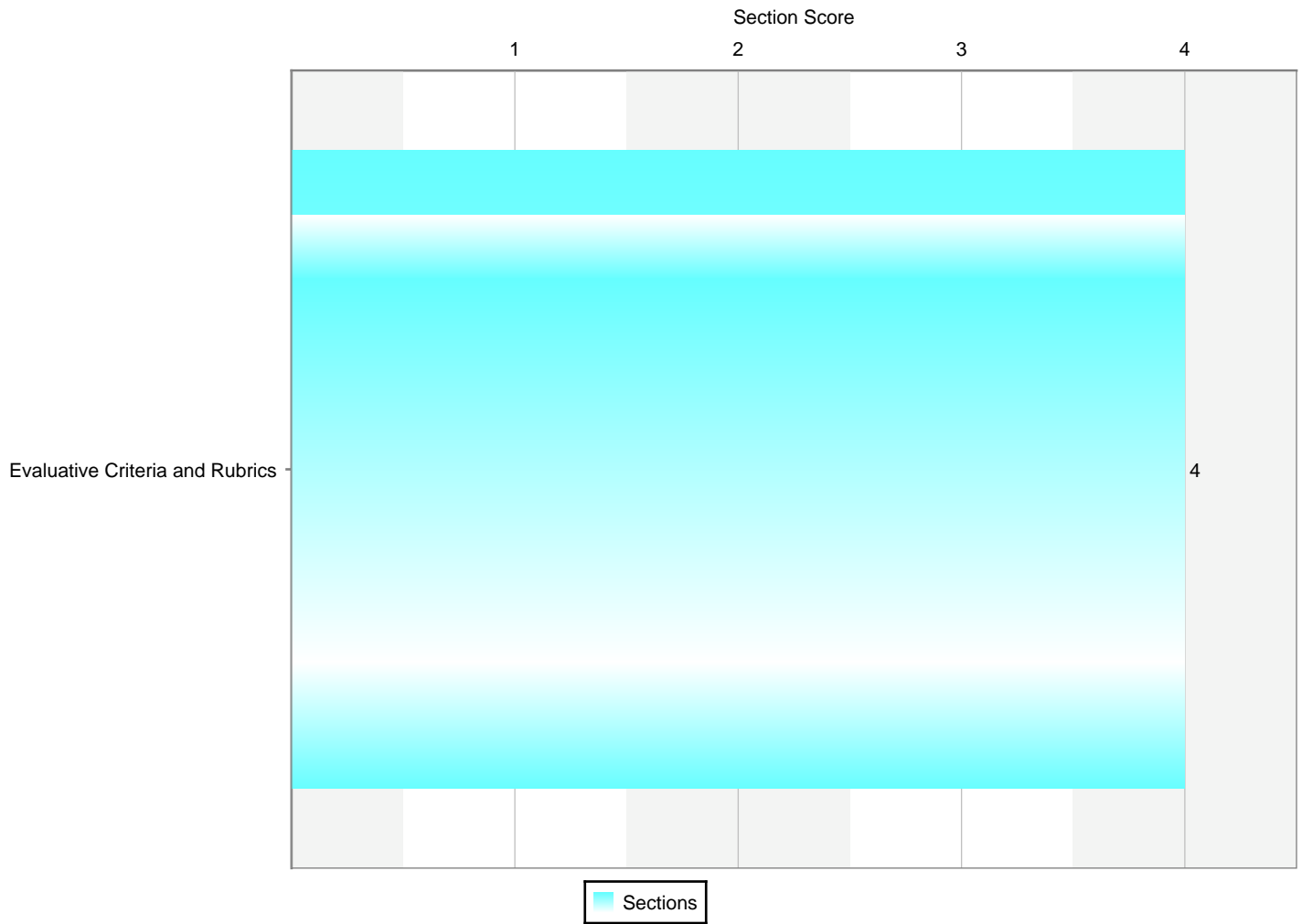
## Consistency between Data Sources

After analyzing data from SCANTRON, MAP, and DIBELS Assessments, several consistencies were identified.

In both MAP and SCANTRON, several grades showed a large increase. The subgroups that showed an achievement gap on one, showed up on the other. For instance, in Seventh Grade a large gap showed up in Reading between subgroups of boys and girls. While they both increased and met goals. The girls achieved goals at a much higher rate than boys in both assessments.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

| Label | Assurance  | Response | Comment | Attachment                  |
|-------|--|----------|---------|-----------------------------|
| 1.    | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes      |         | 2018-2019 ACIP team members |

| 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      |         | Assurance #2<br>2018-2019 |

| 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      |         | Assurance #3<br>2018-2019 |

| 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      |         | Parent-Family<br>Engagement Plan |

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



# **2018-2019 Plan for ACIP**

## Overview

### Plan Name

2018-2019 Plan for ACIP

### Plan Description

## Goals Summary

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

| # | Goal Name   | Goal Details                                     | Goal Type      | Total Funding |
|---|---|--|----------------|---------------|
| 1 | Advisor - Advisee Program                           | Objectives: 1<br>Strategies: 3<br>Activities: 15 | Organizational | \$66770       |
| 2 | Increase student math proficiency in grades 3-8.    | Objectives: 1<br>Strategies: 3<br>Activities: 10 | Academic       | \$5503        |
| 3 | Increase student reading proficiency in grades 3-8. | Objectives: 1<br>Strategies: 2<br>Activities: 11 | Academic       | \$1390098     |
| 4 | ATSI  | Objectives: 4<br>Strategies: 4<br>Activities: 8  | Academic       | \$105000      |

## Goal 1: Advisor - Advisee Program

### Measurable Objective 1:

collaborate to increase the Average Daily Attendance rate by 3%, from 93% to 96% by 05/31/2019 as measured by Average Daily Attendance rate for the year..

### Strategy 1:

Building Supportive Learning Environments - Through the school Advisor/Advisee and mentoring program, teachers will build meaningful relationships with students and parents/guardians.

Category: Develop/Implement Student and School Culture Program

Research Cited: 7 Habits of Highly Effective People

| Activity - Parent Communication   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Teachers will make and document personal contact with a parent/guardian of each student in their advisory groups monthly. | Parent Involvement | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Teachers to perform and Principal to monitor |

| Activity - Advisory Group  | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|--|----------------------------|------------|------------|-------------------|---------------------|--|
| Teachers will meet daily with their advisory groups to build personal relationships with their students. | Behavioral Support Program | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Teachers to perform and Principal to monitor |

| Activity - At-Risk Student Tracking   | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
|---|----------------------------|------------|------------|-------------------|---------------------|--------------------------|
| The Rtl and leadership teams will use data from the INOW INFOCUS Graduation Tracking System to monitor at-risk behaviors of students: poor attendance, discipline referrals, and failing grades. These teams will offer intervention strategies to teachers for improving classroom management of at-risk students. | Behavioral Support Program | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | PST and Leadership teams |

| Activity - Professional Development  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible       |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------------|
| Faculty and staff will continue professional learning activities with an emphasis on mentoring, advisory groups, classroom management, and relationship building. Turn around training will be required. | Professional Learning | 08/01/2018 | 08/01/2019 | \$1270            | State Funds       | Teachers in grades K-8. |

### Strategy 2:

Character Education - Students will receive 10-minute character education lessons that are correlated to the ALSDE mandated character traits.

Category: Develop/Implement Student and School Culture Program

Research Cited: ALSDE character plan

| Activity - Daily Morning Announcements  | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|----------------------------|------------|------------|-------------------|---------------------|--|
| Daily school-wide morning announcements will focus on weekly character traits and monthly good habits as outlined by the school character education schedule. | Direct Instruction         | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Principal and counselor                      |
| Activity - Character Trait Word Displays  | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
| Teachers will display character trait words with the definitions in or outside their classrooms.  | Direct Instruction         | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Teachers to perform and Principal to monitor |
| Activity - Monthly Guidance Lessons   | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
| The counselor will reinforce good character and habits during all monthly guidance lessons.   | Direct Instruction         | 08/10/2016 | 05/25/2018 | \$0               | No Funding Required | school counselor                             |
| Activity - Learning Earnings  | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
| Digital behavior management account for students grades K-8   | Behavioral Support Program | 08/01/2018 | 08/01/2019 | \$0               | General Fund        | Classroom teachers K-8                       |

### Strategy 3:

School Climate - Improve the culture of our school through renovations that will improve the appearance both inside and out.

Category: Develop/Implement Student and School Culture Program

| Activity - Environmental improvements  | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding                            | Staff Responsible           |
|--|-----------------|------------|------------|-------------------|--|-----------------------------|
| Improve the interior by painting the elementary bathrooms and the gym, relocating the playground equipment and putting a fence around it, installing TV's in the cafeteria, purchasing a new PA system and air conditioner for the gym, remodel the concession stand and nurse's office, and new picnic tables and umbrellas for the students in the patio area. | Other - Culture | 08/10/2016 | 08/01/2019 | \$62000           | District Funding, Other, General Fund, Other | Whole school                |
| Activity - Fieldtrips  | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding                            | Staff Responsible           |
| All students in grades Kindergarten-8th grade and self-contained classrooms will participate in schoolwide fieldtrips.   | Field Trip      | 08/10/2016 | 08/01/2019 | \$0               | No Funding Required                          | Teachers and Administration |

**ACIP**

John J. Sparkman School

| Activity - Homecoming  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|----------------------|------------|------------|-------------------|---------------------|--|
| Students in grades 5th-8th grades and all teachers will participate in homecoming activities during homecoming week. Activities include: scavenger hunts, dress up days, door contest, games/relays, and pep rallies. Students in grades Kindergarten-4th grade attend festivities and cheer on contestants.                         | Extra Curricular     | 08/09/2017 | 08/01/2019 | \$0               | No Funding Required | All teachers and all students grades Kindergarten-8th grades |
| Activity - Jr. Civitans  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Sparkman School will join a local charter and form the Sparkman Jr. Civitans group. Students in grades 6-8th will have the opportunity to join. Volunteering is a must for membership.   | Extra Curricular     | 08/10/2016 | 08/01/2019 | \$300             | General Fund        | Mrs. Pflueger and Mrs. Whiteley, teachers                    |
| Activity - Art Services  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Sparkman School will contract with a highly qualified educator to provide art services occasionally for our students in grades K-8th.  | Extra Curricular     | 08/10/2016 | 08/01/2019 | \$3200            | Title I Part A      | teachers   |
| Activity - Laundry Services  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Sparkman School will provide laundry services for parents that need help with this basic necessity. Donations will be gathered for laundry detergent and other supplies. Washing machines and dryers already on campus will be used. Jr. Civitans and other students will use this towards volunteering hours and life skills class. | Community Engagement | 10/02/2017 | 08/01/2019 | \$0               | No Funding Required | Staff and students   |
| Activity - Partnerships  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| GED classes provided through Calhoun Community College will offer classes during the day on our campus to help community members and our families obtain their GED. Also, the food pantry will relocate to our campus. This will provide our community with much needed food items they are not able to purchase.                    | Community Engagement | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Calhoun teachers and food pantry workers                     |

**Goal 2: Increase student math proficiency in grades 3-8.****Measurable Objective 1:**

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Mathematics by 05/31/2018 as measured by Scantron Performance Series benchmarks..

**Strategy 1:**

Performance Series Scantron Assessment - All students in grades 3rd-8th will participate in the Performance Series Scantron Assessment. The students will take the Scantron assessment in September, December or January, and April. After each assessment, the students will receive a growth score. Students will use Exact path, which is a part of Study Island. Students will take a Diagnostic test to access an Individual Learning Path. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Performance series Assessment. Each additional Scantron assessment will measure student growth.

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

Research Cited: Scantron Performance Series® Items were developed through a process that used a variety of state and national standards documents to identify critical skills that would be the focus of items. This resulted in the development of the Scantron Curriculum Designer, a database of skills and objectives aligned to standards and assessment documents from across the country that have been created within the last fifteen years. A core of the most common elements (standards, skills, objectives, competencies) were identified as the skills on which Performance Series items would focus. Items were developed to measure these skills and each item went through multiple reviews for content and grade appropriateness, and for age and cultural bias. Item calibration included pilot testing to collect data on the items and calibration for analysis of the data. In addition, for each content area, the percentage of items per topic/unit are categorized by both Marzano and Bloom Taxonomy categories as a measure of the cognitive rigor of the items. Performance Series efforts to align to the Common Core State Standards has included developing items and pre-built tests (combinations of items) written specifically to the CCSS. The Common Core Item Bank contains over 2,400 items in grades K-12 in Mathematics and English Language Arts. These items can be used in one of two ways. The first model offers two versions of each assessment at each grade level—a pretest and a post-test. In the second model, the targeted item banks are activated for educators to build their own tests. Assessment Instrument Description: Scantron Performance Series retrieved from [https://www.cde.state.co.us/uip/scantron\\_assessment\\_instrument\\_description\\_2015](https://www.cde.state.co.us/uip/scantron_assessment_instrument_description_2015)

| Activity - Administer Scantron Assessment                               | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will administer a pre and post Scantron Assessment to students | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Classroom Teachers |

| Activity - Analysis of Scantron Assessments   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------|
| Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Classroom Teachers |

**Strategy 2:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062.

The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

**ACIP**

John J. Sparkman School

| Activity - Voyager Math / Edmentum  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Special education inclusion teachers will use Voyager Math to reach the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | General Fund      | Special education inclusion teachers |

| Activity - Professional Development   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
|---|-----------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of our diverse student population. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0               | General Fund      | Special education inclusion teachers |

**Strategy 3:**

Use of Multiple Strategies - Use of multiple strategies to differentiate lessons will be used for students to meet their individual learning goals and for individual success in the classroom. Small group instruction will be utilized to meet individual needs of all students. Teachers will use multiple resources already available in classroom which would include: OGAP formative assessments and strategies; AMSTI connected math for grades 6-8 and Investigations for grades K-5; EnVision Math for grades K-5 and Prentice Hall Common Core for grades 6-8. Small groups and multiple strategies will be monitored through lesson plans and school/district walk through.

