ACIP

Alexandria Elementary School

Calhoun County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Alexandria Elementary School is a public school located in Northeast Alabama. It serves students in preschool through fourth grade as part of the Calhoun County School System. The students that attend Alexandria Elementary School are residents of a rural community with a population of almost 4,000 people. The Alexandria community has a mix of service industry, manufacturing, retail businesses, and farming. Most residents commute to work outside the community.

School facilities include 49 classrooms/ resource rooms, media center (including laminating room, office, work room, bookbinding room), reading intervention room, data room, three computer labs,cafeteria, nurse's office, counselors' suite offices, Principal's office, one assistant principal/Title I Facilitator's office, bookkeeper's office, receptionist office, teacher workroom, parent resource room, conference room, janitorial supply rooms, several storage rooms, gym, two playgrounds and walking track.

The construction of a new Alexandria Middle School has resulted in a reconfiguration of teaching assignments and students at Alexandria Elementary school this past school year. Fifth grade was moved to the middle school, decreasing the number of certified and non-certified staff and students. The total enrollment of AES in its new K-4 structure is currently 665, including preschool. There is a 60% poverty rate for the student population. The racial ethnic groups currently represented in the student population are 567 Caucasian students, 65 African American students, 2 American Indian/ Alaskan Native Students, 5 Asian students, 2 Native Hawaiian or Pacific Islander, 22 Hispanic students. The percentage of students in each group have remained relatively unchanged during the last three years. According to the demographic data, 45.2% of the student population are female and 54.8% are males. The AES faculty and staff consists of one principal, one assistant principal/Title I Facilitator, 32 general education teachers, 3 preschool teachers, 2 auxiliary pre-k aides, three resource teachers, one self-contained resource teacher, 1 reading interventionist, 1 reading specialist, 1 speech therapist, 1 physical education teacher, three physical education paraprofessionals, 1 music teacher, 1 media specialist, 1 media specialist assistant, 1 counselor, 7 special education paraprofessionals, 1 nurse, 1 bookkeeper, 1.5 secretaries and 1 school resource officer. The average student/teacher average ratio in K- 2nd grade is one teacher for every 18 students. The average student/ teacher ratio in 3rd grade is one teacher for every 19 students. Fourth grade teachers have an average of 26 students per teacher.

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.

Mission Statement:

Alexandria Elementary School's mission is to instill knowledge, create a love of learning, promote self-discipline, and provide a wholesome, safe environment through a comprehensive educational program designed to meet the needs of all of our students by enlisting the cooperative efforts of the home and community. We educate not only for tomorrow's responsible, productive citizen, but also for today's child through a warm, nurturing environment.

Our school theme is "Teaching and Learning Like A Champion"

Alexandria Elementary School Pledge:

On my honor, I will try

to always do my best at school

and obey the Alexandria Elementary School rules.

I will be respectful, be responsible, be safe,

and cooperative, because I can make a difference.

Belief Statement

We believe:

Children are our future.

All children can learn.

Learning is fun.

Children should be responsible.

A wholesome, safe, nurturing environment is essential.

Together we can make a difference.

Vision Statement

The vision of the Calhoun County School System is to provide a high quality education by focusing on the value of learning, ensuring success among students and staff, and maximizing potential as we prepare our students to be productive citizens of our community and world.

Alexandria Elementary embodies its mission and beliefs through high expectations and support of students. Scientifically, research-based explicit instruction is the foundation of learning for all students. Differentiation of instruction to meet the diverse talents and needs of students is accomplished through whole group, small group, and individual instruction; project-based learning; IXL, iRead and Accelerated Reader web based programs; Talented and Gifted programs; English Language Learner program; and collaborative instruction with resource teachers. Academic support is provided through special education paraprofessionals, reading intervention instruction, Alexandria High School peer tutors, and an after school tutoring program. Additional academic support is provided through partnership with Jacksonville State University's College of Education through the pre-service teacher programs such as pre-service practicum, pre-service internship and collaborative internship programs. Other programs include the daily live streamed Broadcast Team, Scholar's Bowl, and Robotics teams.

Alexandria Elementary recognizes the inherent importance and value of parental involvement as one of the primary stakeholders involved in a student's academic success. Communication with parents is facilitated through school-wide use of daily planners, weekly classroom newsletters, telephone calls, email and texting between the teacher/school and the parent. Other communication efforts include the Schoolcast telephone and texting notification system and availability of online grade monitoring through INOW access. A resource room equipped with tutoring materials and three computer labs with internet access are available for use by parents, teachers, staff, and other stakeholders. Parental support is reciprocated through an active Parent Teacher Organization (PTO) whose service includes fundraising and volunteering for numerous tasks. PTO officers serve on School Improvement Committees, which are involved in the development of the ACIP. Parents are encouraged to eat breakfast and lunch with their child, accompany their children on field trips, attend regular conferences with the teachers, attend PTO and school-wide events, and visit the AES campus. Non-academic support services for students and families are provided through the English Language Learner (ELL) program, counseling services, homeless liaison, a system-wide social worker, mentoring program and the use of school facilities for the community youth sports programs (football, basketball, wrestling, track, baseball, softball, cheerleading and dance line).

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.

AdvancED's Index of Quality of Education reports Alexandria Elementary's average score is the highest possible in establishing the school's purpose and direction and for using results for continuous improvement. A highly qualified staff is one of Alexandria Elementary School's notable achievements. While all faculty members are highly qualified, 63% hold a Master's degree. Among them are AES Elementary JSU Teacher Hall of Fame recipient Tracy Wills and AES Teacher of the Year Megan Blewster. Mrs. Wills was selected as the district winner for the JSU Teacher Hall of Fame. In the past four years, the AES faculty has fully implemented formative assessments and data analysis to guide instruction in reading and math. Student engagement and academic performance are facilitated through various grade level implementations of Project Based Learning, Alabama Math, Science, and Technology Initiative (AMSTI) instruction, Alabama Reading Initiative (ARI) instruction, Champion Advancement block, and through the library Exploratorium enrichment program. Technology achievements include three computer labs accommodating 30 students each for grades K-1, 2-3, and 4, 7 Chromebook carts (30 each), and two iPad carts (30 each). The school has created a courtyard garden in which students plant, water and observe plants. Students also are able to learn about the importance of gardening and producing food. We have community stakeholders who volunteer in our school system, allowing our school to receive money from local businesses.

Alexandria Elementary School continues to focus on improving academic proficiency. Given that increased attendance positively impacts learning, AES will continue to focus on maintaining 95% or higher daily attendance and reducing unexcused absences, chronic absenteeism, tardiness, and early check outs. While efforts will continue to focus on increasing the number of students achieving academic proficiency in the content areas of reading and math, new efforts will also focus on science proficiency.

Additional Information

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

Additional events in support of the AES mission for the 2018-2019 school year include the following:

Parent Orientation

Monthly PTO meetings

PTO Open House

Parent Volunteer training

Fall Festival

Harvest Dance

Father/ Daughter Dance

Mother/ Son Game Night

Title I Parent Meetings

Title I Parent Make and Takes

Family Book Fair

Jump Rope for Heart

Career Day

Red Ribbon Week activities and pep rally

Alexandria Fire Department presentation on fire safety K-4

Skateboard Science School-wide Presentation

Pre-K and K Grandparents Day

Farm Day coordinated by Alexandria High School Agriculture Program and Future Farmers of America Chapter

Field Day

Pre-K Field Trip to the Alexandria Fire Department and Alexandria Park

Kindergarten field trips to the Zoo and Pumpkin Patch, and Milk & Cookies with Santa

First grade field trips to the Pumpkin Patch, Safari Land, Gadsden State Community College Fine Arts Department play "Junie

B. Jones", Community Helpers Day, and guest speaker James Spann, Channel33/40 meteorologist

Second grade field trips to McWane Center, Lake Winnie, and Gadsden State Community College Fine Arts Department play "Junie

B. Jones"

Third grade field trips to the Tennessee Aquarium, Gadsden State Community College Fine Arts Department play "Junie

B. Jones", Nutcracker Ballet, Anniston Museum of Natural History

Fourth grade field trips to Janney Furnace, Huntsville Space and Rocket Center, and Calhoun County Extension Service Earth Day

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.

Alexandria Elementary School (AES) stakeholders consist of faculty, staff, students, parents, and community members. Parent Teacher Organization (PTO) officers and community members representative of commerce, service, and farming industries are invited to serve on the school leadership committee (ACIP). Invitations are extended in August of each school year and the calendar for the regular monthly meetings are disseminated to parents and stakeholders as well. Roles and responsibilities of stakeholders are discussed at the first leadership committee meeting. Meetings are scheduled for a weekday afternoon at a mutually agreed upon time and date. In the spring of 2018, the Alexandria Elementary School Leadership Committee met to review strategies, techniques, and programs that would enhance our goals and facilitate a positive academic environment to promote student achievement. Priorities include: review of the student achievement data, review of surveys, identify factors that have been successfully mastered and do not need to be included in next year's plan, which elements have been mastered but still require monitoring during the current school year, and identify and plan for the elements that have not been mastered and must be included in the 2018-2019 ACIP.

In June of 2018, the school leadership team began the process of analyzing standardized assessment data, survey data, School Incident Report data, the Technology Plan, staff, parent and student surveys, and other pertinent local data. Results were shared with school faculty, staff, and parents with the opportunity for input from these stakeholders. The test analysis data and testing protocols were then given to each individual teacher for further analysis according to content area domains to target and identify areas of strength and weakness. This data was subsequently used to develop intervention plans for struggling students and plans to expand reading and math power for advanced students. Plans are also developed for all other areas of instruction as well. Teachers met with the Principal, Assistant Principal/Title I Facilitator to review the plans prior to implementation. Based upon these plans, the leadership committee determined goals for instructional strategies, professional development, and budget requirements for the 2018-2019 ACIP. The draft plan will be placed in the school's public network drive for all faculty and staff to analyze, review and provide input. The plan will then be finalized by the leadership committee and sent to the Calhoun County Board of Education (CCBOE) for approval and signatures.

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

In addition to the initial stages of the ACIP, AES faculty, staff, parents, students, and community members participated in the development of the ACIP through responses to on-line stakeholder specific surveys. The availability of the surveys was publicized at all grade level Parent Orientations, classroom newsletters, in-house school announcements, AES Facebook page, and the school website.
Faculty were available to assist parents in accessing the surveys in a school computer lab following grade level Awards Programs in May, 2018.

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

The final ACIP plan is accessible to AES faculty and staff on the school's public network drive. It is made available to parents and community stakeholders on the Alexandria Elementary School website and a hard copy in the school lobby. Additionally, goals for the current plan are shared with parents at the September PTO meeting and Open House event and a school-wide newsletter is sent home with all students. The newsletter describes the AES school-wide goals on one side and the parent involvement plan on the other side.

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?	No	The Student Performance Data document was completed online to ensure data is current.	

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

Third grade students had the highest level of performance with 67% proficiency in reading. Scantron Performance assessment data indicates a 6% increase in reading performance from beginning of year to end of year in third grade.

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

Scantron assessments were administered for the first time in school year 2017-2018. Results establish base-line data for future comparison in the determination of positive trends. Scantron assessment data for SY 2017-2018 indicates third grade proficiency in reading increased 6% from beginning to end of year testing.

Which area(s) indicate the overall highest performance?

In third grade, 67% of students scored proficient in reading.

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

School year 2017-2018 was the first year that Scantron Performance and Achievement assessments were administered in grades 3-4. Results serve as baseline data for future comparison in identifying trends in student performance.

Areas of notable achievement in baseline data include:
There is a 7% disparity in proficiency performance between 3rd grade boys and girls in Math.
There is a 6% disparity in proficiency performance between 3rd grade poverty and non-poverty students in Math.
There is a 5% disparity in proficiency performance between 4th grade poverty and non-poverty students in Math.
There is an 8% disparity in proficiency performance between 4th grade boys and girls in Reading.

Between which subgroups is the achievement gap closing?

School year 2017-2018 was the first year that Scantron Performance and Achievement assessments were administered in grades 3-4. Results serve as baseline data for future comparison in identifying trends in student performance.

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

Proficiency data in support of Scantron Performance and Achievement data reported in this plan is provided by STAR Reading, STAR Math,

and iXL data.

Areas in Need of Improvement

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

Math is the area below expected levels of performance. In third grade, 60% of students scored proficient in math. In fourth grade, 57% of students scored proficient in math.

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

Scantron assessments were administered for the first time in school year 2017-2018. Results establish base-line data for future comparison in the determination of positive trends. Scantron assessment data for SY 2017-2018 indicates fourth grade proficiency in math decreased 9% from beginning to end of year testing.

Which area(s) indicate the overall lowest performance?

In fourth grade, 57% of students scored proficient in math.

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

School year 2017-2018 was the first year that Scantron Performance and Achievement assessments were administered in grades 3-4. Results serve as baseline data for future comparison in identifying trends in student performance.

Third Grade areas in need of improvement according to baseline data include:

There is a 17% disparity in proficiency performance between boys and girls in Reading.
There is a 21% disparity in proficiency performance between poverty and non-poverty students in Reading.
There is a 52% disparity in proficiency performance between special education and general education students in Reading.
There is a 42% disparity in proficiency performance between special education and general education students in Math.

Fourth Grade areas in need of improvement according to baseline data include:

There is a 23% disparity in proficiency performance between poverty and non-poverty students in Reading.
There is an 63% disparity in proficiency performance between special education and general education students in Reading.
There is a 52% disparity in proficiency performance between special education and general education students in Math.
There is a 13% disparity in proficiency performance between boys and girls in Math.

Between which subgroups is the achievement gap becoming greater?

School year 2017-2018 was the first year that Scantron Performance and Achievement assessments were administered in grades 3-4. Results serve as baseline data for future comparison in identifying trends in student performance.

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

Proficiency data in support of Scantron Performance and Achievement data reported in this plan is provided by STAR Reading, STAR Math, and iXL data.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.25
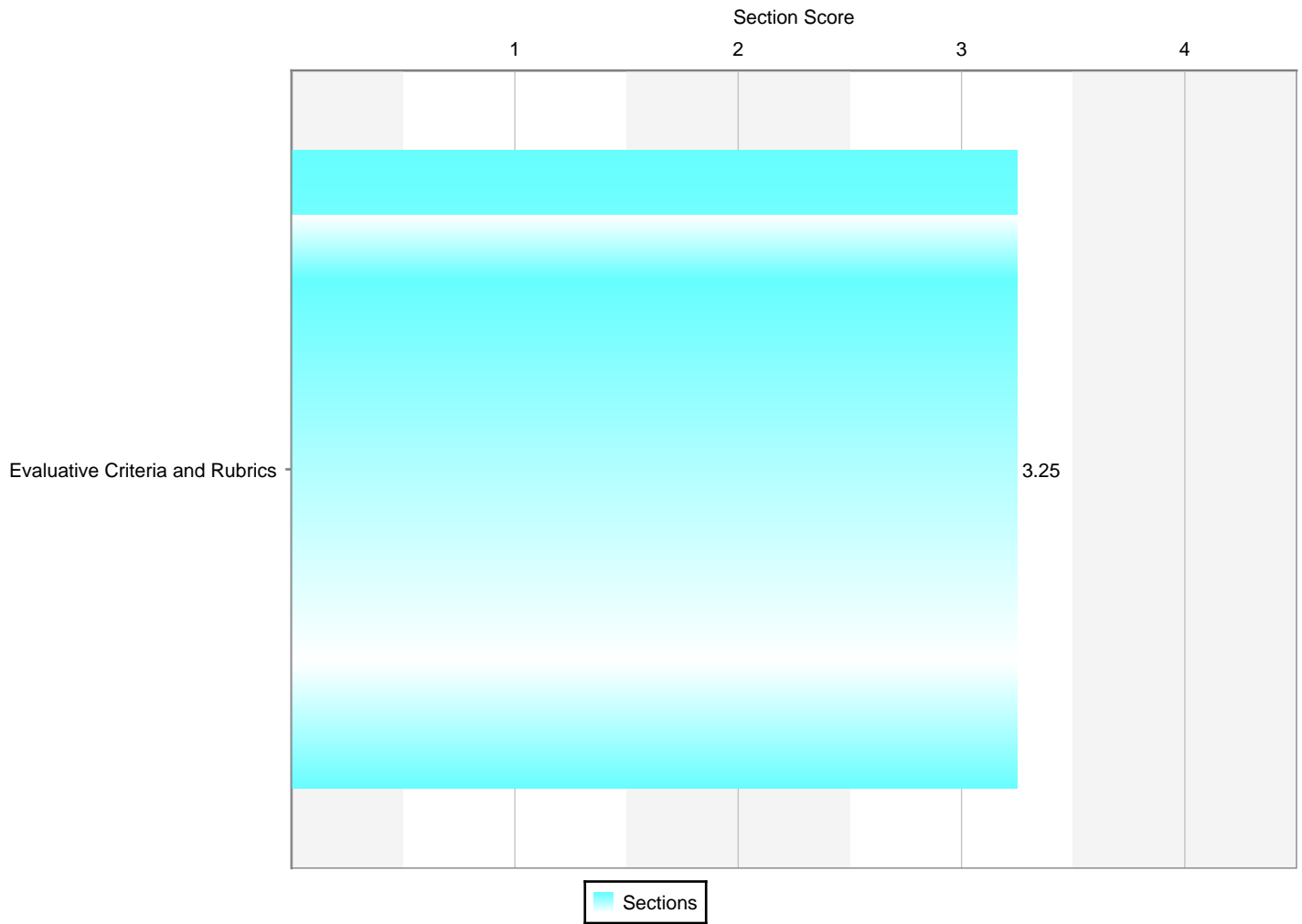
Sections

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		Leadership Team 18-19

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Non Discrimination Statement 18-19

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		EEOC

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		AES Parent Involvement Plan 18-19

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Parent Compact 18-19

2018-2019 AES ACIP Plan

Overview

Plan Name

2018-2019 AES ACIP Plan

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	Alexandria Elementary will maintain average daily attendance of 95% or above	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$2564
2	At Alexandria Elementary, we will decrease unexcused absences by 4% school wide.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	$200
3	At Alexandria Elementary, we will decrease chronic absenteeism by 4% school wide.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$200
4	Alexandria Elementary will increase the number of students scoring proficient by 2% as measured by formative and summative assessments.	Objectives: 3 Strategies: 5 Activities: 13	Organizational	$84622

Goal 1: Alexandria Elementary will maintain average daily attendance of 95% or above

Measurable Objective 1:

collaborate to decrease total unexcused absences from 709 in the previous year by 05/23/2019 as measured by iNow attendance report.