Category:

Research Cited: Number Talks by Sherry Parrish; Alabama Math Science and Technology Initiative; EnVision Math Common Core; Prentice Hall Mathematics Common Core; Vermont Mathematics Partnership Ongoing Assessment Project (OGAP): Additive Reasoning, Multiplicative Reasoning, and Proportionality. Created by the Vermont Mathematics Partnership funded by The National Science Foundation and the US Department of Education October 2000

| Activity - Differentiated and Small Group Instruction   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                |
|---|--------------------|------------|------------|-------------------|---------------------|----------------------------------|
| Math teachers will provide whole group instruction integrating hands on activities. Teachers will provide Tier 2 instruction in small groups to reach at-risk students. | Direct Instruction | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Classroom teachers in grades K-8 |

| Activity - Technology  | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible      |
|--|---------------|------------|------------|-------------------|-------------------|------------------------|
| Mathseeds (grades K-2), Study Island (grades 3-8), and Exact Path (struggling and Tier 3 students) will be used weekly to practice math skills. Classrooms with SMARTBoards will integrate math skill activities through SMARTBoard interactive programs. Math websites will be used in the classroom to enhance learning. Epson Interactive projectors will be purchased so all classrooms will have some type of interactive board. Additional technology, such as IPADS, laptops, tablets, Chromebooks will be purchased for student use to enhance learning. | Technology    | 08/01/2018 | 08/01/2019 | \$4233            | State Funds       | Classroom teachers K-8 |

| Activity - Number Talks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|                         |               |            |          |                   |                   |                   |



**ACIP**

John J. Sparkman School

|  |                          |                   |                 |                          |                          |                          |
|--|--------------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Teachers in grades K-5 will incorporate Number Talks into their daily routine. Number Talks is designed to help build children's mental math and computation strategies.   | Direct Instruction       | 08/01/2018        | 08/01/2019      | \$0                      | No Funding Required      | Classroom teachers K-5   |
| <b>Activity - OGAP</b>   | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
| New teachers will receive training using OGAP Math strategies and all teachers will receive support from AMSTI specialists throughout the school year.   | Academic Support Program | 08/01/2018        | 08/01/2019      | \$0                      | No Funding Required      | Classroom teachers K-8   |
| <b>Activity - Professional Development</b>   | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
| Teachers will attend training, workshops, conferences, etc.in the area of skills-based, research-based instruction and to enhance the use of technology. Professional learning and job-embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion. | Professional Learning    | 08/01/2018        | 08/01/2019      | \$1270                   | State Funds              | Teachers in grades K-8.  |
| <b>Activity - Thrive Thursday</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
| Students in grades 5th-8th grade will participate in a skills-based math class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results.  | Academic Support Program | 08/01/2018        | 08/01/2019      | \$0                      | No Funding Required      | Teachers 5th-8th grade   |

**Goal 3: Increase student reading proficiency in grades 3-8.****Measurable Objective 1:**

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Reading by 05/31/2018 as measured by Scantron Performance series benchmarks..

**Strategy 1:**

Performance Series Scantron Assessment - All students in grades 3rd-8th will participate in the Performance Series Scantron Assessment. The students will take the Scantron assessment in September, December or January, and April. After each assessment, the students will receive a growth score. Students will use Exact path, which is a part of Study Island. Students will take a Diagnostic test to access an Individual Learning Path. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Performance series Assessment. Each additional Scantron assessment will measure student growth.

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

Research Cited: Scantron Performance Series® Items were developed through a process that used a variety of state and national standards documents to identify critical skills that would be the focus of items. This resulted in the development of the Scantron Curriculum Designer, a database of skills and objectives aligned to standards and assessment documents from across the country that have been created within the last

fifteen years. A core of the most common elements (standards, skills, objectives, competencies) were identified as the skills on which Performance Series items would focus. Items were developed to measure these skills and each item went through multiple reviews for content and grade appropriateness, and for age and cultural bias. Item calibration included pilot testing to collect data on the items and calibration for analysis of the data. In addition, for each content area, the percentage of items per topic/unit are categorized by both Marzano and Bloom Taxonomy categories as a measure of the cognitive rigor of the items. Performance Series efforts to align to the Common Core State Standards has included developing items and pre-built tests (combinations of items) written specifically to the CCSS. The Common Core Item Bank contains over 2,400 items in grades K-12 in Mathematics and English Language Arts. These items can be used in one of two ways. The first model offers two versions of each assessment at each grade level—a pretest and a post-test. In the second model, the targeted item banks are activated for educators to build their own tests.

Assessment Instrument Description: Scantron Performance Series retrieved from [https://www.cde.state.co.us/uip/scantron\\_assessment\\_instrument\\_description\\_2015](https://www.cde.state.co.us/uip/scantron_assessment_instrument_description_2015)

| Activity - Administer Scantron Assessment                               | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will administer a pre and post Scantron Assessment to students | Academic Support Program | 08/01/2018 | 08/01/2018 | \$0               | No Funding Required | Classroom teachers |

| Activity - Analysis of Scantron Assessments and DIBELS  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|-------------------|--------------------|
| Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | General Fund      | Classroom teachers |

| Activity - Scaffolding Instruction  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                   | Staff Responsible      |
|---|--------------------------|------------|------------|-------------------|-------------------------------------|------------------------|
| Teachers will scaffold instruction based on ongoing formative assessment during all three tiers of instruction. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$1252            | No Funding Required, Title I Part A | Classroom teachers K-8 |

| Activity - Sustained Reading  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible      |
|---|--------------------------|------------|------------|-------------------|-----------------------------|------------------------|
| Sustained silent reading increasing time amount throughout the year to build student reading stamina. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$2256            | State Funds, Title I Part A | Classroom teachers K-8 |

| Activity - Technology   | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible                               |
|---|---------------|------------|------------|-------------------|-----------------------------|---|
| Students will use Reading Eggs and Mathseeds (K-2), Study Island (1st-8th), Lexia (struggling and Tier 3 students), IPADS (grades K-2), Chromebooks(5-8th grade), various computers/laptops (K-8th grade) to engage in learning. Teachers will use Learn360 to enhance lessons. | Technology    | 08/01/2018 | 08/01/2019 | \$1381411         | Title I Part A, State Funds | Classroom teachers K-8. Students in grades K-8. |

**ACIP**

John J. Sparkman School

| Activity - Summer Program  | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|--|---------------|------------|------------|-------------------|-------------------|--|
| Reading packets (1st-6th grade) will be sent home at the end of the school year or mailed during the summer (K-2nd) for at-risk students to work on literacy skills. | Tutoring      | 08/01/2018 | 08/07/2019 | \$200             | Title I Part A    | Classroom teachers K-7th grade and Title I teacher |

| Activity - Professional Development  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible       |
|--|-----------------------|------------|------------|-------------------|-----------------------------|-------------------------|
| Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through the MCS and ARI Regional Instructional Coaches, OGAP and AMSTI trainers. Teachers will attend workshops, conferences, training, etc. to enhance the use of technology and skills based, research based instruction. | Professional Learning | 08/01/2018 | 08/01/2019 | \$4979            | Title I Part A, State Funds | Teachers in grades K-8. |

| Activity - Thrive Thursday   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible             |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------------|
| Students in grades 5th-8th grade will participate in a skills-based Reading class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Teachers grades 5th-8th grade |

| Activity - Grow Groups  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                         |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Students in grades Kindergarten-4th grade will participate in a daily phonics skills-based class. Teachers will use Orton Gillingham strategies to teach lessons. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | No Funding Required | Teachers in grades Kindergarten-4th grade |

**Strategy 2:**

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062. The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

| Activity - Read 180, System 44, and iRead   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Special education inclusion teachers will use Read 180, System 44, iRead, and technology in the classroom to meet the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | General Fund      | Special Education inclusion teachers |

| Activity - Professional Development  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of students in the classroom. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | Title I Part A    | Classroom teachers |

## Goal 4: ATSI

### Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency equal to all students in Reading by 12/20/2019 as measured by on the report card..

### Strategy 1:

iRead, System 44, Read 180 - Teacher and student will use iRead, System 44 and Read 180 as designed to support student learning

Category: Develop/Implement Learning Supports

Research Cited: <https://www.hmhco.com/products/read-180/efficacy-results.php>

Proven to work, Read 180 has been the subject of continuous research and validation efforts for over 15 years. It is the most thoroughly researched and documented reading intervention program, improving reading achievement for diverse students.

| Activity - iRead, System 44, Read 180   | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--|------------|------------|-------------------|-------------------|---|
| approximately 15 minutes of direct instruction, 20 min of technology, and 15 minutes of independent reading | Direct Instruction, Academic Support Program, Technology | 02/19/2019 | 12/20/2019 | \$25000           | Other             | Superintendent, Director of Special Education, director of federal Programs, Director of Elementary Education, Director of Secondary Education, Principal, Teachers |

| Activity - Data meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

**ACIP**

John J. Sparkman School

|  |                          |            |            |     |                     |  |
|--|--------------------------|------------|------------|-----|---------------------|--|
| Monthly data meetings for accountability | Academic Support Program | 02/19/2019 | 06/01/2020 | \$0 | No Funding Required | Director of Secondary Education, Director of Elementary Education, Principal |
|--|--------------------------|------------|------------|-----|---------------------|--|

**Measurable Objective 2:**

100% of Hispanic or Latino students will demonstrate a proficiency equal to all students in Reading by 12/20/2019 as measured by on the report card..

**Strategy 1:**

Focus on Vocabulary Instruction - Teachers will utilize Best Practices, specifically, Pretest/Post test (teacher generated)

Category: Develop/Implement Learning Supports

Research Cited: <https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%Research%20Brochure.pdf>

| Activity - Pretest/Posttest        | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|------------------------------------|--------------------|------------|------------|-------------------|---------------------|---|
| Teacher generated Pretest/Posttest | Direct Instruction | 02/19/2019 | 12/20/2019 | \$0               | No Funding Required | Superintendent, Director of Special Education, Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Principal, Teachers |

| Activity - Lexia  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades PreK-5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. | Academic Support Program | 08/01/2018 | 12/20/2019 | \$5000            | Title I Part A    | Superintendent, Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Principal, Teachers |

**ACIP**

John J. Sparkman School

| Activity - Data Meetings                 | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| monthly data meetings for accountability | Academic Support Program | 02/19/2019 | 06/01/2020 | \$0               | No Funding Required | Director of Secondary Education, Director of Elementary Education, Principals |

**Measurable Objective 3:**

100% of Economically Disadvantaged students will demonstrate a proficiency equal to all students in Reading by 12/20/2019 as measured by on the report card..

**Strategy 1:**

Mentoring/Advisory - One on one, individual relationship building, daily 10 min individualized conversations, phone calls to parents, follow-up with teachers and students. Give each student a connection within the school.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://ies.ed.gov/ncee/pubs/20094047/pdf/20094047.pdf>

| Activity - Mentoring/Advisory           | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--|------------|------------|-------------------|---------------------|---|
| daily, one on one relationship building | Academic Support Program, Behavioral Support Program | 08/01/2018 | 06/30/2020 | \$0               | No Funding Required | Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Federal Programs, Principal, Teachers |

**Measurable Objective 4:**

100% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency equal to all students in Mathematics by 12/20/2019 as measured by on the report card..

**Strategy 1:**

Math iXL - Math iXL - The Continuous Diagnostic is a fresh, modern approach to assessment. IXL's Continuous Diagnostic is virtually invisible: by interweaving diagnostic questions into regular skill practice, IXL can accurately assess students with no testing time needed. With up-to-the-minute information always on hand, teachers know exactly how to support their students every day.

**ACIP**

John J. Sparkman School

IXL has spent 11 years building a comprehensive curriculum, and with 7,500+ skills, IXL can support nearly any learning need from pre-K to 12th grade. Using insights from both student work in the curriculum and the Continuous Diagnostic, IXL also provides students with personalized guidance that ensures they are always working on the exact skills they need to excel.

IXL Analytics integrates with the Continuous Diagnostic and the curriculum to uncover insights that make truly data-driven instruction possible. For teachers, Analytics means better data and actionable next steps for impacting student learning. For administrators, Analytics for School Leaders delivers up-to-the-minute data on teacher engagement and student growth, so you can ensure that every classroom is meeting the goals you've set for IXL.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.ixl.com/membership/administrators/research>

| Activity - iXL   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| IXL's integrated personalized learning platform helps you meet every student's unique needs. The Continuous Diagnostic is a fresh, modern approach to assessment. IXL's Continuous Diagnostic is virtually invisible: by interweaving diagnostic questions into regular skill practice, IXL can accurately assess students with no testing time needed. With up-to-the-minute information always on hand, teachers know exactly how to support their students every day. Comprehensive curriculum and guidance, and Actionable analytics | Academic Support Program | 02/19/2019 | 12/20/2019 | \$75000           | General Fund        | Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Federal Programs, Principal, Teachers |
| Activity - Data Meetings   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Monthly data meetings to monitor progress  | Academic Support Program | 02/19/2019 | 06/01/2020 | \$0               | No Funding Required | Director of Secondary Education, Director of Elementary Education, Principal   |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

| Activity Name            | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------------|---|--------------------------|------------|------------|-------------------|--|
| Summer Program           | Reading packets (1st-6th grade) will be sent home at the end of the school year or mailed during the summer (K-2nd) for at-risk students to work on literacy skills.  | Tutoring                 | 08/01/2018 | 08/07/2019 | \$200             | Classroom teachers K-7th grade and Title I teacher   |
| Art Services             | Sparkman School will contract with a highly qualified educator to provide art services occasionally for our students in grades K-8th.   | Extra Curricular         | 08/10/2016 | 08/01/2019 | \$3200            | teachers   |
| Scaffolding Instruction  | Teachers will scaffold instruction based on ongoing formative assessment during all three tiers of instruction.   | Academic Support Program | 08/01/2018 | 08/01/2019 | \$1252            | Classroom teachers K-8   |
| Sustained Reading        | Sustained silent reading increasing time amount throughout the year to build student reading stamina.   | Academic Support Program | 08/01/2018 | 08/01/2019 | \$900             | Classroom teachers K-8   |
| Lexia                    | Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades PreK-5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. | Academic Support Program | 08/01/2018 | 12/20/2019 | \$5000            | Superintendent, Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Principal, Teachers |
| Professional Development | Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through the MCS and ARI Regional Instructional Coaches, OGAP and AMSTI trainers. Teachers will attend workshops, conferences, training, etc. to enhance the use of technology and skills based, research based instruction.  | Professional Learning    | 08/01/2018 | 08/01/2019 | \$3709            | Teachers in grades K-8.  |
| Technology               | Students will use Reading Eggs and Mathseeds (K-2), Study Island (1st-8th), Lexia (struggling and Tier 3 students), IPADS (grades K-2), Chromebooks(5-8th grade), various computers/laptops (K-8th grade) to engage in learning. Teachers will use Learn360 to enhance lessons.   | Technology               | 08/01/2018 | 08/01/2019 | \$1377178         | Classroom teachers K-8. Students in grades K-8.  |