Strategy 1:

Increase Student Involvement - Student involvement in improving daily attendance will be increased through implementation of a variety of incentives and rewards for attending school daily.

Category: Develop/Implement Student and School Culture Program

Research Cited: Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical

importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Attendance Recognition and Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increased student involvement in improving daily attendance will be facilitated by creating a bulletin board to display monthly attendance for each grade level. Celebration of the grade level with the greatest attendance each month will include recognition on the school-wide broadcast and a popsicle party. AES will participate in a system-wide attendance drive day that will reward every student in attendance with a slush drink. Awards are acquired through donations or use of non-public school funds.	Other - Attendance Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Secretary

Strategy 2:

Increase Parental Awareness - Increasing parental awareness is a strategy that will be implemented in a manner that is focused on helping

parents and guardians learn how to be more involved in the school planning and review processes, as well as involve parents and guardians in committees that focus on enhancing student learning, educational experiences at school, and attendance. Parents and guardians will be included and invited to school functions and events in the hopes of further developing positive relationships and enhancing parental involvement for all students at AES. Great efforts concerning communication between parents and AES staff will continue. AES will continue to promote a positive learning environment for students that promotes strong parental involvement. AES wants to help parents and guardians understand the correlation between attendance and student achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research supporting strong parental involvement includes Hope for Urban Education: A Study of Nine High Performing,

High Poverty Urban Elementary Schools (Mayer, D.P., Mullens, J.E., & Moore, M.T., 2000), which states that increased student success is highly correlated with high levels of parental involvement and high levels of parental communication. Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy

Analysis, 2009)

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AES Administration and Faculty will solicit and encourage parent involvement and commitment to increasing attendance through participation in ACIP committees, newsletters, PTO programs and student awards and recognition for attendance.	Parent Involvement	08/07/2018	05/23/2019	$0	No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AES will purchase and utilize student planners to communicate with parents and guardians concerning student behavior, achievement, and attendance and its direct correlation to student success.	Parent Involvement	08/07/2018	05/23/2019	$2564	Title I Schoolwide	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Goal 2: At Alexandria Elementary, we will decrease unexcused absences by 4% school wide.

Measurable Objective 1:

collaborate to decrease total unexcused absences by 4% from a baseline of 709 to a maximum number of 680 by 05/23/2019 as measured by the end of year unexcused absence (ADA/AMA) report through INOW/Chalkable.

Strategy 1:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Extra Curricular	08/07/2018	05/23/2019	$200	Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Community Engagement	08/07/2018	05/23/2019	$0	No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Community Engagement	08/07/2018	05/23/2019	$0	No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Strategy 2:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Goal 3: At Alexandria Elementary, we will decrease chronic absenteeism by 4% school wide.

Measurable Objective 1:

collaborate to decrease chronic absenteeism by 4% from a baseline of 69 students with 15 or more combined absences (excused and/or unexcused) to a maximum of 66 students by 05/23/2019 as measured by the end of year absence (ADA/AMA) reports through INOW/Chalkable.

Strategy 1:

Administrative Contact - AES administrators will implement various methods of personally communicating current attendance status, importance of daily attendance, and inquiry of need for support with parents of chronically absent students.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Administrative Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will contact parents of chronically absent and tardy students through telephone calls, conferences, and home visits.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Principal, Assistant Principal/Title I Facilitator

Strategy 2:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Behavioral Support Program	08/07/2018	05/23/2019	$200	Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Strategy 3:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is

implemented at each local school by the school based attendance supervisor or attendance secretary

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcusedabsence.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School Based Attendance Supervisor,m Attendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Goal 4: Alexandria Elementary will increase the number of students scoring proficient by 2% as measured by formative and summative assessments.

Measurable Objective 1:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Explicit Instruction in Math - Teachers will implement explicit instruction of mathematics to increase academic rigor, instructional capacity, focus on academic support, and best practices for academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: Research verifies that explicit instruction of math concepts and procedures lead to improvement in math achievement (Baker, Scott, Russell Gersten and Dae-Sik Lee. "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students".: The Elementary School Journal 1.03.1, 2003).

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$9605	Other, Title I Part A, Title II Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach

Activity - Departmentalized Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade teachers will implement departmentalized instruction and third grade will implement team teaching to maximize delivery of content knowledge instruction in mathematics.	Academic Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 3 and 4

Activity - Vertical Alignment of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical alignment of the math curriculum will be improved through implementation of Eureka Math in grades 1-4.	Academic Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 1-4

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

The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron assessment data, grade level ability groups will focus on standards based instruction targeting non-proficient math skills. Student performance will be regularly assessed and grouping adjusted accordingly. Students with advanced proficiency will apply math skills through development of STEM projects. Non-proficient students will receive targeted skills instruction. Tier 2 students will receive instruction through use of IXL. Tier 3 students will receive instruction through V-Math. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500	Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 3-4 general education and special education teachers, special education aides

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of Eureka Math workbooks and manipulatives for student use to increase practice of math skills in support of College and Career Ready standards and objectives. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals.	Academic Support Program	08/07/2018	05/23/2019	$9850	Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Strategy 2:

Student Engagement - The use of quality instruction and technological devices and programs will be implemented to increase student engagement.

Category: Develop/Implement Learning Supports

Research Cited: According to Wardlow (2014), Gallup's 2013 State of America's Schools reported that 55% of US K-12 students are

"engaged" in the learning process while 28% are "not engaged" and 17% are "actively disengaged" and that the use of technology may be one key to increasing the

number of engaged students in America's classrooms.

Activity - Student Engagement Through Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of technology devices, licenses, and other useful technology for student engagement in math, as well as all other areas of instruction.	Academic Support Program	08/07/2018	05/23/2019	$20200	Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Strategy 3:

Math Intervention - Use of Scantron Performance Assessment and other reports will be used to identify areas of non-proficiency to guide intervention instruction.

Category: Develop/Implement Learning Supports

Research Cited: Rosenshine (1983), in a review of research on teacher effectiveness, concluded that highly interactive, briskly paced, clearly

presented instruction was related to high rates of student success.

Activity - Intervention Instruction and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
V-Math and Scantron Performance will be used for assessment and instruction to increase to increase student performance of targeted non-proficient skills. STAR Math will be used to assist with PST identification of at-risk students and progress monitoring in the area of math.	Academic Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, ELL teacher, special education aides

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and use of IXL Math and Language Arts on-line resources to provide individualized math intervention instruction	Technology, Academic Support Program	08/07/2018	05/23/2019	$8000	Title I Part A	Principal, Assistant, Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, special education aides

Measurable Objective 2:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Explicit Instruction of Reading - Use of McGraw Hill Wonders reading series for explicit instruction and guided practice of close reading

strategies, comparative writing, and acquisition of vocabulary through use of context clues and word study skills in grades K-4

Category: Develop/Implement Learning Supports

Research Cited: Acording to Dole, Duggy, Roehler, Pearson (1987), a view of comprehension based on recent models of the reading

process is presented next as a basis for re-conceptualizing the comprehension curriculum as a set of five effective comprehensive strategies, one of which was explicit

instruction.