**ACIP**

John J. Sparkman School

|                          |  |                          |            |            |           |                    |
|--------------------------|--|--------------------------|------------|------------|-----------|--------------------|
| Professional Development | Teachers will participate in professional development to learn new strategies and skills to meet the needs of students in the classroom. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0       | Classroom teachers |
| <b>Total</b>             |  |                          |            |            | \$1391439 |                    |

**District Funding**

| Activity Name              | Activity Description   | Activity Type   | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|----------------------------|--|-----------------|------------|------------|-------------------|-------------------|
| Environmental improvements | Improve the interior by painting the elementary bathrooms and the gym, relocating the playground equipment and putting a fence around it, installing TV's in the cafeteria, purchasing a new PA system and air conditioner for the gym, remodel the concession stand and nurse's office, and new picnic tables and umbrellas for the students in the patio area. | Other - Culture | 08/10/2016 | 08/01/2019 | \$5000            | Whole school      |
| <b>Total</b>               |  |                 |            |            | \$5000            |                   |

**Other**

| Activity Name              | Activity Description   | Activity Type   | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|----------------------------|--|-----------------|------------|------------|-------------------|-------------------|
| Environmental improvements | Improve the interior by painting the elementary bathrooms and the gym, relocating the playground equipment and putting a fence around it, installing TV's in the cafeteria, purchasing a new PA system and air conditioner for the gym, remodel the concession stand and nurse's office, and new picnic tables and umbrellas for the students in the patio area. | Other - Culture | 08/10/2016 | 08/01/2019 | \$22000           | Whole school      |
| Environmental improvements | Improve the interior by painting the elementary bathrooms and the gym, relocating the playground equipment and putting a fence around it, installing TV's in the cafeteria, purchasing a new PA system and air conditioner for the gym, remodel the concession stand and nurse's office, and new picnic tables and umbrellas for the students in the patio area. | Other - Culture | 08/10/2016 | 08/01/2019 | \$30000           | Whole school      |

**ACIP**

John J. Sparkman School

|                            |   |  |            |            |                |   |
|----------------------------|---|--|------------|------------|----------------|---|
| iRead, System 44, Read 180 | approximately 15 minutes of direct instruction, 20 min of technology, and 15 minutes of independent reading | Direct Instruction, Academic Support Program, Technology | 02/19/2019 | 12/20/2019 | \$25000        | Superintendent, Director of Special Education, director of federal Programs, Director of Elementary Education, Director of Secondary Education, Principal, Teachers |
| <b>Total</b>               |   |  |            |            | <b>\$77000</b> |   |

**No Funding Required**

| Activity Name        | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------|--|--------------------------|------------|------------|-------------------|---|
| OGAP                 | New teachers will receive training using OGAP Math strategies and all teachers will receive support from AMSTI specialists throughout the school year.   | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | Classroom teachers K-8  |
| Data Meetings        | monthly data meetings for accountability   | Academic Support Program | 02/19/2019 | 06/01/2020 | \$0               | Director of Secondary Education, Director of Elementary Education, Principals |
| Thrive Thursday      | Students in grades 5th-8th grade will participate in a skills-based math class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results.  | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | Teachers 5th-8th grade  |
| Parent Communication | Teachers will make and document personal contact with a parent/guardian of each student in their advisory groups monthly.  | Parent Involvement       | 08/01/2018 | 08/01/2019 | \$0               | Teachers to perform and Principal to monitor                                  |
| Homecoming           | Students in grades 5th-8th grades and all teachers will participate in homecoming activities during homecoming week. Activities include: scavenger hunts, dress up days, door contest, games/relays, and pep rallies. Students in grades Kindergarten-4th grade attend festivities and cheer on contestants. | Extra Curricular         | 08/09/2017 | 08/01/2019 | \$0               | All teachers and all students grades Kindergarten-8th grades                  |
| Number Talks         | Teachers in grades K-5 will incorporate Number Talks into their daily routine. Number Talks is designed to help build children's mental math and computation strategies.   | Direct Instruction       | 08/01/2018 | 08/01/2019 | \$0               | Classroom teachers K-5  |

**ACIP**

John J. Sparkman School

|                                |  |                            |            |            |     |   |
|--------------------------------|--|----------------------------|------------|------------|-----|---|
| Laundry Services               | Sparkman School will provide laundry services for parents that need help with this basic necessity. Donations will be gathered for laundry detergent and other supplies. Washing machines and dryers already on campus will be used. Jr. Civitans and other students will use this towards volunteering hours and life skills class. | Community Engagement       | 10/02/2017 | 08/01/2019 | \$0 | Staff and students  |
| Daily Morning Announcements    | Daily school-wide morning announcements will focus on weekly character traits and monthly good habits as outlined by the school character education schedule.  | Direct Instruction         | 08/01/2018 | 08/01/2019 | \$0 | Principal and counselor   |
| Advisory Group                 | Teachers will meet daily with their advisory groups to build personal relationships with their students.   | Behavioral Support Program | 08/01/2018 | 08/01/2019 | \$0 | Teachers to perform and Principal to monitor  |
| Pretest/Posttest               | Teacher generated Pretest/Posttest   | Direct Instruction         | 02/19/2019 | 12/20/2019 | \$0 | Superintendent, Director of Special Education, Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Principal, Teachers |
| Data Meetings                  | Monthly data meetings to monitor progress  | Academic Support Program   | 02/19/2019 | 06/01/2020 | \$0 | Director of Secondary Education, Director of Elementary Education, Principal  |
| Partnerships                   | GED classes provided through Calhoun Community College will offer classes during the day on our campus to help community members and our families obtain their GED. Also, the food pantry will relocate to our campus. This will provide our community with much needed food items they are not able to purchase.                    | Community Engagement       | 08/01/2018 | 08/01/2019 | \$0 | Calhoun teachers and food pantry workers  |
| Grow Groups                    | Students in grades Kindergarten-4th grade will participate in a daily phonics skills-based class. Teachers will use Orton Gillingham strategies to teach lessons.  | Academic Support Program   | 08/01/2018 | 08/01/2019 | \$0 | Teachers in grades Kindergarten-4th grade   |
| Administer Scantron Assessment | Teachers will administer a pre and post Scantron Assessment to students  | Academic Support Program   | 08/01/2018 | 08/01/2019 | \$0 | Classroom Teachers  |

**ACIP**

John J. Sparkman School

|  |  |  |            |            |     |   |
|--|--|--|------------|------------|-----|---|
| Administer Scantron Assessment             | Teachers will administer a pre and post Scantron Assessment to students  | Academic Support Program                             | 08/01/2018 | 08/01/2018 | \$0 | Classroom teachers  |
| Analysis of Scantron Assessments           | Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades.                            | Academic Support Program                             | 08/01/2018 | 08/01/2019 | \$0 | Classroom Teachers  |
| Thrive Thursday                            | Students in grades 5th-8th grade will participate in a skills-based Reading class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program                             | 08/01/2018 | 08/01/2019 | \$0 | Teachers grades 5th-8th grade   |
| Fieldtrips                                 | All students in grades Kindergarten-8th grade and self-contained classrooms will participate in schoolwide fieldtrips.   | Field Trip   | 08/10/2016 | 08/01/2019 | \$0 | Teachers and Administration   |
| Differentiated and Small Group Instruction | Math teachers will provide whole group instruction integrating hands on activities. Teachers will provide Tier 2 instruction in small groups to reach at-risk students.  | Direct Instruction                                   | 08/01/2018 | 08/01/2019 | \$0 | Classroom teachers in grades K-8  |
| Data meetings                              | Monthly data meetings for accountability   | Academic Support Program                             | 02/19/2019 | 06/01/2020 | \$0 | Director of Secondary Education, Director of Elementary Education, Principal  |
| Character Trait Word Displays              | Teachers will display character trait words with the definitions in or outside their classrooms.   | Direct Instruction                                   | 08/01/2018 | 08/01/2019 | \$0 | Teachers to perform and Principal to monitor  |
| Mentoring/Advisory                         | daily, one on one relationship building  | Academic Support Program, Behavioral Support Program | 08/01/2018 | 06/30/2020 | \$0 | Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Federal Programs, Principal, Teachers |

**ACIP**

John J. Sparkman School

|                          |   |                            |            |            |            |                          |
|--------------------------|---|----------------------------|------------|------------|------------|--------------------------|
| At-Risk Student Tracking | The RtI and leadership teams will use data from the INOW INFOCUS Graduation Tracking System to monitor at-risk behaviors of students: poor attendance, discipline referrals, and failing grades. These teams will offer intervention strategies to teachers for improving classroom management of at-risk students. | Behavioral Support Program | 08/01/2018 | 08/01/2019 | \$0        | PST and Leadership teams |
| Monthly Guidance Lessons | The counselor will reinforce good character and habits during all monthly guidance lessons.   | Direct Instruction         | 08/10/2016 | 05/25/2018 | \$0        | school counselor         |
| Scaffolding Instruction  | Teachers will scaffold instruction based on ongoing formative assessment during all three tiers of instruction.   | Academic Support Program   | 08/01/2018 | 08/01/2019 | \$0        | Classroom teachers K-8   |
| <b>Total</b>             |   |                            |            |            | <b>\$0</b> |                          |

**General Fund**

| Activity Name                  | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------------------|--|--------------------------|------------|------------|-------------------|--|
| iXL                            | IXL's integrated personalized learning platform helps you meet every student's unique needs. The Continuous Diagnostic is a fresh, modern approach to assessment. IXL's Continuous Diagnostic is virtually invisible: by interweaving diagnostic questions into regular skill practice, IXL can accurately assess students with no testing time needed. With up-to-the-minute information always on hand, teachers know exactly how to support their students every day. Comprehensive curriculum and guidance, and Actionable analytics | Academic Support Program | 02/19/2019 | 12/20/2019 | \$75000           | Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Federal Programs, Principal, Teachers |
| Voyager Math / Edmentum        | Special education inclusion teachers will use Voyager Math to reach the individual needs of their students.  | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | Special education inclusion teachers   |
| Professional Development       | Teachers will participate in professional development to learn new strategies and skills to meet the needs of our diverse student population.  | Professional Learning    | 08/01/2018 | 08/01/2019 | \$0               | Special education inclusion teachers   |
| Environmental improvements     | Improve the interior by painting the elementary bathrooms and the gym, relocating the playground equipment and putting a fence around it, installing TV's in the cafeteria, purchasing a new PA system and air conditioner for the gym, remodel the concession stand and nurse's office, and new picnic tables and umbrellas for the students in the patio area.   | Other - Culture          | 08/10/2016 | 08/01/2019 | \$5000            | Whole school   |
| Read 180, System 44, and iRead | Special education inclusion teachers will use Read 180, System 44, iRead, and technology in the classroom to meet the individual needs of their students.  | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0               | Special Education inclusion teachers   |

**ACIP**

John J. Sparkman School

|   |   |                            |            |            |                |   |
|---|---|----------------------------|------------|------------|----------------|---|
| Learning Earnings                           | Digital behavior management account for students grades K-8   | Behavioral Support Program | 08/01/2018 | 08/01/2019 | \$0            | Classroom teachers K-8                    |
| Jr. Civitans                                | Sparkman School will join a local charter and form the Sparkman Jr. Civitans group. Students in grades 6-8th will have the opportunity to join. Volunteering is a must for membership.                            | Extra Curricular           | 08/10/2016 | 08/01/2019 | \$300          | Mrs. Pflueger and Mrs. Whiteley, teachers |
| Analysis of Scantron Assessments and DIBELS | Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program   | 08/01/2018 | 08/01/2019 | \$0            | Classroom teachers                        |
| <b>Total</b>                                |   |                            |            |            | <b>\$80300</b> |   |

**State Funds**

| Activity Name            | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible                               |
|--------------------------|--|--------------------------|------------|------------|-------------------|---|
| Professional Development | Teachers will attend training, workshops, conferences, etc. in the area of skills-based, research-based instruction and to enhance the use of technology. Professional learning and job-embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion.  | Professional Learning    | 08/01/2018 | 08/01/2019 | \$1270            | Teachers in grades K-8.                         |
| Sustained Reading        | Sustained silent reading increasing time amount throughout the year to build student reading stamina.  | Academic Support Program | 08/01/2018 | 08/01/2019 | \$1356            | Classroom teachers K-8                          |
| Professional Development | Faculty and staff will continue professional learning activities with an emphasis on mentoring, advisory groups, classroom management, and relationship building. Turn around training will be required.   | Professional Learning    | 08/01/2018 | 08/01/2019 | \$1270            | Teachers in grades K-8.                         |
| Professional Development | Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through the MCS and ARI Regional Instructional Coaches, OGAP and AMSTI trainers. Teachers will attend workshops, conferences, training, etc. to enhance the use of technology and skills based, research based instruction. | Professional Learning    | 08/01/2018 | 08/01/2019 | \$1270            | Teachers in grades K-8.                         |
| Technology               | Students will use Reading Eggs and Mathseeds (K-2), Study Island (1st-8th), Lexia (struggling and Tier 3 students), IPADS (grades K-2), Chromebooks(5-8th grade), various computers/laptops (K-8th grade) to engage in learning. Teachers will use Learn360 to enhance lessons.  | Technology               | 08/01/2018 | 08/01/2019 | \$4233            | Classroom teachers K-8. Students in grades K-8. |

**ACIP**

John J. Sparkman School

|            |  |            |            |            |              |                        |
|------------|--|------------|------------|------------|--------------|------------------------|
| Technology | Mathseeds (grades K-2), Study Island (grades 3-8), and Exact Path (struggling and Tier 3 students) will be used weekly to practice math skills. Classrooms with SMARTBoards will integrate math skill activities through SMARTBoard interactive programs. Math websites will be used in the classroom to enhance learning. Epson Interactive projectors will be purchased so all classrooms will have some type of interactive board. Additional technology, such as IPADS, laptops, tablets, Chromebooks will be purchased for student use to enhance learning. | Technology | 08/01/2018 | 08/01/2019 | \$4233       | Classroom teachers K-8 |
|            |  |            |            |            | <b>Total</b> | \$13632                |

# **Stakeholder Feedback Diagnostic**



## **Introduction**

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

### Stakeholder Feedback Data

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

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

|    | Statement or Question                     | Response   | Rating  |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

## Areas of Notable Achievement

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

#### Parent Survey:

Highest Standard 1: Purpose Direction = 4.06

#### Highest Scoring Item:

E11: My child has at least one adult advocate in the school. = 4.18

#### Staff Survey:

Highest Standard 5: Using Results for Continuous Improvement = 4.46

#### Highest Scoring Item:

E13: In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. = 4.69

#### Grades K-2:

Survey did not have any specific standards; it had 14 questions. = 2.94

Question 8. Other teachers know me. = 100%

Question 11. My school has books for me to read. = 100%

#### Grades 3-5:

Highest Standard 4: Resource and Support System = 2.91

Highest Standard 1: Purpose and Direction = 2.91

#### Highest Scoring Item:

D3: In my school, my teachers want me to do my best work. = 3.00

#### Grades 6-8:

Highest Standard 1: Purpose Direction = 3.56

#### Highest Scoring Item:

F7: In my school, I have access to counseling, career planning, and other programs to help me in school.  
= 4.12

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

#### Parent Survey:

Standard 3: Teaching and Assessing for Learning =4.0

#### Staff Survey:

Standard 4: Resources and Support Systems= 4.2

#### Grades K-2:

SY 2018-2019

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Question 1. My teacher wants me to learn. = 99%

Question 3. My teacher wants me to do my best. = 99%

Grades 3-5:

Standard 3: Teaching and Assessing for Learning = 2.86

Grades 6-8:

Standard 4: Teaching and Assessing for Learning = 3.55

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

Standard 4 across all of the surveys scored higher than most of the other standards. Standard 4 is Resources and Support Systems.

From the parent and staff survey, both groups believed that our school provides qualified staff members to support our student learning.

## Areas in Need of Improvement

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

#### Parent Survey:

Lowest Standard: Governance and Leadership = 3.96

#### Lowest Scoring Item:

D5-Our school communicates effectively about the school's goals and activities.

#### Staff Survey:

Lowest Standard 3: Teaching and Assessing for Learners= 4.27

#### Lowest Scoring Item:

E16In our school, a formal process is in place to support new staff members in their professional practice. =4.07

#### Grades K-2:

Survey did not have any specific standards; it had 14 questions. = 2.94

Question 6: I know what to do everyday in school. = 87%

#### Grades 3-5:

Standard: Governance and Leadership = 2.75

#### Lowest Scoring Item:

G1- My Principal and teachers ask me what I think about school. = 2.46

#### Grades 6-8:

Lowest Standard 5: Using Results for Continuous Improvement= 3.43Lowest

#### Scoring Item:

F5- In my school, students help each other even if they are not friends. = 3.32

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

#### Parent Survey:

Standard 3: Teaching and Assessing for Learning =4.0

#### Staff Survey:

Standard 1:Purpose and Direction = 4.34

#### Grades K-2:

Question 7: My family likes to come to my school. = 91%

Question 13: My teacher wants me to help all boys and girls. = 91%

#### Grades 3-5:

SY 2018-2019

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Standard 5: Using Results for Continuous Improvement = 2.77

Grades 6-8:

Standard 4: Resources and Support Systems = 3.49

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

In the staff surveys , the findings show that a formal process in helping the new teachers be successful is needed.

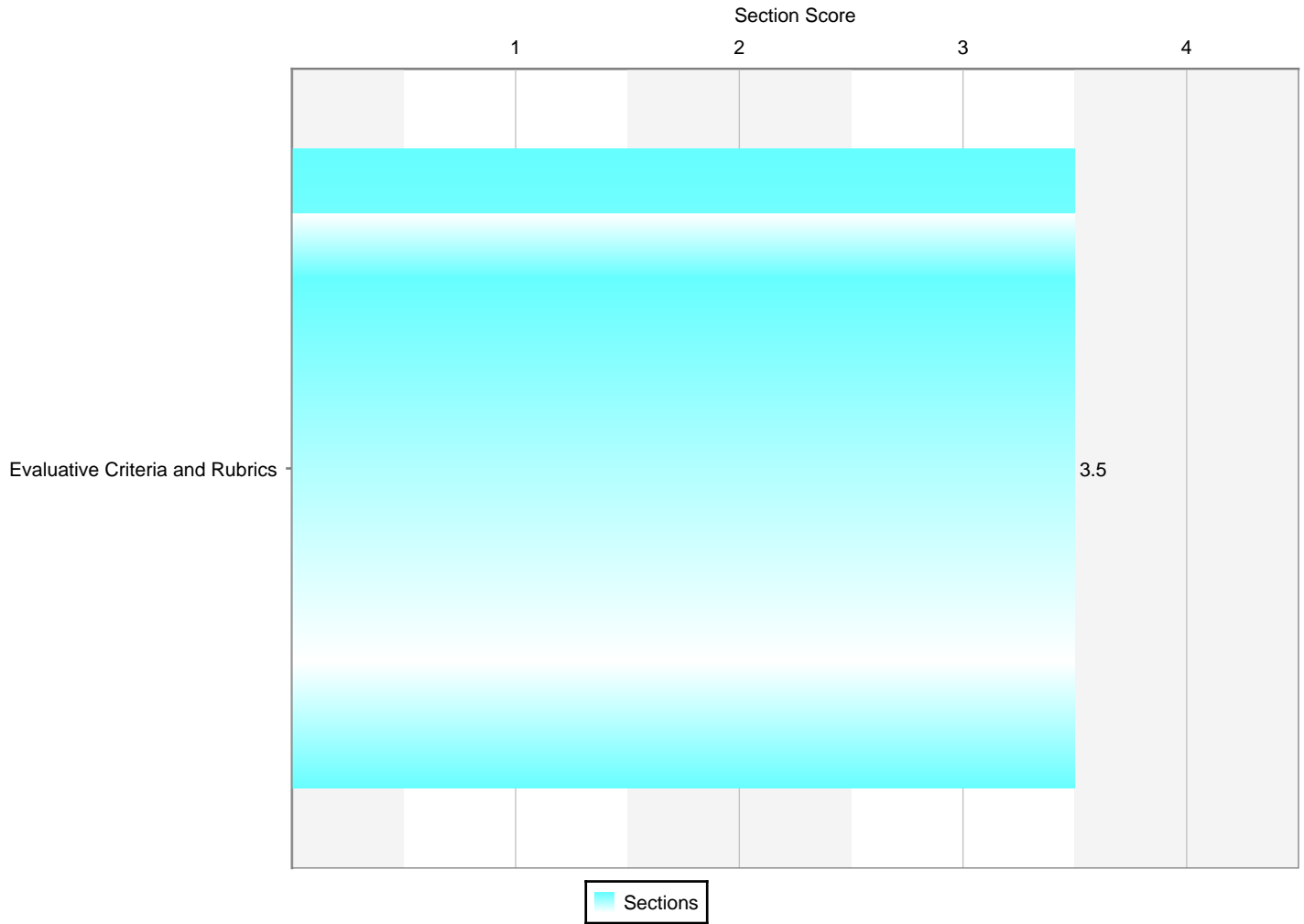
In the parent, early, lower and middle school surveys, they felt like we need to have more meaningful ways to get parents involved through activities and keeping up with student's progress.

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

Overall, we as a school need to make sure we are engaging the parents and community with items that are going on at our school. We post on the website, display on the marquee, update Facebook postings, and have remind phone calls. Parents and students want to be more involved concerning grades and report cards. Meeting with students during the 9 weeks would be a good time let them be aware of grades and progress instead of waiting for the progress reports and report cards. Mentoring and advisory teachers need to make sure they are making parents aware of grades and if their child is missing assignments or struggling before the report comes out.

## Report Summary

### Scores By Section





# Title I Schoolwide Diagnostic

## Introduction

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

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

### **How was the comprehensive needs assessment conducted?**

The 2018-2019 ACIP planning process began in the spring during the annual parent meeting to review and assess goals and strategies. The Leadership team met in May 2018 to review the effectiveness of the ACIP. An evaluation form was completed and turned into the LEA. The planning process continued with faculty and staff reviewing and assessing the ACIP in September 2018. The purpose of the meeting was to review goals from 2017-2018, to determine whether ACIP goals were met, look at DIBELS and ACT-Aspire analysis to identify strengths and weaknesses, and determine goals to address the needs of our students.

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

The faculty analyzed the data from DIBELS and ACT Aspire, which allowed the faculty to identify our "at risk" population based on data collected. Teachers were given copies of their student's test scores, along with strategies to plan for the students' academic needs. Further teacher input on student academic needs will be obtained through grade level meetings, Rtl meetings, and data/focus group meetings during the school year.

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

We were able to review our Academic Needs Goals together and discuss any revisions that need to be made based on our students' academic progress. It was determined that we needed to continue with our school-wide ELA goal and strategies, along with math action steps. Strengths and weaknesses can be found under the 2018-19 Stakeholder Feedback Diagnostic of the ACIP.

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

It was determined we needed to continue working on our Math instruction and English Language Arts for the whole school K-8. We were able to analyze our Scantron test scores from the 2017-2018 school year. Our results indicated that even though our students have grown academically, the growth was not enough so many had insufficient growth on the Scantron test in grades 3-8. We also concluded our instruction would need to be more rigorous in order to meet the College and College Readiness Standards.

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

Our school goals were written based on our priority needs and needs assessments.

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

Our goals were written after analysis of several different types of data. Those would include Scantron 2017-2018, DIBELS 2017-2018, and Formative Assessments from the prior teacher. We feel that one assessment cannot give us an insight into one student's actual performance. We look at all assessments before we make an individual plan for a student, that then leads to writing academic goals for the whole.

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

Our goals are written for all students. About 76% of our population is on free or reduced lunch and considered "at risk" or disadvantaged. Many of those students receive Tier II in the regular classroom or Tier III or Title I services in the Title I classroom.

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

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

### Goal 1:

Increase student math proficiency in grades 3-8.

### Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Mathematics by 05/31/2018 as measured by Scantron Performance Series benchmarks..

### Strategy1:

Use of Multiple Strategies - Use of multiple strategies to differentiate lessons will be used for students to meet their individual learning goals and for individual success in the classroom. Small group instruction will be utilized to meet individual needs of all students. Teachers will use multiple resources already available in classroom which would include: OGAP formative assessments and strategies; AMSTI connected math for grades 6-8 and Investigations for grades K-5; EnVision Math for grades K-5 and Prentice Hall Common Core for grades 6-8. Small groups and multiple strategies will be monitored through lesson plans and school/district walk through.

#### Category:

Research Cited: Number Talks by Sherry Parrish; Alabama Math Science and Technology Initiative; EnVision Math Common Core; Prentice Hall Mathematics Common

Core; Vermont Mathematics Partnership Ongoing Assessment Project (OGAP): Additive Reasoning, Multiplicative Reasoning, and Proportionality. Created by the

Vermont Mathematics Partnership funded by The National Science Foundation and the US Department of Education October 2000

| Activity - Thrive Thursday  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Students in grades 5th-8th grade will participate in a skills-based math class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Teachers 5th-8th grade |

**ACIP**

John J. Sparkman School

| Activity - Technology  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible      |
|--|---------------|------------|------------|-------------------------|------------------------|
| Mathseeds (grades K-2), Study Island (grades 3-8), and Exact Path (struggling and Tier 3 students) will be used weekly to practice math skills. Classrooms with SMARTBoards will integrate math skill activities through SMARTBoard interactive programs. Math websites will be used in the classroom to enhance learning. Epson Interactive projectors will be purchased so all classrooms will have some type of interactive board. Additional technology, such as IPADS, laptops, tablets, Chromebooks will be purchased for student use to enhance learning. | Technology    | 08/01/2018 | 08/01/2019 | \$4233 - State Funds    | Classroom teachers K-8 |

| Activity - Differentiated and Small Group Instruction   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                |
|---|--------------------|------------|------------|---------------------------|----------------------------------|
| Math teachers will provide whole group instruction integrating hands on activities. Teachers will provide Tier 2 instruction in small groups to reach at-risk students. | Direct Instruction | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers in grades K-8 |

| Activity - Number Talks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers in grades K-5 will incorporate Number Talks into their daily routine. Number Talks is designed to help build children's mental math and computation strategies. | Direct Instruction | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-5 |

| Activity - OGAP  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| New teachers will receive training using OGAP Math strategies and all teachers will receive support from AMSTI specialists throughout the school year. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 |

| Activity - Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible       |
|---|-----------------------|------------|------------|-------------------------|-------------------------|
| Teachers will attend training, workshops, conferences, etc. in the area of skills-based, research-based instruction and to enhance the use of technology. Professional learning and job-embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/01/2018 | 08/01/2019 | \$1270 - State Funds    | Teachers in grades K-8. |

**Strategy2:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062.

The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

| Activity - Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|-----------------------|------------|------------|-------------------------|--------------------------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of our diverse student population. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special education inclusion teachers |

| Activity - Voyager Math / Edmentum  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------------|--------------------------------------|
| Special education inclusion teachers will use Voyager Math to reach the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special education inclusion teachers |

**Goal 2:**

Increase student Reading proficiency in grades 3-8.

**Measurable Objective 1:**

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Reading by 05/31/2018 as measured by Scantron Performance series benchmarks..

**Strategy1:**

Focused instruction on Core EL instruction - EL and classroom teachers will collaborate to determine an instructional plan for EL students.