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Professional Learning, Academic Support Program	08/07/2018	05/23/2019	$5750	Title II Part A, Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron student performance reports, grade level ability groups will focus on standards based instruction for targeting non-proficient reading skills. Student performance will be routinely assessed and grouping adjusting accordingly. Students with advanced proficiency will apply reading skills through development of PBL projects. Non-proficient students will receive skills targeted instruction. Tier 2 students will receive instruction through use of Wonderworks and IXL. Tier 3 students will receive instruction through SPIRE. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500	Title I Part A	Principal, General Education teachers in grades 3-4, special education teachers, special education aides

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and use of McGraw Hill Wonders reading series workbooks for student use to increase practice of reading skills in support of reading College and Career Ready standards and objectives. AR will be purchased for increased levels of reading comprehension practice and assessment. Additional library books will be purchased to support increased authentic reading practice for students in K-4. Child 1st phonics cards will be purchased in support of increased proficiency in reading foundation skill. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals. Authentic instruction of reading skills will be implemented through teaching from text in chapter books and the use of Essential Question Journals in grades 3-4.	Academic Support Program	08/07/2018	05/23/2019	$19917	Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of McGraw Hill Wonderworks Reading Intervention Program and STRIDE Academy for Tier 2 intervention in grades 3-4. Use of McGraw Hill Wonderworks, SPIRE, Sounds Sensible, Sounds and Letters, and Recipe for Reading for Tier 2 intervention in grades K-2. Use of McGraw Hill Wonderworks, Rite Flight, Read 180, SPIRE, Orton Gillingham multi-sensory strategies with Recipe for Reading, and Multi-sensory Language for Tier 3 instruction in grades K-4	Academic Support Program	08/07/2018	05/23/2019	$0	No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Reading Specialist, Reading Interventionist, ELL teacher, general education and special education teachers

Measurable Objective 3:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading and Mathematics through increased parental involvement by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Parental Involvment - Provide parent access to instructional resources for use with students at home.

Category: Develop/Implement Learning Supports

Research Cited: According to Cox (2005), home-school collaborations to implement interventions are effective in changing academic performance.

Activity - Parent Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support materials and technology resources will be made available in the Parent Resource room at AES. Consumable resources such as paper, poster maker ink, VariQuest accessories, and other materials will be purchased for parent use in making instructional activities and games for use with students at home.	Academic Support Program	08/07/2018	05/23/2019	$6300	Title I Part A	Assistant Principal/Title I Facilitator Caryn Waugh

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Alignment of Curriculum	Vertical alignment of the math curriculum will be improved through implementation of Eureka Math in grades 1-4.	Academic Support Program	08/07/2018	05/23/2019	$0	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 1-4
Attendance Data Board	An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0	School Based Attendance Supervisor and Attendance Secretary
Attendance Letters	Attendance letters will be sent home after the first and fifth unexcusedabsence.	Behavioral Support Program	08/07/2018	05/23/2019	$0	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary
Referral to Court for Truancy	After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0	District Attendance Supervisor and School Based Attendance Staff
Periodic Attendance Blitzes	Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Assistant Principal Academy	Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent
Referral to Court for Truancy	After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0	District Attendance Supervisor and School Based Attendance Staff
Attendance Data Analysis	Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0	School Based Attendance Supervisor, Attendance Secretary, Problem Solving Team, District Attendance Supervisor
Attendance Newsletters	Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Behavioral Support Program	08/07/2018	05/23/2019	$0	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers
Intervention Instruction	Use of McGraw Hill Wonderworks Reading Intervention Program and STRIDE Academy for Tier 2 intervention in grades 3-4. Use of McGraw Hill Wonderworks, SPIRE, Sounds Sensible, Sounds and Letters, and Recipe for Reading for Tier 2 intervention in grades K-2. Use of McGraw Hill Wonderworks, Rite Flight, Read 180, SPIRE, Orton Gillingham multi-sensory strategies with Recipe for Reading, and Multi-sensory Language for Tier 3 instruction in grades K-4	Academic Support Program	08/07/2018	05/23/2019	$0	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Reading Specialist, Reading Interventionist, ELL teacher, general education and special education teachers

Assistant Principal Academy	Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent
Attendance Data Analysis	Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0	School Based Attendance Supervisor,m Attendance Secretary, Problem Solving Team, District Attendance Supervisor
Attendance Letters	Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2018	05/23/2019	$0	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary
Attendance Data Board	An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0	School Based Attendance Supervisor and Attendance Secretary
Parent Involvement	AES Administration and Faculty will solicit and encourage parent involvement and commitment to increasing attendance through participation in ACIP committees, newsletters, PTO programs and student awards and recognition for attendance.	Parent Involvement	08/07/2018	05/23/2019	$0	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Intervention Instruction and Assessment	V-Math and Scantron Performance will be used for assessment and instruction to increase to increase student performance of targeted non-proficient skills. STAR Math will be used to assist with PST identification of at-risk students and progress monitoring in the area of math.	Academic Support Program	08/07/2018	05/23/2019	$0	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, ELL teacher, special education aides
Attendance Recognition and Rewards	Increased student involvement in improving daily attendance will be facilitated by creating a bulletin board to display monthly attendance for each grade level. Celebration of the grade level with the greatest attendance each month will include recognition on the school-wide broadcast and a popsicle party. AES will participate in a system-wide attendance drive day that will reward every student in attendance with a slush drink. Awards are acquired through donations or use of non-public school funds.	Other - Attendance Support Program	08/07/2018	05/23/2019	$0	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Secretary
Administrative Contact	Administrators will contact parents of chronically absent and tardy students through telephone calls, conferences, and home visits.	Behavioral Support Program	08/07/2018	05/23/2019	$0	Principal, Assistant Principal/Title I Facilitator
Attendance Newsletters	Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Community Engagement	08/07/2018	05/23/2019	$0	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers
Periodic Attendance Blitzes	Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Community Engagement	08/07/2018	05/23/2019	$0	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Departmentalized Instruction	Fourth grade teachers will implement departmentalized instruction and third grade will implement team teaching to maximize delivery of content knowledge instruction in mathematics.	Academic Support Program	08/07/2018	05/23/2019	$0	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 3 and 4
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Staff Training	AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$3855	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach
				Total	$3855	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Communication	AES will purchase and utilize student planners to communicate with parents and guardians concerning student behavior, achievement, and attendance and its direct correlation to student success.	Parent Involvement	08/07/2018	05/23/2019	$2564	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff
				Total	$2564	

Title I Part A

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

Quality Staff Training	The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Professional Learning, Academic Support Program	08/07/2018	05/23/2019	$4250	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers
Increase Student Practice	Purchase of Eureka Math workbooks and manipulatives for student use to increase practice of math skills in support of College and Career Ready standards and objectives. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals.	Academic Support Program	08/07/2018	05/23/2019	$9850	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff
Student Engagement Through Technology	Purchase of technology devices, licenses, and other useful technology for student engagement in math, as well as all other areas of instruction.	Academic Support Program	08/07/2018	05/23/2019	$20200	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff
IXL Math	Purchase and use of IXL Math and Language Arts on-line resources to provide individualized math intervention instruction	Technology, Academic Support Program	08/07/2018	05/23/2019	$8000	Principal, Assistant, Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, special education aides
Parent Resources	Instructional support materials and technology resources will be made available in the Parent Resource room at AES. Consumable resources such as paper, poster maker ink, VariQuest accessories, and other materials will be purchased for parent use in making instructional activities and games for use with students at home.	Academic Support Program	08/07/2018	05/23/2019	$6300	Assistant Principal/Title I Facilitator Caryn Waugh

Skills Instruction	The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron student performance reports, grade level ability groups will focus on standards based instruction for targeting non-proficient reading skills. Student performance will be routinely assessed and grouping adjusting accordingly. Students with advanced proficiency will apply reading skills through development of PBL projects. Non-proficient students will receive skills targeted instruction. Tier 2 students will receive instruction through use of Wonderworks and IXL. Tier 3 students will receive instruction through SPIRE. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500	Principal, General Education teachers in grades 3-4, special education teachers, special education aides
Increase Student Practice	Purchase and use of McGraw Hill Wonders reading series workbooks for student use to increase practice of reading skills in support of reading College and Career Ready standards and objectives. AR will be purchased for increased levels of reading comprehension practice and assessment. Additional library books will be purchased to support increased authentic reading practice for students in K-4. Child 1st phonics cards will be purchased in support of increased proficiency in reading foundation skill. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals. Authentic instruction of reading skills will be implemented through teaching from text in chapter books and the use of Essential Question Journals in grades 3-4.	Academic Support Program	08/07/2018	05/23/2019	$19917	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff
Skills Instruction	The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron assessment data, grade level ability groups will focus on standards based instruction targeting non-proficient math skills. Student performance will be regularly assessed and grouping adjusted accordingly. Students with advanced proficiency will apply math skills through development of STEM projects. Non-proficient students will receive targeted skills instruction. Tier 2 students will receive instruction through use of IXL. Tier 3 students will receive instruction through V-Math. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 3-4 general education and special education teachers, special education aides

Quality Staff Training	AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$4250	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach
				Total	$77767	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Staff Training	The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Professional Learning, Academic Support Program	08/07/2018	05/23/2019	$1500	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers
Quality Staff Training	AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$1500	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach
				Total	$3000	

Booster Fund

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

Attendance Recognitions	Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Behavioral Support Program	08/07/2018	05/23/2019	$200	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO
Attendance Recognitions	Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Extra Curricular	08/07/2018	05/23/2019	$200	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO
				Total	$400	

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?	No	All Stakeholder surveys were completed online.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

Student Survey Results:

  Teachers are fun, caring, and honest (90-96%).