EL and classroom teachers will implement instructional strategies using the core ESL program to assure achievement in writing and speaking on the ACCESS 2.0.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELLs 2.0 Score Reports

| Activity - ESL Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---|
| EL teachers and Central office will offer training to the core teachers with EL students to provide information about the core ESL program. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0 - Title III         | classroom teachers, EL teachers, and central office staff |

| Activity - Data Analysis  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                         |
|---|--------------------------|------------|------------|---------------------------|---|
| At the beginning of the school year, the EL teachers will review and analyze comprehensive data for the identified Limited Proficient (LEP) students who have not shown adequate progress and will collaborate these finding with the regular classroom teachers. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 and self-contained |

**Strategy2:**

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual,

**ACIP**

John J. Sparkman School

reading goals. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062. The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

| Activity - Read 180, System 44, and iRead   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------------|--------------------------------------|
| Special education inclusion teachers will use Read 180, System 44, iRead, and technology in the classroom to meet the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special Education inclusion teachers |

| Activity - Professional Development  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------------|--------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of students in the classroom. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - Title I Part A    | Classroom teachers |

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

**Goal 1:**

Increase student math proficiency in grades 3-8.

**Measurable Objective 1:**

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Mathematics by 05/31/2018 as measured by Scantron Performance Series benchmarks..

**Strategy1:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062.

The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.



**ACIP**

John J. Sparkman School

| Activity - Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|-----------------------|------------|------------|-------------------------|--------------------------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of our diverse student population. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special education inclusion teachers |

| Activity - Voyager Math / Edmentum  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------------|--------------------------------------|
| Special education inclusion teachers will use Voyager Math to reach the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special education inclusion teachers |

**Strategy2:**

Performance Series Scantron Assessment - All students in grades 3rd-8th will participate in the Performance Series Scantron Assessment. The students will take the Scantron assessment in September, December or January, and April. After each assessment, the students will receive a growth score. Students will use Exact path, which is a part of Study Island. Students will take a Diagnostic test to access an Individual Learning Path. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Performance series Assessment. Each additional Scantron assessment will measure student growth.

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

Research Cited: Scantron Performance Series® Items were developed through a process that used a variety of state and national standards documents to identify critical skills that would be the focus of items. This resulted in the development of the Scantron Curriculum Designer, a database of skills and objectives aligned to standards and assessment documents from across the country that have been created within the last fifteen years. A core of the most common elements (standards, skills, objectives, competencies) were identified as the skills on which Performance Series items would focus. Items were developed to measure these skills and each item went through multiple reviews for content and grade appropriateness, and for age and cultural bias. Item calibration included pilot testing to collect data on the items and calibration for analysis of the data. In addition, for each content area, the percentage of items per topic/unit are categorized by both Marzano and Bloom Taxonomy categories as a measure of the cognitive rigor of the items. Performance Series efforts to align to the Common Core State Standards has included developing items and pre-built tests (combinations of items) written specifically to the CCSS. The Common Core Item Bank contains over 2,400 items in grades K-12 in Mathematics and English Language Arts. These items can be used in one of two ways. The first model offers two versions of each assessment at each grade level—a pretest and a post-test. In the second model, the targeted item banks are activated for educators to build their own tests. Assessment Instrument Description: Scantron Performance Series retrieved from [https://www.cde.state.co.us/uip/scantron\\_assessment\\_instrument\\_description\\_2015](https://www.cde.state.co.us/uip/scantron_assessment_instrument_description_2015)

| Activity - Administer Scantron Assessment                               | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Teachers will administer a pre and post Scantron Assessment to students | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom Teachers |

| Activity - Analysis of Scantron Assessments   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom Teachers |

**Strategy3:**

Use of Multiple Strategies - Use of multiple strategies to differentiate lessons will be used for students to meet their individual learning goals and for individual success in the classroom. Small group instruction will be utilized to meet individual needs of all students. Teachers will use multiple resources already available in classroom

which would include: OGAP formative assessments and strategies; AMSTI connected math for grades 6-8 and Investigations for grades K-5; EnVision Math for grades K-5 and Prentice Hall Common Core for grades 6-8. Small groups and multiple strategies will be monitored through lesson plans and school/district walk through.

Category:

Research Cited: Number Talks by Sherry Parrish; Alabama Math Science and Technology Initiative; EnVision Math Common Core; Prentice Hall Mathematics Common

Core; Vermont Mathematics Partnership Ongoing Assessment Project (OGAP): Additive Reasoning, Multiplicative Reasoning, and Proportionality. Created by the

Vermont Mathematics Partnership funded by The National Science Foundation and the US Department of Education October 2000

| Activity - Differentiated and Small Group Instruction   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                |
|---|--------------------|------------|------------|---------------------------|----------------------------------|
| Math teachers will provide whole group instruction integrating hands on activities. Teachers will provide Tier 2 instruction in small groups to reach at-risk students. | Direct Instruction | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers in grades K-8 |

| Activity - Number Talks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers in grades K-5 will incorporate Number Talks into their daily routine. Number Talks is designed to help build children's mental math and computation strategies. | Direct Instruction | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-5 |

| Activity - OGAP  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| New teachers will receive training using OGAP Math strategies and all teachers will receive support from AMSTI specialists throughout the school year. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 |

| Activity - Thrive Thursday  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Students in grades 5th-8th grade will participate in a skills-based math class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Teachers 5th-8th grade |

**ACIP**

John J. Sparkman School

| Activity - Professional Development  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible       |
|--|-----------------------|------------|------------|-------------------------|-------------------------|
| Teachers will attend training, workshops, conferences, etc.in the area of skills-based, research-based instruction and to enhance the use of technology. Professional learning and job-embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/01/2018 | 08/01/2019 | \$1270 - State Funds    | Teachers in grades K-8. |

| Activity - Technology  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible      |
|--|---------------|------------|------------|-------------------------|------------------------|
| Mathseeds (grades K-2), Study Island (grades 3-8), and Exact Path (struggling and Tier 3 students) will be used weekly to practice math skills. Classrooms with SMARTBoards will integrate math skill activities through SMARTBoard interactive programs. Math websites will be used in the classroom to enhance learning. Epson Interactive projectors will be purchased so all classrooms will have some type of interactive board. Additional technology, such as IPADS, laptops, tablets, Chromebooks will be purchased for student use to enhance learning. | Technology    | 08/01/2018 | 08/01/2019 | \$4233 - State Funds    | Classroom teachers K-8 |

**Goal 2:**

Increase student Reading proficiency in grades 3-8.

**Measurable Objective 1:**

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Reading by 05/31/2018 as measured by Scantron Performance series benchmarks..

**Strategy1:**

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062. The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

| Activity - Professional Development  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------------|--------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of students in the classroom. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - Title I Part A    | Classroom teachers |

| Activity - Read 180, System 44, and iRead   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------------|--------------------------------------|
| Special education inclusion teachers will use Read 180, System 44, iRead, and technology in the classroom to meet the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special Education inclusion teachers |

**Strategy2:**

Focused instruction on Core EL instruction - EL and classroom teachers will collaborate to determine an instructional plan for EL students. EL and classroom teachers will implement instructional strategies using the core ESL program to assure achievement in writing and speaking on the ACCESS 2.0.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELLs 2.0 Score Reports

| Activity - Data Analysis  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                         |
|---|--------------------------|------------|------------|---------------------------|---|
| At the beginning of the school year, the EL teachers will review and analyze comprehensive data for the identified Limited Proficient (LEP) students who have not shown adequate progress and will collaborate these finding with the regular classroom teachers. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 and self-contained |

| Activity - ESL Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---|
| EL teachers and Central office will offer training to the core teachers with EL students to provide information about the core ESL program. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0 - Title III         | classroom teachers, EL teachers, and central office staff |

**Strategy3:**

Performance Series Scantron Assessment - All students in grades 3rd-8th will participate in the Performance Series Scantron Assessment. The students will take the Scantron assessment in September, December or January, and April. After each assessment, the students will receive a growth score. Students will use Exact path, which is a part of Study Island. Students will take a Diagnostic test to access an Individual Learning Path. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Performance series Assessment. Each additional Scantron assessment will measure student growth.

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

Research Cited: Scantron Performance Series® Items were developed through a process that used a variety of state and national standards documents to identify critical skills that would be the focus of items. This resulted in the development of the Scantron Curriculum Designer, a database of skills and objectives aligned to

standards and assessment documents from across the country that have been created within the last fifteen years. A core of the most common elements (standards, skills, objectives, competencies) were

identified as the skills on which Performance Series items would focus. Items were developed to measure these skills and each item went through multiple reviews for content and grade appropriateness, and for age and cultural bias. Item calibration included pilot testing to collect data on the items and calibration for analysis of the data. In addition, for each content area, the percentage of items per topic/unit are categorized by both Marzano and Bloom Taxonomy categories as a measure of

the cognitive rigor of the items. Performance Series efforts to align to the Common Core State Standards has included developing items and pre-built tests (combinations of items) written specifically to the CCSS. The Common Core Item Bank

contains over 2,400 items in grades K-12 in Mathematics and English Language Arts. These items can be used in one of two ways. The first

model offers two versions of each assessment at each grade level—a pretest and a post-test. In the second model, the targeted item banks are activated for educators to build their own tests.

Assessment Instrument Description: Scantron Performance Series retrieved from  
[https://www.cde.state.co.us/uip/scantron\\_assessment\\_instrument\\_description\\_2015](https://www.cde.state.co.us/uip/scantron_assessment_instrument_description_2015)

| Activity - Thrive Thursday   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible             |
|--|--------------------------|------------|------------|---------------------------|-------------------------------|
| Students in grades 5th-8th grade will participate in a skills-based Reading class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Teachers grades 5th-8th grade |

| Activity - Scaffolding Instruction  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Teachers will scaffold instruction based on ongoing formative assessment during all three tiers of instruction. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 |

| Activity - Grow Groups  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                         |
|---|--------------------------|------------|------------|---------------------------|---|
| Students in grades Kindergarten-4th grade will participate in a daily phonics skills-based class. Teachers will use Orton Gillingham strategies to teach lessons. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Teachers in grades Kindergarten-4th grade |

| Activity - Sustained Reading  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible      |
|---|--------------------------|------------|------------|-------------------------|------------------------|
| Sustained silent reading increasing time amount throughout the year to build student reading stamina. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$1356 - State Funds    | Classroom teachers K-8 |

| Activity - Technology   | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                               |
|---|---------------|------------|------------|-------------------------|---|
| Students will use Reading Eggs and Mathseeds (K-2), Study Island (1st-8th), Lexia (struggling and Tier 3 students), IPADS (grades K-2), Chromebooks(5-8th grade), various computers/laptops (K-8th grade) to engage in learning. Teachers will use Learn360 to enhance lessons. | Technology    | 08/01/2018 | 08/01/2019 | \$4233 - State Funds    | Classroom teachers K-8. Students in grades K-8. |

**ACIP**

John J. Sparkman School

| Activity - Professional Development  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible       |
|--|-----------------------|------------|------------|-------------------------|-------------------------|
| Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through the MCS and ARI Regional Instructional Coaches, OGAP and AMSTI trainers. Teachers will attend workshops, conferences, training, etc. to enhance the use of technology and skills based, research based instruction. | Professional Learning | 08/01/2018 | 08/01/2019 | \$1270 - State Funds    | Teachers in grades K-8. |

| Activity - Summer Program  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                                  |
|--|---------------|------------|------------|-------------------------|--|
| Reading packets (1st-6th grade) will be sent home at the end of the school year or mailed during the summer (K-2nd) for at-risk students to work on literacy skills. | Tutoring      | 08/01/2018 | 08/07/2019 | \$200 - Title I Part A  | Classroom teachers K-7th grade and Title I teacher |

| Activity - Administer Scantron Assessment                               | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Teachers will administer a pre and post Scantron Assessment to students | Academic Support Program | 08/01/2018 | 08/01/2018 | \$0 - No Funding Required | Classroom teachers |

| Activity - Analysis of Scantron Assessments and DIBELS  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------|--------------------|
| Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Classroom teachers |

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:**

SY 2018-2019

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Increase student math proficiency in grades 3-8.

### Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Mathematics by 05/31/2018 as measured by Scantron Performance Series benchmarks..

### Strategy1:

Use of Multiple Strategies - Use of multiple strategies to differentiate lessons will be used for students to meet their individual learning goals and for individual success in the classroom. Small group instruction will be utilized to meet individual needs of all students. Teachers will use multiple resources already available in classroom

which would include: OGAP formative assessments and strategies; AMSTI connected math for grades 6-8 and Investigations for grades K-5; EnVision Math for grades K-5 and Prentice Hall Common Core for grades 6-8. Small groups and multiple strategies will be monitored through lesson plans and school/district walk through.

Category:

Research Cited: Number Talks by Sherry Parrish; Alabama Math Science and Technology Initiative; EnVision Math Common Core; Prentice Hall Mathematics Common

Core; Vermont Mathematics Partnership Ongoing Assessment Project (OGAP): Additive Reasoning, Multiplicative Reasoning, and Proportionality. Created by the

Vermont Mathematics Partnership funded by The National Science Foundation and the US Department of Education October 2000

| Activity - Technology  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible      |
|--|---------------|------------|------------|-------------------------|------------------------|
| Mathseeds (grades K-2), Study Island (grades 3-8), and Exact Path (struggling and Tier 3 students) will be used weekly to practice math skills. Classrooms with SMARTBoards will integrate math skill activities through SMARTBoard interactive programs. Math websites will be used in the classroom to enhance learning. Epson Interactive projectors will be purchased so all classrooms will have some type of interactive board. Additional technology, such as IPADS, laptops, tablets, Chromebooks will be purchased for student use to enhance learning. | Technology    | 08/01/2018 | 08/01/2019 | \$4233 - State Funds    | Classroom teachers K-8 |

| Activity - Thrive Thursday  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Students in grades 5th-8th grade will participate in a skills-based math class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Teachers 5th-8th grade |

| Activity - Number Talks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers in grades K-5 will incorporate Number Talks into their daily routine. Number Talks is designed to help build children's mental math and computation strategies. | Direct Instruction | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-5 |

| Activity - OGAP  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| New teachers will receive training using OGAP Math strategies and all teachers will receive support from AMSTI specialists throughout the school year. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 |

| Activity - Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible       |
|---|-----------------------|------------|------------|-------------------------|-------------------------|
| Teachers will attend training, workshops, conferences, etc. in the area of skills-based, research-based instruction and to enhance the use of technology. Professional learning and job-embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/01/2018 | 08/01/2019 | \$1270 - State Funds    | Teachers in grades K-8. |

| Activity - Differentiated and Small Group Instruction   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                |
|---|--------------------|------------|------------|---------------------------|----------------------------------|
| Math teachers will provide whole group instruction integrating hands on activities. Teachers will provide Tier 2 instruction in small groups to reach at-risk students. | Direct Instruction | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers in grades K-8 |

**Strategy2:**

Performance Series Scantron Assessment - All students in grades 3rd-8th will participate in the Performance Series Scantron Assessment. The students will take the Scantron assessment in September, December or January, and April. After each assessment, the students will receive a growth score. Students will use Exact path, which is a part of Study Island. Students will take a Diagnostic test to access an Individual Learning Path. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Performance series Assessment. Each additional Scantron assessment will measure student growth.

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

Research Cited: Scantron Performance Series® Items were developed through a process that used a variety of state and national standards documents to identify critical skills that would be the focus of items. This resulted in the development of the Scantron Curriculum Designer, a database of skills and objectives aligned to standards and assessment documents from across the country that have been created within the last fifteen years. A core of the most common elements (standards, skills, objectives, competencies) were identified as the skills on which Performance Series items would focus. Items were developed to measure these skills and each item went through multiple reviews for content and grade appropriateness, and for age and cultural bias. Item calibration included pilot testing to collect data on the items and calibration for analysis of the data. In addition, for each content area, the percentage of items per topic/unit are categorized by both Marzano and Bloom Taxonomy categories as a measure of the cognitive rigor of the items. Performance Series efforts to align to the Common Core State Standards has included developing items and pre-built tests (combinations of items) written specifically to the CCSS. The Common Core Item Bank contains over 2,400 items in grades K-12 in Mathematics and English Language Arts. These items can be used in one of two ways. The first model offers two versions of each assessment at each grade level—a pretest and a post-test. In the second model, the



targeted item banks are activated for educators to build their own tests. Assessment Instrument Description: Scantron Performance Series retrieved from [https://www.cde.state.co.us/uip/scantron\\_assessment\\_instrument\\_description\\_2015](https://www.cde.state.co.us/uip/scantron_assessment_instrument_description_2015)

| Activity - Administer Scantron Assessment                               | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Teachers will administer a pre and post Scantron Assessment to students | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom Teachers |

| Activity - Analysis of Scantron Assessments   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom Teachers |

### Strategy3:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062.

The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

| Activity - Voyager Math / Edmentum  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------------|--------------------------------------|
| Special education inclusion teachers will use Voyager Math to reach the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special education inclusion teachers |

| Activity - Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|-----------------------|------------|------------|-------------------------|--------------------------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of our diverse student population. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special education inclusion teachers |

### Goal 2:

Increase student Reading proficiency in grades 3-8.

### Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Reading by 05/31/2018 as measured by Scantron Performance series benchmarks..

**Strategy1:**

Performance Series Scantron Assessment - All students in grades 3rd-8th will participate in the Performance Series Scantron Assessment. The students will take the Scantron assessment in September, December or January, and April. After each assessment, the students will receive a growth score. Students will use Exact path, which is a part of Study Island. Students will take a Diagnostic test to access an Individual Learning Path. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Performance series Assessment. Each additional Scantron assessment will measure student growth.

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

Research Cited: Scantron Performance Series® Items were developed through a process that used a variety of state and national standards documents to identify critical skills that would be the focus of items. This resulted in the development of the Scantron Curriculum Designer, a database of skills and objectives aligned to

standards and assessment documents from across the country that have been created within the last

fifteen years. A core of the most common elements (standards, skills, objectives, competencies) were

identified as the skills on which Performance Series items would focus. Items were developed to measure these skills and each item went

through multiple reviews for content and grade appropriateness, and for age and cultural bias. Item calibration included pilot testing to collect

data on the items and calibration for analysis of the data. In addition, for each content area, the percentage of items per topic/unit are

categorized by both Marzano and Bloom Taxonomy categories as a measure of

the cognitive rigor of the items. Performance Series efforts to align to the Common Core State Standards has included developing items and

pre-built tests (combinations of items) written specifically to the CCSS. The Common Core Item Bank

contains over 2,400 items in grades K-12 in Mathematics and English Language Arts. These items can be used in one of two ways. The first

model offers two versions of each assessment at each grade level—a pretest and a post-test. In the second model, the targeted item banks

are activated for educators to build their own tests.

Assessment Instrument Description: Scantron Performance Series retrieved from

[https://www.cde.state.co.us/uip/scantron\\_assessment\\_instrument\\_description\\_2015](https://www.cde.state.co.us/uip/scantron_assessment_instrument_description_2015)

| Activity - Sustained Reading  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible      |
|---|--------------------------|------------|------------|-------------------------|------------------------|
| Sustained silent reading increasing time amount throughout the year to build student reading stamina. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$1356 - State Funds    | Classroom teachers K-8 |

| Activity - Administer Scantron Assessment                               | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Teachers will administer a pre and post Scantron Assessment to students | Academic Support Program | 08/01/2018 | 08/01/2018 | \$0 - No Funding Required | Classroom teachers |

| Activity - Analysis of Scantron Assessments and DIBELS  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------|--------------------|
| Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Classroom teachers |

| Activity - Professional Development  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible       |
|--|-----------------------|------------|------------|-------------------------|-------------------------|
| Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through the MCS and ARI Regional Instructional Coaches, OGAP and AMSTI trainers. Teachers will attend workshops, conferences, training, etc. to enhance the use of technology and skills based, research based instruction. | Professional Learning | 08/01/2018 | 08/01/2019 | \$1270 - State Funds    | Teachers in grades K-8. |

| Activity - Scaffolding Instruction  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible      |
|---|--------------------------|------------|------------|---------------------------|------------------------|
| Teachers will scaffold instruction based on ongoing formative assessment during all three tiers of instruction. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 |

| Activity - Thrive Thursday   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible             |
|--|--------------------------|------------|------------|---------------------------|-------------------------------|
| Students in grades 5th-8th grade will participate in a skills-based Reading class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Teachers grades 5th-8th grade |

| Activity - Grow Groups  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                         |
|---|--------------------------|------------|------------|---------------------------|---|
| Students in grades Kindergarten-4th grade will participate in a daily phonics skills-based class. Teachers will use Orton Gillingham strategies to teach lessons. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Teachers in grades Kindergarten-4th grade |

| Activity - Summer Program  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                                  |
|--|---------------|------------|------------|-------------------------|--|
| Reading packets (1st-6th grade) will be sent home at the end of the school year or mailed during the summer (K-2nd) for at-risk students to work on literacy skills. | Tutoring      | 08/01/2018 | 08/07/2019 | \$200 - Title I Part A  | Classroom teachers K-7th grade and Title I teacher |

| Activity - Technology   | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                               |
|---|---------------|------------|------------|-------------------------|---|
| Students will use Reading Eggs and Mathseeds (K-2), Study Island (1st-8th), Lexia (struggling and Tier 3 students), IPADS (grades K-2), Chromebooks(5-8th grade), various computers/laptops (K-8th grade) to engage in learning. Teachers will use Learn360 to enhance lessons. | Technology    | 08/01/2018 | 08/01/2019 | \$4233 - State Funds    | Classroom teachers K-8. Students in grades K-8. |

**Strategy2:**

Focused instruction on Core EL instruction - EL and classroom teachers will collaborate to determine an instructional plan for EL students.

**ACIP**

John J. Sparkman School

EL and classroom teachers will implement instructional strategies using the core ESL program to assure achievement in writing and speaking on the ACCESS 2.0.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELLs 2.0 Score Reports

| Activity - Data Analysis  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                         |
|---|--------------------------|------------|------------|---------------------------|---|
| At the beginning of the school year, the EL teachers will review and analyze comprehensive data for the identified Limited Proficient (LEP) students who have not shown adequate progress and will collaborate these finding with the regular classroom teachers. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 and self-contained |

| Activity - ESL Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---|
| EL teachers and Central office will offer training to the core teachers with EL students to provide information about the core ESL program. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0 - Title III         | classroom teachers, EL teachers, and central office staff |

**Strategy3:**

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062. The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

| Activity - Read 180, System 44, and iRead   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------------|--------------------------------------|
| Special education inclusion teachers will use Read 180, System 44, iRead, and technology in the classroom to meet the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special Education inclusion teachers |

| Activity - Professional Development  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------------|--------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of students in the classroom. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - Title I Part A    | Classroom teachers |

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

Increase student Reading proficiency in grades 3-8.

**Measurable Objective 1:**

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Scantron Assessment in Reading by 05/31/2018 as measured by Scantron Performance series benchmarks..

**Strategy1:**

Performance Series Scantron Assessment - All students in grades 3rd-8th will participate in the Performance Series Scantron Assessment. The students will take the Scantron assessment in September, December or January, and April. After each assessment, the students will receive a growth score. Students will use Exact path, which is a part of Study Island. Students will take a Diagnostic test to access an Individual Learning Path. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Performance series Assessment. Each additional Scantron assessment will measure student growth.

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

Research Cited: Scantron Performance Series® Items were developed through a process that used a variety of state and national standards documents to identify critical skills that would be the focus of items. This resulted in the development of the Scantron Curriculum Designer, a database of skills and objectives aligned to

standards and assessment documents from across the country that have been created within the last

fifteen years. A core of the most common elements (standards, skills, objectives, competencies) were

identified as the skills on which Performance Series items would focus. Items were developed to measure these skills and each item went

through multiple reviews for content and grade appropriateness, and for age and cultural bias. Item calibration included pilot testing to collect

data on the items and calibration for analysis of the data. In addition, for each content area, the percentage of items per topic/unit are

categorized by both Marzano and Bloom Taxonomy categories as a measure of

the cognitive rigor of the items. Performance Series efforts to align to the Common Core State Standards has included developing items and

pre-built tests (combinations of items) written specifically to the CCSS. The Common Core Item Bank

contains over 2,400 items in grades K-12 in Mathematics and English Language Arts. These items can be used in one of two ways. The first

model offers two versions of each assessment at each grade level—a pretest and a post-test. In the second model, the targeted item banks

are activated for educators to build their own tests.

Assessment Instrument Description: Scantron Performance Series retrieved from

[https://www.cde.state.co.us/uip/scantron\\_assessment\\_instrument\\_description\\_2015](https://www.cde.state.co.us/uip/scantron_assessment_instrument_description_2015)

| Activity - Professional Development  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible       |
|--|-----------------------|------------|------------|-------------------------|-------------------------|
| Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through the MCS and ARI Regional Instructional Coaches, OGAP and AMSTI trainers. Teachers will attend workshops, conferences, training, etc. to enhance the use of technology and skills based, research based instruction. | Professional Learning | 08/01/2018 | 08/01/2019 | \$1270 - State Funds    | Teachers in grades K-8. |

**ACIP**

John J. Sparkman School

| <b>Activity - Analysis of Scantron Assessments and DIBELS</b>   | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b> |
|---|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| Classroom teachers will analyze data during monthly data meetings. Sources included but not limited to: Scantron assessment, DIBELS, progress monitoring, classroom formative assessments, and other test grades. | Academic Support Program | 08/01/2018        | 08/01/2019      | \$0 - General Fund                 | Classroom teachers       |

| <b>Activity - Sustained Reading</b>   | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b> |
|---|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| Sustained silent reading increasing time amount throughout the year to build student reading stamina. | Academic Support Program | 08/01/2018        | 08/01/2019      | \$1356 - State Funds               | Classroom teachers K-8   |

| <b>Activity - Administer Scantron Assessment</b>                        | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b> |
|---|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| Teachers will administer a pre and post Scantron Assessment to students | Academic Support Program | 08/01/2018        | 08/01/2018      | \$0 - No Funding Required          | Classroom teachers       |

| <b>Activity - Scaffolding Instruction</b>   | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b> |
|---|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| Teachers will scaffold instruction based on ongoing formative assessment during all three tiers of instruction. | Academic Support Program | 08/01/2018        | 08/01/2019      | \$0 - No Funding Required          | Classroom teachers K-8   |

| <b>Activity - Thrive Thursday</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b>      |
|--|--------------------------|-------------------|-----------------|------------------------------------|-------------------------------|
| Students in grades 5th-8th grade will participate in a skills-based Reading class once per week. Teachers will use pre/post assessment, along with teacher observation. Initial placement will be based on fall Scantron Assessment results. | Academic Support Program | 08/01/2018        | 08/01/2019      | \$0 - No Funding Required          | Teachers grades 5th-8th grade |

| <b>Activity - Summer Program</b>   | <b>Activity Type</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b>                           |
|--|----------------------|-------------------|-----------------|------------------------------------|--|
| Reading packets (1st-6th grade) will be sent home at the end of the school year or mailed during the summer (K-2nd) for at-risk students to work on literacy skills. | Tutoring             | 08/01/2018        | 08/07/2019      | \$200 - Title I Part A             | Classroom teachers K-7th grade and Title I teacher |

| <b>Activity - Grow Groups</b>   | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b>                  |
|---|--------------------------|-------------------|-----------------|------------------------------------|---|
| Students in grades Kindergarten-4th grade will participate in a daily phonics skills-based class. Teachers will use Orton Gillingham strategies to teach lessons. | Academic Support Program | 08/01/2018        | 08/01/2019      | \$0 - No Funding Required          | Teachers in grades Kindergarten-4th grade |

**ACIP**

John J. Sparkman School

| Activity - Technology   | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                                  |
|---|---------------|------------|------------|-------------------------|--|
| Students will use Reading Eggs and Mathseeds (K-2), Study Island (1st-8th), Lexia (struggling and Tier 3 students), IPADS (grades K-2), Chromebooks(5-8th grade), various computers/laptops (K-8th grade) to engage in learning. Teachers will use Learn360 to enhance lessons. | Technology    | 08/01/2018 | 08/01/2019 | \$4233 - State Funds    | Classroom teachers K-8.<br>Students in grades K-8. |

**Strategy2:**

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Research was used from a practice guide and was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062. The following research staff contributed to the guide: Shannon Monahan, Libby Scott, and Jamila Henderson.

| Activity - Read 180, System 44, and iRead   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                    |
|---|--------------------------|------------|------------|-------------------------|--------------------------------------|
| Special education inclusion teachers will use Read 180, System 44, iRead, and technology in the classroom to meet the individual needs of their students. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - General Fund      | Special Education inclusion teachers |

| Activity - Professional Development  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------------|--------------------|
| Teachers will participate in professional development to learn new strategies and skills to meet the needs of students in the classroom. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - Title I Part A    | Classroom teachers |

**Strategy3:**

Focused instruction on Core EL instruction - EL and classroom teachers will collaborate to determine an instructional plan for EL students.