  They feel safe (95%)

Parent Survey Results:

  Teachers frequently tell students "We will be working on" (73%), "You got it right!" (73%) and seldom say "You should do it this way"
    (6%).

Staff Survey Results:

  Expectations are that students are learning (100%) and that students understand (85%).

  They think colleagues are caring (100%).

  Interactions with other staff is supportive (92%) and respectful (85%).

Teacher Survey Results:

  Lessons are based on high expectations for students (100%).

  Expectations are that students are learning (95%).

  They participate in formal professional collaboration with peers (92%)

  Interactions with other teachers are collaborative (91%).

  The physical space is comfortable (91%).

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

AES administered eProve stakeholder surveys for the first time this year. Results will serve as baseline data for future comparison and identification of trends.

Compared to Advanc-Ed surveys completed in the previous year, there is a continuing trend of high parental satisfaction with the school providing a safe learning environment and holding high expectations for students. Students continue to feel that their teachers care for them and want them to learn. Teachers continue to participate in a high degree of professional development.

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

All previous federal surveys reflect these same trends.

Areas in Need of Improvement

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

Student Survey Results:

  They most often make presentations in class (7%).

  They feel lonely (7%).

  They never participate in, before or after, school activities such as sports, clubs, tutoring, etc. (34%).

  They complete homework to review what is learned in class or to prepare for the next day's lesson (29%).

Parent Survey Results:

  Students most often complete brief projects (13%), make presentations (3%), and write papers (2%) in class.

  Parent s interactions with staff are collaborative (20%).

Staff Survey Results:

  Students are expected to be good at some things (8%)..

  Working with colleagues is inconsistent (23%).

  The physical space is plain (15%).

Teacher Survey Results:

  They expect students to find it themselves (5%).

  Students most often do presentations (5%) and project demonstrations (9%).

  They are almost always involved in decisions and actions that impact student achievement and overall functioning of school (38%).

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

AES administered eProve stakeholder surveys for the first time this year. Results will serve as baseline data for future comparison and identification of trends. Results from Advanc-Ed surveys administered in the previous year do not align with current survey results.

What are the implications for these stakeholder perceptions?

Implications from survey results indicate that a small number of students are in need of greater personal connection to peers and staff at school. This need may be positively impacted by interaction with Ella, the newly acquired AES service dog, small group lessons with the counselor, and increased personal attention through implementation of the new AES Mentoring program.

Students, parents and teachers all indicated that presentations, projects and demonstrations are infrequent learning activities. This may indicate support for increasing the number and types of authentic learning activities in classrooms.

Teachers and staff provide quality support for students in the acquisition of academic proficiency. However, low responses by staff and

teachers for the expectation that students will be good at some things and are expected to find things for themselves may indicate a need to increase expectation for greater student independence.

Survey results will be shared with faculty and staff to increase awareness of all areas indicating need for improvement and to allow collaboration for possible improvement actions.

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

AES administered eProve stakeholder surveys for the first time this year. Survey items that are identified as areas in need of improvement are dissimilar to survey items on other stakeholder feedback sources at this time. Therefore, they are not aligned with other feedback sources.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3
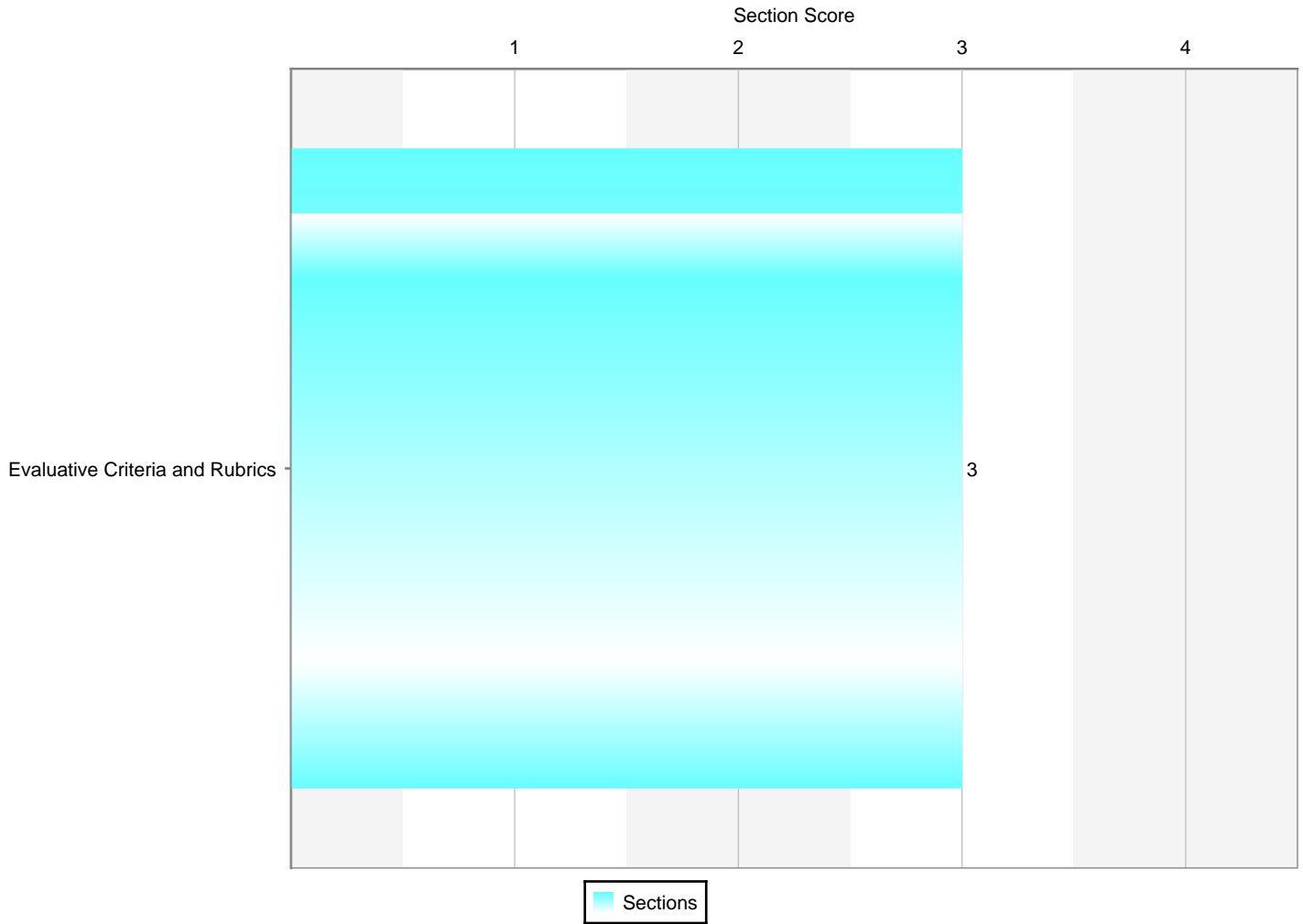
Sections

Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

In June, 2018, the AES administrative team along with faculty and staff members began the process of analyzing standardized assessment data, survey data, School Incident Report Data, Technology Plans, and other pertinent local data. The school leadership team members analyzed the disaggregated data, including subgroups. Results were shared with the school faculty in data meetings. Teacher observation, criterion referenced testing, Scantron Performance Assessment, IXL, iRead, STAR Reading, STAR Math and DIBELS data were utilized in order to target students who are struggling or advanced. This data was subsequently used to develop plans of intervention for struggling students and plans to expand reading and math progress for advanced students in grades K-4. Teachers met by grade levels and with the principal to review the plans prior to implementation. Other pertinent data that is included in Part One was gathered by the team and analyzed to determine strengths and weaknesses. All plans for the 2018-2019 school year are based upon the results of this needs assessment.

What were the results of the comprehensive needs assessment?

Academic Achievement:

The state mandated standardized assessment for 2017-2018 was changed to Scantron. Scantron Performance and Achievement assessments were administered at the beginning, middle, and end of year to assess growth and proficiency. Results establish baseline data for future comparison in the identification of trends in academic achievement.

Scantron end of year data indicates Grade 3 Reading proficiency of 67% (6% increase from the beginning of the year) with 88% of third grade students showing growth in academic performance. Grade 3 Math proficiency was 60%, (1% decrease from the beginning of the year) with 98% of students showing growth in academic performance. Grade 4 Reading proficiency was 63% (1% decrease from the beginning of the year) with 80% of students showing growth. Grade 4 math proficiency was 57%, (9% decrease from the beginning of the year) with 88% of students showing growth.

Attendance:

Analysis of attendance data indicates that students maintained 95.45% attendance for school year 2017-2018. Data indicates there were 709 unexcused absences, a 25% decrease from the previous year. Further analysis of attendance data indicates there were 69 students with 15 or more absences in school year 2017-2018.

What conclusions were drawn from the results?