EL and classroom teachers will implement instructional strategies using the core ESL program to assure achievement in writing and speaking on the ACCESS 2.0.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELLs 2.0 Score Reports

| Activity - Data Analysis  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                         |
|---|--------------------------|------------|------------|---------------------------|---|
| At the beginning of the school year, the EL teachers will review and analyze comprehensive data for the identified Limited Proficient (LEP) students who have not shown adequate progress and will collaborate these finding with the regular classroom teachers. | Academic Support Program | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Classroom teachers K-8 and self-contained |

| Activity - ESL Professional Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---|
| EL teachers and Central office will offer training to the core teachers with EL students to provide information about the core ESL program. | Professional Learning | 08/01/2018 | 08/01/2019 | \$0 - Title III         | classroom teachers, EL teachers, and central office staff |

**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.**

Sparkman School makes every effort to ensure that all achievement results are provided in a language parents, families, and community members can understand. We have Google Translate, TransAct, the ELSA phone system, 2 part-time EL translators for documents, and various other community resources we use for interpretation services as needed.



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

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1.    | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | 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      | It is the policy of Morgan County Schools to only hire employees that are certified by the ALSDE. |            |

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

It is the policy of Morgan County Schools to only hire employees certified by the ALSDE. This is possible because teacher candidates are abundant due to the proximity of several local universities with teacher preparation programs. The administrator interviews candidates and recommends them to the superintendent for employment after positions are posted on the Morgan County Schools website. All applications must be posted on the Teach in Alabama state-wide website. At Sparkman, 100% of our teachers are certified by the ALSDE.

## **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?**

Sparkman School's teacher turnover rate is 0% from the previous school year. We did lose 1 temporary teaching job from the previous school year; but we were able to add 1 teaching unit back.

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

Based on the Teacher Effectiveness Evaluation Process, 1.46% of our teachers feel they are at requires action levels of teaching and learning, 24.14% feel they are at developing levels of teaching and learning, 58.06% feel they are at effective levels of teaching and learning, 16.07% feel they are at accomplished levels of teaching and learning for Standard Indicators 1.1-5.6

### **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).**

At this time Morgan County does not have a high turnover rate. Sparkman School has a low turnover rate with certified teachers.

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

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

During data and RtI meetings teachers and/or teams review current data from DIBELS and Scantron Performance Series to determine the needs of our students. From there we develop different types of sustained and ongoing professional development offered at our school and through outside agencies. These would include: Learning Earnings (whole school; faculty and staff), OGAP (math teachers K-8), ARI (strategies for K-5th-grade reading teachers), attending the AETC Conference (K-8th grade teachers), the Alabama Reading Conference (available for K-8 grade teachers to attend), and Alabama Kindergarten Conference for our kindergarten teachers. Turn around training occur at our school after a few teachers attend the workshops or conferences. Other types of professional development will be offered throughout the year during early release days. These type of professional development would include Common Core, Autism/Behavior, DHR, school safety, and other content related items.

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

Professional development opportunities for teachers and principals are based on data gathered from Teacher Effectiveness Evaluation Process, Professional Learning Plans, and from Morgan County teacher surveys. Training for paraprofessionals and other staff is based on school to school needs. For example, our school has a high population of special needs students. Instructional aides receive training on how to run the computer programs for these students and how to deal with their diverse behavioral needs. Parents receive training throughout the year during family nights, parent workshops, FACT/PACT program, and from their child's teacher (ex. 3rd-grade teacher hosting a workshop on how to do the 3rd-grade math). Parent fall surveys determine meeting times and topics for these activities.

### **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 in the Morgan County School System are required to attend "New Teacher Academy" which takes place before the start of the new school year. New teachers are introduced to directors and staff members at the Central Office. They are also lead by the Financial Dept on how to fill out payroll sheets and insurance documents. At the school level, new teachers are assigned a mentor teacher. The mentor teacher is responsible for helping the new teacher with questions, concerns, or problems they are facing in the classroom. The new teacher usually meets once a week with the mentor teacher.

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

Professional development is sustained and ongoing based on the need. For example, teachers began training with OGAP strategies during the 2013-2014 school year. From there teachers met with other grade levels monthly at the Central Office for additional support OGAP training- Lead teachers attended meetings 4 times during the 2013-2014, 2014-2015, and the 2015-2016 year for ongoing help with the implementation of strategies and formative assessments. Teachers will use the formative assessments during data/RtI meetings to identify

possible Tier II students for math. For the 2018-2019 school year, new teachers may receive OGAP training from AMSTI specialist throughout the school year on an as-needed basis. Teachers will still meet with other grade levels at the Central Office for additional support with OGAP training. Professional Learning teams will meet monthly at school to discuss successes with OGAP and to problem solve any difficulties teachers may have in the classroom. Formative assessments are used throughout the school year to guide instruction. Number Talks- After training "Number Talks" will be incorporated into math teachers daily classroom routine. Evidence will be noted in lesson plans and seen during local and district walkthrough. Students should exhibit increased mental math skills and number sense (2015- 2016). For the 2018-2019 school year, "Number Talks" will still be incorporated in our math classrooms. AMSTI specialist will be invited to come to our school for additional training and modeling. Technology- New technology is constantly being updated at Sparkman School. The new purchase of IPADS during the 2013-2014,

2014-2015, and the 2016-2017 school year will require teachers to be trained on how to use and take care of them. Many of our teachers are already proficient users of IPADS. We will depend on teachers at the local level to help and also teachers who attend the Technology Conference to help in the future when newer technology is purchased. For the 2015-2016 school year IPADS, laptops, and Epson Interactive projectors were incorporated into our classrooms. For the 2015-2016 and the 2016-2017 school years Chromebooks were distributed to teachers and then for students to use in the classroom. Turn around training will be used at our school for the teachers who attended the Alabama Technology Conference. Additional training will be needed throughout the school year in order to keep up with the current technology needed at our school. Grade level specific workshops and trainings are needed throughout the 2017-2018 school year in order for teachers to be current on strategies, interventions, and assessments for the classrooms. These workshops or trainings will take place at school and at other venues. Some teachers will attend The Alabama Reading Conference in Birmingham and The Alabama Technology Conference. Other training will occur at Sparkman School after early release days for students and during faculty meetings. Trainings would include: Autism, Reporting with DHR, Common Core Standards, book study, school safety, and other topics.

## 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:

Transitioning at different levels

### Measurable Objective 1:

collaborate to make the transitioning phase easier on our students at any grade level by 05/31/2019 as measured by teacher observation.

### Strategy1:

Open Communication and Collaboration - When students are transitioning at any level, the faculty and staff at Sparkman School must have open communication and collaboration skills to help students with this process.

Category:

Research Cited: 7 Habits of Highly Effective People: Stephen Covey

| Activity - New Teachers   | Activity Type                  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------------|------------|------------|---------------------------|--|
| New teachers in the Morgan County School System are required to attend "New Teacher Academy" which takes place before the start of the new school year. New teachers are introduced to directors and staff members at the Central Office. They are also lead by the Financial Dept on how to fill out payroll sheets and insurance documents. At the school level, new teachers are assigned a mentor teacher. The mentor teacher is responsible for helping the new teacher with questions, concerns, or problems they are facing in the classroom. The new teacher usually meets once a week with the mentor teacher. | Career Preparation/Orientation | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Central office staff and directors<br>School level: principal and mentor teacher |

| Activity - Transition for new students   | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                 |
|--|----------------------|------------|------------|---------------------------|-----------------------------------|
| New students at our school are welcomed by Sparkman School's faculty and staff. The secretary or counselor will give the new student and their family a tour of our school. They are given a new student packet in the office. The student is assigned a peer helper to find the restroom, lunchroom, P.E., office, and other areas of the school. Every student is given a Bee Book (K-4) or a folder (4-8) as a form of parent/school communication. | Community Engagement | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Sparkman School faculty and staff |

| Activity - Transition for 8th grade to High School  | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|----------------------|------------|------------|---------------------------|--|
| <p>Sparkman School actively communicates with Brewer High School to ensure a smooth transition for our 8th-grade students going into 9th grade. Student's use Kuder in 6th-8th grade to complete interests inventories, career planning, and to complete four year plans for high school. These plans are shared with Brewer High School. The second semester of the 8th-grade year, students are invited to attend "Freshman Academy". This gives our students a chance to meet other students from all the feeder schools and to take a tour of Brewer High School. The counselor from Brewer comes to Sparkman to discuss the four-year plan with students, scheduling, credits, diplomas, and answers any questions students may have. Schedules are then filled out with help from parents/guardians, teachers, Sparkman counselor, and student input. Parent meetings are held the second semester at Brewer to actively communicate expectations. Brewer hosts parent orientations, schedule pickup, and other days to help students transition from 8th grade to 9th grade.</p> | Community Engagement | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Jr. High teachers, parents, Sparkman counselor, Sparkman and Brewer administration, Rtl teams at Sparkman and Brewer |

| Activity - Transition from Preschool to Kindergarten   | Activity Type | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                         |
|--|---------------|------------|------------|---------------------------|---|
| <p>When students are transitioning from Pre K to Kindergarten at Sparkman School they are able to take a "tour" of our Kindergarten classroom in the Spring. Information is sent home to parents. Kindergarten registration is offered in the late spring.</p> | Field Trip    | 08/01/2018 | 08/01/2019 | \$0 - No Funding Required | Preschool staff and Kindergarten 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?**

Teachers express their ideas during our monthly Rtl and data meetings. Teachers use formative and unit based assessments to identify students strengths and weaknesses. These assessments are then used to guide their instruction based on needs of students. A sample of those assessments is shared during the Rtl and data meetings. Teachers collaborate with other schools in our system to share ideas and school-based assessments used in their instruction. Professional Learning Teams or PLT are used to provide ideas and strategies for teachers in specific content areas. The Leadership Team provides support and feedback for school improvement and future planning for successful integration of content using assessment data.

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

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

Students are identified at the beginning of the school year during the 1st ACIP meeting if they did not score proficient or advanced proficiency levels. These students are added to an "at risk" list. These lists are given to the current teacher. As a group, the faculty writes schoolwide goals, strategies, and action steps to help students reach academic proficiency.

### **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?**

Additional assistance is identified through Sparkman's data and Rtl meetings. Once students are placed on the "at risk" list, they are immediately put on a "watch" list or Tier II Intervention is started for individual students. Their progress is checked monthly during data/Rtl meetings. Multiple sources are used to chart student progress: formative assessments in the classroom, summative assessments, Scantron Assessment, and DIBELS taken 3 times per year in grades K-2. If additional help is needed beyond Tier II Intervention, then Tier III Intervention is provided by the Title I teacher on a small group or one-on-one basis.

### **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.**

Academically needy students are identified through monthly data and Rtl meetings. The team looks at the class as a whole during the data meetings. Any student who is seen as struggling or academically needy is then referred to the Title I teacher and/or to Rtl. Those students are also candidates for our after-school tutoring program which meets one to two days a week for two hours a day. (2nd semester) Students individual academic Reading or Math needs are met during the after school program through small group or one-on-one instruction. Students who need additional practice with Reading get to take home a reading packet over the summer. This usually includes sight words, a book of their choice, and a Let's Read workbook. The Let's Read workbook is set up like a magazine and has high-interest articles for students to read.

### **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.**

All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. They may participate in all activities offered to every child at our school. The counselor and school secretary identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey to determine



eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA model screener to determine if a student is eligible to receive services through the ESL program. If students are identified as limited-English proficient, they are provided with individual instruction as needed. The student's regular program teacher uses the appropriate WIDA standards content to address the student's academic needs based on the student's ELP plan. All homeless and migratory students are identified through the enrollment process and are provided extra academic assistance if needed through tutoring and appropriate ELL teaching strategies. There is a program in place to assist migrant students through our Federal Programs office. If a student is a migrant, a liaison is available to assist them with their needs. Sparkman School has a FACT/PACT worker assigned to our school who assists needy families in finding help for housing, food, clothing, emotional, and any other basic needs. Sparkman also participates in Secret Meals which provides weekend food for families in need. Special Education teachers

are working toward closing the gap in the proficiency index of our Special Education population. To the maximum extent possible, special education students are educated with children who are not disabled. Students with disabilities have access to a variety of educational programs and services. Special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. Neglected/delinquent students are identified when contacted by Social Services, LEA attendance officer, or parent. The school counselor and administrator identify possible services and contact local community services for family assistance as needed. The school counselor monitors grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including food delivery, school supplies, and clothing. Title I or McKinney-Vento grant and supplementary community resources are used to provide necessary supplies, clothes, and other items as needed.

**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.**

Sparkman School does not receive Carl Perkins funds; however, we strive to remove all barriers that would hinder the education of any child. All students have the same right to receive a free appropriate public education as defined by the U.S. Department of Education Office of Civil Rights.

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

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

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

Title I funding:

1 full-time Title I teacher

Extended Day EL tutoring

Extended Day At-risk tutoring

Professional Development

Parental Involvement Activities and Materials

Access to EL translator

Alabama State Funding:

Teacher units

Counselor

Instructional Coach/ARI

AMSTI training and kits

Standardized testing

Local Funding:

Gum Spring Baptist Church

Sen. Arthur Orr grants for classrooms

Volunteer Center of Morgan County

Community Action Headstart on campus

Alabama Credit Union's Secret Meals Program

Volunteers of America, Southeast-books for at-risk students

FACT/PACT program

Partners in Education

**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)?**

Schools work with local, state, and federal agencies, when possible, to provide resources that will supplement schoolwide goals for all of these programs. Assemblies, specific grade level content curriculum, and local and state resources are consistently used for violence prevention programs. All capacities of bullying and violent behavior are addressed through district/school policies and are revisited often

during the year. Each school makes an effort to make sure all students needing nutritional assistance receive a free/reduced lunch form at the beginning of each school year. The Child Nutrition Program works with every school to get information into every home about free/reduced lunches, counselors and teachers watch for needs of students, and all Title schools pay close attention to all struggling students in order to intervene and meet their needs. Making sure students are fed is a huge component to reach schoolwide goals because students will perform better if they are not hungry. Homeless students are provided with essentials and materials that will enable these students to be successful and block any obstacles that might hinder their academic success. All schools work through local agencies if housing needs arise. The FACT (Family Assistance Through Community Ties) program along with local, state, and federal housing partners are available for contact to be sure students have proper housing. The McKinney-Vento grant for students meeting the homeless criteria is available for students living in conditions that qualify for assistance. Local partners are available through a 2-1-1 service that meets basic human needs. Schools work with local Head Starts, which are available through Community Action, to assist students who are transitioning into the regular school programs. These efforts will in turn help students to become successful as their education journey continues. Parents are always a huge resource partner for their child's success from Head Start throughout their educational endeavors which is why our schools support adult education programs. Through state funding or grants, Pre-K is offered at many schools. Our school currently has a Pre-K program. Our district allows area colleges to use some of the school campuses for evening classes for adults. These programs are advertised and supported by our school system because educated parents will know and understand the importance of helping their own children succeed. vocational and technical education along with job training is a big focus for middle and high schools. The entire educational community has embraced the importance of being College and Career Ready, so resources from local, state, and federal funding is being used to support the career-tech side of education. All resources and funding agencies follow guidelines to meet the criteria set forth by their agencies, and schools coordinate all services to meet the needs of their students and schools. Integrating all of these programs is crucial to the development of every school's student population, and all schools generate plans, goals, strategies, and action steps to implement and integrate programs that will be productive and successful for their student bodies.

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

The school evaluates the schoolwide program multiple times throughout the year. During the fall in August, as a faculty, we review the goals/strategies/action steps to address the effectiveness of the plan. The CIP/Budget Committee that consists of parents, administration, elementary, Jr. High and Special Education teachers meet several times a year to revisit the schoolwide program. The School Leadership Team meets monthly to look at the goals and budget. Every spring Sparkman School has an annual parent meeting where evaluation of the schoolwide program is looked at by faculty and parents. Documentation is provided through sign-in sheets and meeting notes. If the need arises, changes will be made to the plan.

**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?**

The Sparkman faculty collaboratively studies the results of state assessments in faculty meetings to plan and guide instruction. The principal, Instructional Coach, Title I, Special Education/Inclusion teacher, and K-3 teachers meet monthly to review progress monitoring and discuss strategies that are needed for at-risk students in the overall instructional program. Grade level meetings are held to further plan strategies for all students. The principle, Instructional Coach, Title I, Special Education/Inclusion teacher, and 4-8 teachers meet at the end of each grading period to review the overall progress of all students. Teachers collect work samples of at-risk students to refer to the Response to Intervention Team. The RtI team then reviews data collected on referred students to determine if there are any indicators that would warrant more in-depth testing or referral for special services.

**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?**

Students who are furthest from achieving the standards are identified on our "at-risk" list. After school tutoring is offered on-site to our AtRisk and EL students who are identified to receive support and reinforcement of academic skills in reading, writing, and math. Students are identified by a combination of grades, formative and summative assessments, and ACCESS scores. Grades from progress reports and nine weeks reports will be checked regularly for student improvement at the local level for RtI purposes and LEA level for any student receiving after-school tutoring. Summer tutoring will be offered if funding is available.

**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 plan is evaluated throughout the school year. We start the evaluation in the fall as we review over the goals, strategies, and action steps. The plan is revisited throughout the school year in committee meetings and faculty meetings. Walkthroughs take place quarterly, and district walkthroughs occur each semester. Finally, in the spring the plan is evaluated with faculty and parents to ensure the continuous improvement SY 2018-2019

of students. Documentation provided through sign-in sheets and meeting notes/agendas. If the need arises, changes will be made to the plan.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

---

**FTE Teacher Units**

| <b>Label</b> | <b>Question</b>                                | <b>Value</b> |
|--------------|--|--------------|
| 1.           | Provide the number of Teachers assigned units. | 12.11        |

**Provide the number of classroom teachers.**

12.11

| <b>Label</b> | <b>Question</b>  | <b>Value</b> |
|--------------|--|--------------|
| 3.           | Provide the total of all salaries for the FTE Teacher Units. | 597048.0     |

Total

597,048.00



### 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. | 80207.0 |

Total

80,207.00

**Assistant Principal**

| <b>Label</b> | <b>Question</b>   | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Provide the number of Assistant Principal assigned units. | 0.0          |

**Provide the number of Assistant Principals.**

0.0

| <b>Label</b> | <b>Question</b>  | <b>Value</b> |
|--------------|--|--------------|
| 3.           | Provide the total of all salaries for the Assistant Principal. | 0.0          |

Total

0.00

**Counselor**

| <b>Label</b> | <b>Question</b>                                 | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Provide the number of Counselor assigned units. | 0.5          |

**Provide the number of Counselors.**

0.50

| <b>Label</b> | <b>Question</b>                                      | <b>Value</b> |
|--------------|--|--------------|
| 3.           | Provide the total of all salaries for the Counselor. | 24697.0      |

Total

24,697.00

**Librarian**

| <b>Label</b> | <b>Question</b>                                 | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Provide the number of Librarian assigned units. | 0.5          |

Provide the number of Librarians.

0.50

| <b>Label</b> | <b>Question</b>                                      | <b>Value</b> |
|--------------|--|--------------|
| 3.           | Provide the total of all salaries for the Librarian. | 22348.0      |

Total

22,348.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

---

## Career and Technical Education Counselor

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

**Provide the number of Career and Technical Education Counselors.**

0.0

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

Total

0.00

---

**Technology**

| <b>Label</b> | <b>Question</b>                                       | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Not applicable, please place a value of 0 in the box. | 300.0        |

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

14.11

| <b>Label</b> | <b>Question</b>                                  | <b>Value</b> |
|--------------|--|--------------|
| 3.           | Provide the total of all funding for Technology. | 4233.0       |

Total

4,233.00

---

**Professional Development**

| Label | Question  | Value |
|-------|---|-------|
| 1.    | Not applicable, please place a value of 0 in the box. | 90.0  |

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

14.11

| Label | Question   | Value  |
|-------|--|--------|
| 3.    | Provide the total of all funding for Professional Development. | 1270.0 |

Total

1,270.00



## EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

---

**Instructional Supplies**

| <b>Label</b> | <b>Question</b>                                       | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Not applicable, please place a value of 0 in the box. | 536.07       |

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

14.11

| <b>Label</b> | <b>Question</b>  | <b>Value</b> |
|--------------|--|--------------|
| 3.           | Provide the total of all funding for Instructional Supplies. | 7564.0       |

Total

7,564.00

---

**Library Enhancement**

| Label | Question  | Value |
|-------|---|-------|
| 1.    | Not applicable, please place a value of 0 in the box. | 96.14 |

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

14.11

| Label | Question  | Value  |
|-------|---|--------|
| 3.    | Provide the total of all funding for Library Enhancement. | 1356.0 |

Total

1,356.00

**Title I**

| <b>Label</b> | <b>Question</b>   | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Improving the Academic Achievement of the Disadvantaged<br>Provide the total. | 90664.42     |

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

Program Code 1200

Title I teacher- 46915 + 19202

Contract- 3465

Classroom supply- 1252

Computer Hardware- 7809

License Fees- 540

Technology- 400

Program Code 8210

Parental Involvement- 911

Program Code 8220

Staff Development- 3709

Library Media- 900

Carryover- 5562.78

Total: 90,664.42

**Title II**

| Label | Question   | Value |
|-------|--|-------|
| 1.    | Professional Development Activities.<br>Provide the total. | 0.0   |

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

Funding provided through the C/O

**Title III**

| Label | Question                                    | Value |
|-------|---|-------|
| 1.    | For English Learners.<br>Provide the total. | 0.0   |

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

Funding provided through C/O

**Title IV**

| Label | Question                                    | Value |
|-------|---|-------|
| 1.    | 21st Century Schools.<br>Provide the total. | 0.0   |

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

No funding available

**Title V**

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

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

No funding available



### Career and Technical Education-Perkins IV

| Label | Question                                | Value |
|-------|---|-------|
| 1.    | Basic Grant (Title I)<br>Provide total. | 0.0   |

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

N/A

---

**Career and Technical Education-Perkins IV**

| <b>Label</b> | <b>Question</b>                         | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Basic Grant (Title I)<br>Provide total. | 0.0          |

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

N/A

| <b>Label</b> | <b>Question</b>                            | <b>Value</b> |
|--------------|--|--------------|
| 1.           | Tech Prep (Title II)<br>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<br>Provide the total. | 0.0   |

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

N/A

### Local Funds

| Label | Question          | Value    |
|-------|-------------------|----------|
| 1.    | Provide the total | 721302.0 |

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

8.68 local units:

1 speech, 1 adapted P.E., 5 self-contained special education teachers, 1/2 librarian, 1/2 counselor

# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

Annual Parent Meeting is held at the beginning of the year to describe Title I's supplemental role in supporting the general education program. Parents right to be involved is stressed at this meeting and encouraged to sign up to help when needed. Monies are sent by the state from federal funds to schools based on the number of families below a set income level. When the district receives federal money from the state, 1% of the total amount is set aside for parent involvement. Parents have the right to have input as to how the 1% set aside money is spent, to see progress reports on their child, to request information about their child's teacher's qualifications and to help decide if Title I is meeting their child's needs and offer suggestions for improvement.

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

1) During the school year, at least four parent meetings or activities are scheduled and they are offered both during and after school hours in order to provide flexibility for parents to attend.

2) Parents are continually reminded that they have the right to be involved in the planning, review, and improvement of the Title I program. One method of soliciting input from ALL parents for decision making is through the fall parent Title I program survey. A printed copy of the survey is sent home with every student. Parents are asked to provide information as to what program topics they would like, what parent needs are not being met and how we can help meet those needs, and what suggestions they have for budget considerations for the Title I program. Parents are informed at the annual meeting, in the brochure and newsletters that they have a right to be involved in decision making for all components of the Title I Program. An evaluation is held each spring and parent input is solicited for reviewing and revising all components of the Title I program.

3) Funds allocated for parental involvement at our school are used for expenses for printing and mailing school-wide event flyers, postcard reminders, and "Special Delivery" books. Parent communication binders or folders are purchased for continuous communication from school to home. Funds are also used for supplies needed for Title I meetings and activities, as well as parent requested resources.

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

Open House held in August communicates to parents the teacher's approach to teaching, expectations, and grading systems. Parent

Conferences are held throughout the school year as needed by the classroom/homeroom teacher to discuss student progress and the results of the Spring Achievement tests if the child is in grades 3-8. Report Cards are sent home every nine weeks and parents have an area to check if they would like to request a conference. All documents are available in both English and Spanish translations as needed. Other language translations are available through the Federal Programs Office, Morgan County Schools. Handbooks are sent home at the beginning of the school year and are available in English and Spanish.

**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))**

Sparkman school-wide compacts are used as a tool for parents, school staff, and students to promote a working relationship to improve student achievement. It is used during parent-teacher conferences to remind each one of their responsibilities and kept on file in teachers' classrooms. It is re-evaluated each spring by faculty and parents at the annual parent meeting for revision purposes.

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

Parents may submit comments in writing of dissatisfaction when the plan is turned in to the Central Office. These comments will become an attachment and will be filed with the plan. Additional copies of the comments will be sent to the Parent Involvement Coordinator, Federal Programs Director, and superintendent. Every effort will be made to resolve the issues of concern with meaningful collaboration and discussion with all parties. If not resolved the SDE can be notified.

**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)**

All information related to school and parent programs, meetings, and other activities is sent to the parents of all students. Information is relayed via written documents, postings to the school website and Facebook page, email, text or phone call to parent or family member. An interpreter is available for parent meetings and activities and is also available for translating documents for parents with limited English proficiency. Also available is Trans Act Software along with ELSA, a mobile and lane line translating service which can be used if translators are not available. Our school buildings are handicapped accessible and in compliance with ADA regulations. Parent workshops are offered



at flexible times throughout the school year on the most requested topics listed on the Fall Parent Survey. (Materials on such topics are distributed at this time) Literacy and Math/Science night parent meetings provide parents with ideas for how to work with their children at home.

**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)**

The superintendent and administrator instruct the teachers, office personnel, and other school staff about the importance of contributions of parents and how to reach out to and communicate with parents through our advisory/mentoring program. The school communicates closely with parents through newsletters, memos, marquee postings, school website, Chalkable, and workshops/meetings. Parents are asked to be involved in decision-making through committee membership or communication with parent representatives in school improvement meetings. Parents are encouraged to collaborate with the community by utilizing resources available in the surrounding area for the purpose of enhancing the school program.

**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)**

Some workshops held at Sparkman are conducted by PACT/FACT Program (Parents and Children Together). PACT promotes parental awareness of community resources. A Parent Resource Center, located in the counselor's office, offers parents a variety of useful information concerning academics, programs, and upcoming community events. The Pre-K Program at our school encourages parents to become involved early in the education of their children. Sparkman's parent involvement program is coordinated and integrated to include the parents of all students. Special Education, 504, EL, Homeless, Migrant, and Free and Reduced Lunch programs provide parents with assistance.

**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)**

Newsletters, notices sent home, marquee postings, school website, and phone calls are way that parents are informed of meetings. When necessary, translated versions are sent to non-English speaking parents through the district liaison. TransAct is also available for translated documents. Interpreters/translators are available through our central office if needed. All efforts to accommodate a language that parents can understand are taken by the school.

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

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

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

Parents complete a Fall Parent Workshop Survey to determine the three parent workshops that will be offered during the school year. Parents are encouraged to volunteer at school when needed. Sparkman makes every effort to work with parents in meeting their requests as related to their involvement in the education of their children. Requests made by parents at parent-teacher conferences are taken into consideration as needs arise.

**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))**

Resources and personnel are available from the Morgan County Board of Education, Federal Programs Office to assist with translation and interpreting services. ELSA and TransAct are also available if needed. In the event that both parents have a disability (not able to read the document) accommodations will be made to ensure their participation and understanding. All communication sent home to parents of limited-English proficiency are sent to the LEA at the Morgan County Board of Education to provide a translation that the parents can understand. Sparkman School is handicapped accessible for individuals with disabilities.