Academic Achievement:

With growth indicators ranging from 80% to 98%, Scantron end of year data indicates a strength in individual student growth in reading and

math in third and fourth grade. End of year Scantron Achievement assessment date indicates a strength in third grade reading. Minimal change from beginning of year to end of year achievement scores indicates a weakness in third grade math and fourth grade reading. A significant decrease indicates a weakness in fourth grade math.

Attendance:

Goals for student attendance and decreasing unexcused absences were met. Further analysis of attendance data indicates a need to decrease the number of students with chronic absenteeism (15 or more total absences).

Data from the needs assessment allowed our staff to identify and develop goals and strategies for academic performance, attendance, and professional development. Please see the Goals and Plans portion of the plan for additional information.

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

Data from the needs assessment allowed our staff to identify and develop goals and strategies for academic performance, attendance, and professional development. Please see the Goals and Plans portion of the plan for additional information. While all of these factors play an important role in academic and attendance needs, the areas of improvement rest in large part on identification of students, intervention, and professional development. Increasing the reading block and targeting intervention students have improved student achievement. Student achievement is based on understanding of concepts; therefore, all children must have equal opportunity. Intervention programs allow for all students to benefit. A major feature of this approach is the implementation of academic
interventions. This year, emphasis will be placed on explicit, standards based intervention delivered through ability groups as determined by Scantron Performance assessment data.

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

The school goals concerning math, reading, attendance, and professional development needed for the implementation of the strategies associated with each specific need are based upon greatest student need as detailed in the needs assessment summary. These goals are connected to the priority needs and the needs assessment through the identification and analysis of school-wide data.

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

The goals and activities reflect the student, teacher, parent, and community data which all focus on the school needs as identified through intense review, dialogue, and evaluation. Multiple types of data include:
Scantron Performance and Achievement assessments
SIR Report
Stakeholder Surveys
Staff Surveys
Student Surveys
DIBELS Assessment

PNOA Assessment

IXL

iRead

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

All AES students, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, neglected/delinquent, or disabled, have access to all services and programs available. These include free/reduced lunch, Title I services, ELL services, Special Education services, At Risk services, and counseling services.

Whenever a child is identified by the ELL Home Language survey, the guidance counselor contacts the ELL teacher for an assessment. All eligible students are tested with the WIDA Access Placement Test (WS-APT) to determine eligibility. Parents or guardians have the right to waive ELL services. The parents are provided an opportunity to receive all updates and important school documents in their native language. The ELL committee reviews each student's progress annually and eligibility is reassessed. The student is monitored for two years to ensure success.

The registrar and principal identify migrant workers upon enrollment. The principal contacts the central office to determine student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. At this time, AES does not have any migrant students. However, if a student is identified, we would notify the LEA for guidelines to meet the needs for the sub population.

AES provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. Students with disabilities are referred to the Problem Solving Team for referral to special education services after intervention attempts have been made. An IEP is developed by the staff and parents to meet student needs. Qualifying students are eligible to receive special education services for cognitive, emotional, and physical disabilities, including visually impaired, hearing impaired, and other health impaired services. We have 4 special education teachers, as well as 7 full time paraprofessionals who assist in the classrooms.

The school administrator works in conjunction with the district level homeless liaison, Becky Cox, to identify homeless students upon enrollment and providing them with support. The school uses the district guidelines to identify homeless students through the McKinney Vento Program and have access to all services.

The school counselor monitors students' grades and absences and ensures that neglected/delinquent students have access to additional services if needed. The ELA attendance officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Administrative conferences and telephone communication are conducted for students with chronic absenteeism, excessive unexcused absences, and tardies.

The school counselor provides additional support to students with the AES service dog. Acquired through the Alabama Service Dog organization, Ella is trained to interact and calm students and faculty during times of distress or anxiety. Ella assists in reducing stress in the classroom, creating a friendly school environment, teaching compassion and responsibility, and counseling and guidance sessions.

Economically disadvantaged students are identified through the application for free and reduced lunches. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced lunches. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Additionally, the counselor works with community based groups to provide school supplies, winter coats, and food items

through the Back Pack Club for these students.

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:

Alexandria Elementary will maintain average daily attendance of 95% or above

Measurable Objective 1:

collaborate to decrease total unexcused absences from 709 in the previous year by 05/23/2019 as measured by iNow attendance report.

Strategy1:

Increase Student Involvement - Student involvement in improving daily attendance will be increased through implementation of a variety of incentives and rewards for attending school daily.

Category: Develop/Implement Student and School Culture Program

Research Cited: Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Attendance Recognition and Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased student involvement in improving daily attendance will be facilitated by creating a bulletin board to display monthly attendance for each grade level. Celebration of the grade level with the greatest attendance each month will include recognition on the school-wide broadcast and a popsicle party. AES will participate in a system-wide attendance drive day that will reward every student in attendance with a slush drink. Awards are acquired through donations or use of non-public school funds.	Other - Attendance Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Secretary

Strategy2:

Increase Parental Awareness - Increasing parental awareness is a strategy that will be implemented in a manner that is focused on helping parents and guardians learn how to be more involved in the school planning and review processes, as well as involve parents and guardians in committees that focus on enhancing student learning, educational experiences at school, and attendance. Parents and guardians will be included and invited to school functions and events in the hopes of further developing positive relationships and enhancing parental involvement for all students at AES. Great efforts concerning communication between parents and AES staff will continue. AES will continue to promote a positive learning environment for students that promotes strong parental involvement. AES wants to help parents and guardians understand the correlation between attendance and student achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research supporting strong parental involvement includes Hope for Urban Education: A Study of Nine High Performing, High Poverty Urban Elementary Schools (Mayer, D.P., Mullens, J.E., & Moore, M.T., 2000), which states that increased student success is highly correlated with high levels of parental involvement and high levels of parental communication. Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will purchase and utilize student planners to communicate with parents and guardians concerning student behavior, achievement, and attendance and its direct correlation to student success.	Parent Involvement	08/07/2018	05/23/2019	$2564 - Title I Schoolwide	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES Administration and Faculty will solicit and encourage parent involvement and commitment to increasing attendance through participation in ACIP committees, newsletters, PTO programs and student awards and recognition for attendance.	Parent Involvement	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Goal 2:

At Alexandria Elementary, we will decrease unexcused absences by 4% school wide.

Measurable Objective 1:

collaborate to decrease total unexcused absences by 4% from a baseline of 709 to a maximum number of 680 by 05/23/2019 as measured by the end of year unexcused absence (ADA/AMA) report through INOW/Chalkable.

Strategy1:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Strategy2:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Attendance Recognitions	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Extra Curricular	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Goal 3:

At Alexandria Elementary, we will decrease chronic absenteeism by 4% school wide.

Measurable Objective 1:

collaborate to decrease chronic absenteeism by 4% from a baseline of 69 students with 15 or more combined absences (excused and/or unexcused) to a maximum of 66 students by 05/23/2019 as measured by the end of year absence (ADA/AMA) reports through INOW/Chalkable.

Strategy1:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Recognitions	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Behavioral Support Program	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Attendance Data Board	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Attendance Newsletters	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Periodic Attendance Blitzes	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Strategy2:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when

students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Referral to Court for Truancy	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Letters	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Attendance letters will be sent home after the first and fifth unexcusedabsence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Assistant Principal Academy	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Attendance Data Analysis	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, mAttendance Secretary, Problem Solving Team, District Attendance Supervisor

Strategy3:

Administrative Contact - AES administrators will implement various methods of personally communicating current attendance status,

importance of daily attendance, and inquiry of need for support with parents of chronically absent students.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and

mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of

attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Administrative Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will contact parents of chronically absent and tardy students through telephone calls, conferences, and home visits.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator

Goal 4:

Alexandria Elementary will increase the number of students scoring proficient by 2% as measured by formative and summative assessments.

Measurable Objective 1:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Explicit Instruction in Math - Teachers will implement explicit instruction of mathematics to increase academic rigor, instructional capacity, focus on academic support, and best practices for academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: Research verifies that explicit instruction of math concepts and procedures lead to improvement in math achievement (Baker, Scott, Russell Gersten and Dae-Sik Lee. "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students".: The Elementary School Journal 1.03.1, 2003).

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of Eureka Math workbooks and manipulatives for student use to increase practice of math skills in support of College and Career Ready standards and objectives. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals.	Academic Support Program	08/07/2018	05/23/2019	$9850 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Departmentalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will implement departmentalized instruction and third grade will implement team teaching to maximize delivery of content knowledge instruction in mathematics.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 3 and 4

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach

Activity - Vertical Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical alignment of the math curriculum will be improved through implementation of Eureka Math in grades 1-4.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 1-4

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron assessment data, grade level ability groups will focus on standards based instruction targeting non-proficient math skills. Student performance will be regularly assessed and grouping adjusted accordingly. Students with advanced proficiency will apply math skills through development of STEM projects. Non-proficient students will receive targeted skills instruction. Tier 2 students will receive instruction through use of IXL. Tier 3 students will receive instruction through V-Math. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 3-4 general education and special education teachers, special education aides

Strategy2:

Math Intervention - Use of Scantron Performance Assessment and other reports will be used to identify areas of non-proficiency to guide intervention instruction.

Category: Develop/Implement Learning Supports

Research Cited: Rosenshine (1983), in a review of research on teacher effectiveness, concluded that highly interactive, briskly paced, clearly presented instruction was related to high rates of student success.

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of IXL Math and Language Arts on-line resources to provide individualized math intervention instruction	Technology Academic Support Program	08/07/2018	05/23/2019	$8000 - Title I Part A	Principal, Assistant, Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, special education aides

Activity - Intervention Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-Math and Scantron Performance will be used for assessment and instruction to increase to increase student performance of targeted non-proficient skills. STAR Math will be used to assist with PST identification of at-risk students and progress monitoring in the area of math.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, ELL teacher, special education aides

Strategy3:

Student Engagement - The use of quality instruction and technological devices and programs will be implemented to increase student engagement.

Category: Develop/Implement Learning Supports

Research Cited: According to Wardlow (2014), Gallup's 2013 State of America's Schools reported that 55% of US K-12 students are "engaged" in the learning process while 28% are "not engaged" and 17% are "actively disengaged" and that the use of technology may be one key to increasing the number of engaged students in America's classrooms.

Activity - Student Engagement Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of technology devices, licenses, and other useful technology for student engagement in math, as well as all other areas of instruction.	Academic Support Program	08/07/2018	05/23/2019	$20200 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Measurable Objective 2:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Explicit Instruction of Reading - Use of McGraw Hill Wonders reading series for explicit instruction and guided practice of close reading strategies, comparative writing, and acquisition of vocabulary through use of context clues and word study skills in grades K-4

Category: Develop/Implement Learning Supports

Research Cited: Acording to Dole, Duggy, Roehler, Pearson (1987), a view of comprehension based on recent models of the reading process is presented next as a basis for re-conceptualizing the comprehension curriculum as a set of five effective comprehensive strategies, one of which was explicit instruction.

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Academic Support Program Professional Learning	08/07/2018	05/23/2019	$1500 - Title II Part A $4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of McGraw Hill Wonderworks Reading Intervention Program and STRIDE Academy for Tier 2 intervention in grades 3-4. Use of McGraw Hill Wonderworks, SPIRE, Sounds Sensible, Sounds and Letters, and Recipe for Reading for Tier 2 intervention in grades K-2. Use of McGraw Hill Wonderworks, Rite Flight, Read 180, SPIRE, Orton Gillingham multi-sensory strategies with Recipe for Reading, and Multi-sensory Language for Tier 3 instruction in grades K-4	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Reading Specialist, Reading Interventionist, ELL teacher, general education and special education teachers

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron student performance reports, grade level ability groups will focus on standards based instruction for targeting non-proficient reading skills. Student performance will be routinely assessed and grouping adjusting accordingly. Students with advanced proficiency will apply reading skills through development of PBL projects. Non-proficient students will receive skills targeted instruction. Tier 2 students will receive instruction through use of Wonderworks and IXL. Tier 3 students will receive instruction through SPIRE. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, General Education teachers in grades 3-4, special education teachers, special education aides

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of McGraw Hill Wonders reading series workbooks for student use to increase practice of reading skills in support of reading College and Career Ready standards and objectives. AR will be purchased for increased levels of reading comprehension practice and assessment. Additional library books will be purchased to support increased authentic reading practice for students in K-4. Child 1st phonics cards will be purchased in support of increased proficiency in reading foundation skill. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals. Authentic instruction of reading skills will be implemented through teaching from text in chapter books and the use of Essential Question Journals in grades 3-4.	Academic Support Program	08/07/2018	05/23/2019	$19917 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Measurable Objective 3:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading and Mathematics through increased parental involvement by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Parental Involvment - Provide parent access to instructional resources for use with students at home.

Category: Develop/Implement Learning Supports

Research Cited: According to Cox (2005), home-school collaborations to implement interventions are effective in changing academic performance.

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional support materials and technology resources will be made available in the Parent Resource room at AES. Consumable resources such as paper, poster maker ink, VariQuest accessories, and other materials will be purchased for parent use in making instructional activities and games for use with students at home.	Academic Support Program	08/07/2018	05/23/2019	$6300 - Title I Part A	Assistant Principal/Title I Facilitator Caryn Waugh

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:

Alexandria Elementary will maintain average daily attendance of 95% or above

Measurable Objective 1:

collaborate to decrease total unexcused absences from 709 in the previous year by 05/23/2019 as measured by iNow attendance report.

Strategy1:

Increase Student Involvement - Student involvement in improving daily attendance will be increased through implementation of a variety of incentives and rewards for attending school daily.

Category: Develop/Implement Student and School Culture Program

Research Cited: Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Attendance Recognition and Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased student involvement in improving daily attendance will be facilitated by creating a bulletin board to display monthly attendance for each grade level. Celebration of the grade level with the greatest attendance each month will include recognition on the school-wide broadcast and a popsicle party. AES will participate in a system-wide attendance drive day that will reward every student in attendance with a slush drink. Awards are acquired through donations or use of non-public school funds.	Other - Attendance Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Secretary

Strategy2:

Increase Parental Awareness - Increasing parental awareness is a strategy that will be implemented in a manner that is focused on helping parents and guardians learn how to be more involved in the school planning and review processes, as well as involve parents and guardians in committees that focus on enhancing student learning, educational experiences at school, and attendance. Parents and guardians will be included and invited to school functions and events in the hopes of further developing positive relationships and enhancing parental involvement for all students at AES. Great efforts concerning communication between parents and AES staff will continue. AES will continue to promote a positive learning environment for students that promotes strong parental involvement. AES wants to help parents and guardians understand the correlation between attendance and student achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research supporting strong parental involvement includes Hope for Urban Education: A Study of Nine High Performing, High Poverty Urban Elementary Schools (Mayer, D.P., Mullens, J.E., & Moore, M.T., 2000), which states that increased student success is highly correlated with high levels of parental involvement and high levels of parental communication. Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES Administration and Faculty will solicit and encourage parent involvement and commitment to increasing attendance through participation in ACIP committees, newsletters, PTO programs and student awards and recognition for attendance.	Parent Involvement	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will purchase and utilize student planners to communicate with parents and guardians concerning student behavior, achievement, and attendance and its direct correlation to student success.	Parent Involvement	08/07/2018	05/23/2019	$2564 - Title I Schoolwide	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Goal 2:

At Alexandria Elementary, we will decrease unexcused absences by 4% school wide.

Measurable Objective 1:

collaborate to decrease total unexcused absences by 4% from a baseline of 709 to a maximum number of 680 by 05/23/2019 as measured by the end of year unexcused absence (ADA/AMA) report through INOW/Chalkable.

Strategy1:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Extra Curricular	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Strategy2:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Goal 3:

At Alexandria Elementary, we will decrease chronic absenteeism by 4% school wide.

Measurable Objective 1:

collaborate to decrease chronic absenteeism by 4% from a baseline of 69 students with 15 or more combined absences (excused and/or unexcused) to a maximum of 66 students by 05/23/2019 as measured by the end of year absence (ADA/AMA) reports through INOW/Chalkable.

Strategy1:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when

students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor,mAttendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcusedabsence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Strategy2:

Administrative Contact - AES administrators will implement various methods of personally communicating current attendance status,

importance of daily attendance, and inquiry of need for support with parents of chronically absent students.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and

mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of

attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Administrative Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will contact parents of chronically absent and tardy students through telephone calls, conferences, and home visits.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator

Strategy3:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Behavioral Support Program	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Goal 4:

Alexandria Elementary will increase the number of students scoring proficient by 2% as measured by formative and summative assessments.

Measurable Objective 1:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading by 05/23/2019 as measured by formative and

summative assessments.

Strategy1:

Explicit Instruction of Reading - Use of McGraw Hill Wonders reading series for explicit instruction and guided practice of close reading strategies, comparative writing, and acquisition of vocabulary through use of context clues and word study skills in grades K-4

Category: Develop/Implement Learning Supports

Research Cited: Acording to Dole, Duggy, Roehler, Pearson (1987), a view of comprehension based on recent models of the reading process is presented next as a basis for re-conceptualizing the comprehension curriculum as a set of five effective comprehensive strategies, one of which was explicit instruction.

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of McGraw Hill Wonders reading series workbooks for student use to increase practice of reading skills in support of reading College and Career Ready standards and objectives. AR will be purchased for increased levels of reading comprehension practice and assessment. Additional library books will be purchased to support increased authentic reading practice for students in K-4. Child 1st phonics cards will be purchased in support of increased proficiency in reading foundation skill. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals. Authentic instruction of reading skills will be implemented through teaching from text in chapter books and the use of Essential Question Journals in grades 3-4.	Academic Support Program	08/07/2018	05/23/2019	$19917 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of McGraw Hill Wonderworks Reading Intervention Program and STRIDE Academy for Tier 2 intervention in grades 3-4. Use of McGraw Hill Wonderworks, SPIRE, Sounds Sensible, Sounds and Letters, and Recipe for Reading for Tier 2 intervention in grades K-2. Use of McGraw Hill Wonderworks, Rite Flight, Read 180, SPIRE, Orton Gillingham multi-sensory strategies with Recipe for Reading, and Multi-sensory Language for Tier 3 instruction in grades K-4	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Reading Specialist, Reading Interventionist, ELL teacher, general education and special education teachers

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Professional Learning Academic Support Program	08/07/2018	05/23/2019	$1500 - Title II Part A $4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron student performance reports, grade level ability groups will focus on standards based instruction for targeting non-proficient reading skills. Student performance will be routinely assessed and grouping adjusting accordingly. Students with advanced proficiency will apply reading skills through development of PBL projects. Non-proficient students will receive skills targeted instruction. Tier 2 students will receive instruction through use of Wonderworks and IXL. Tier 3 students will receive instruction through SPIRE. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, General Education teachers in grades 3-4, special education teachers, special education aides

Measurable Objective 2:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading and Mathematics through increased parental involvement by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Parental Involvment - Provide parent access to instructional resources for use with students at home.

Category: Develop/Implement Learning Supports

Research Cited: According to Cox (2005), home-school collaborations to implement interventions are effective in changing academic performance.

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional support materials and technology resources will be made available in the Parent Resource room at AES. Consumable resources such as paper, poster maker ink, VariQuest accessories, and other materials will be purchased for parent use in making instructional activities and games for use with students at home.	Academic Support Program	08/07/2018	05/23/2019	$6300 - Title I Part A	Assistant Principal/Title I Facilitator Caryn Waugh

Measurable Objective 3:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Explicit Instruction in Math - Teachers will implement explicit instruction of mathematics to increase academic rigor, instructional capacity, focus on academic support, and best practices for academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: Research verifies that explicit instruction of math concepts and procedures lead to improvement in math achievement (Baker, Scott, Russell Gersten and Dae-Sik Lee. "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students".: The Elementary School Journal 1.03.1, 2003).

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron assessment data, grade level ability groups will focus on standards based instruction targeting non-proficient math skills. Student performance will be regularly assessed and grouping adjusted accordingly. Students with advanced proficiency will apply math skills through development of STEM projects. Non-proficient students will receive targeted skills instruction. Tier 2 students will receive instruction through use of IXL. Tier 3 students will receive instruction through V-Math. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 3-4 general education and special education teachers, special education aides

Activity - Vertical Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical alignment of the math curriculum will be improved through implementation of Eureka Math in grades 1-4.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 1-4

Activity - Departmentalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will implement departmentalized instruction and third grade will implement team teaching to maximize delivery of content knowledge instruction in mathematics.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 3 and 4

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of Eureka Math workbooks and manipulatives for student use to increase practice of math skills in support of College and Career Ready standards and objectives. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals.	Academic Support Program	08/07/2018	05/23/2019	$9850 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Strategy2:

Math Intervention - Use of Scantron Performance Assessment and other reports will be used to identify areas of non-proficiency to guide intervention instruction.

Category: Develop/Implement Learning Supports

Research Cited: Rosenshine (1983), in a review of research on teacher effectiveness, concluded that highly interactive, briskly paced, clearly presented instruction was related to high rates of student success.

Activity - Intervention Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-Math and Scantron Performance will be used for assessment and instruction to increase to increase student performance of targeted non-proficient skills. STAR Math will be used to assist with PST identification of at-risk students and progress monitoring in the area of math.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, ELL teacher, special education aides

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of IXL Math and Language Arts on-line resources to provide individualized math intervention instruction	Academic Support Program Technology	08/07/2018	05/23/2019	$8000 - Title I Part A	Principal, Assistant, Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, special education aides

Strategy3:

Student Engagement - The use of quality instruction and technological devices and programs will be implemented to increase student engagement.

Category: Develop/Implement Learning Supports

Research Cited: According to Wardlow (2014), Gallup's 2013 State of America's Schools reported that 55% of US K-12 students are "engaged" in the learning process while 28% are "not engaged" and 17% are "actively disengaged" and that the use of technology may be one key to increasing the number of engaged students in America's classrooms.

Activity - Student Engagement Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of technology devices, licenses, and other useful technology for student engagement in math, as well as all other areas of instruction.	Academic Support Program	08/07/2018	05/23/2019	$20200 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

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:
Alexandria Elementary will maintain average daily attendance of 95% or above

Measurable Objective 1:
collaborate to decrease total unexcused absences from 709 in the previous year by 05/23/2019 as measured by iNow attendance report.

Strategy1:
Increase Student Involvement - Student involvement in improving daily attendance will be increased through implementation of a variety of incentives and rewards for attending school daily.
Category: Develop/Implement Student and School Culture Program
Research Cited: Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Attendance Recognition and Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased student involvement in improving daily attendance will be facilitated by creating a bulletin board to display monthly attendance for each grade level. Celebration of the grade level with the greatest attendance each month will include recognition on the school-wide broadcast and a popsicle party. AES will participate in a system-wide attendance drive day that will reward every student in attendance with a slush drink. Awards are acquired through donations or use of non-public school funds.	Other - Attendance Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Secretary

Strategy2:

Increase Parental Awareness - Increasing parental awareness is a strategy that will be implemented in a manner that is focused on helping parents and guardians learn how to be more involved in the school planning and review processes, as well as involve parents and guardians in committees that focus on enhancing student learning, educational experiences at school, and attendance. Parents and guardians will be included and invited to school functions and events in the hopes of further developing positive relationships and enhancing parental involvement for all students at AES. Great efforts concerning communication between parents and AES staff will continue. AES will continue to promote a positive learning environment for students that promotes strong parental involvement. AES wants to help parents and guardians understand the correlation between attendance and student achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research supporting strong parental involvement includes Hope for Urban Education: A Study of Nine High Performing, High Poverty Urban Elementary Schools (Mayer, D.P., Mullens, J.E., & Moore, M.T., 2000), which states that increased student success is highly correlated with high levels of parental involvement and high levels of parental communication. Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will purchase and utilize student planners to communicate with parents and guardians concerning student behavior, achievement, and attendance and its direct correlation to student success.	Parent Involvement	08/07/2018	05/23/2019	$2564 - Title I Schoolwide	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES Administration and Faculty will solicit and encourage parent involvement and commitment to increasing attendance through participation in ACIP committees, newsletters, PTO programs and student awards and recognition for attendance.	Parent Involvement	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Goal 2:

At Alexandria Elementary, we will decrease unexcused absences by 4% school wide.

Measurable Objective 1:

collaborate to decrease total unexcused absences by 4% from a baseline of 709 to a maximum number of 680 by 05/23/2019 as measured by the end of year unexcused absence (ADA/AMA) report through INOW/Chalkable.

Strategy1:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Strategy2:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Extra Curricular	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Goal 3:

At Alexandria Elementary, we will decrease chronic absenteeism by 4% school wide.

Measurable Objective 1:

collaborate to decrease chronic absenteeism by 4% from a baseline of 69 students with 15 or more combined absences (excused and/or unexcused) to a maximum of 66 students by 05/23/2019 as measured by the end of year absence (ADA/AMA) reports through INOW/Chalkable.

Strategy1:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor,mAttendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcusedabsence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Strategy2:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Behavioral Support Program	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Strategy3:

Administrative Contact - AES administrators will implement various methods of personally communicating current attendance status, importance of daily attendance, and inquiry of need for support with parents of chronically absent students.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Administrative Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will contact parents of chronically absent and tardy students through telephone calls, conferences, and home visits.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator

Goal 4:

Alexandria Elementary will increase the number of students scoring proficient by 2% as measured by formative and summative assessments.

Measurable Objective 1:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Explicit Instruction of Reading - Use of McGraw Hill Wonders reading series for explicit instruction and guided practice of close reading strategies, comparative writing, and acquisition of vocabulary through use of context clues and word study skills in grades K-4

Category: Develop/Implement Learning Supports

Research Cited: Acording to Dole, Duggy, Roehler, Pearson (1987), a view of comprehension based on recent models of the reading process is presented next as a basis for re-conceptualizing the comprehension curriculum as a set of five effective comprehensive strategies, one of which was explicit instruction.

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of McGraw Hill Wonders reading series workbooks for student use to increase practice of reading skills in support of reading College and Career Ready standards and objectives. AR will be purchased for increased levels of reading comprehension practice and assessment. Additional library books will be purchased to support increased authentic reading practice for students in K-4. Child 1st phonics cards will be purchased in support of increased proficiency in reading foundation skill. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals. Authentic instruction of reading skills will be implemented through teaching from text in chapter books and the use of Essential Question Journals in grades 3-4.	Academic Support Program	08/07/2018	05/23/2019	$19917 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of McGraw Hill Wonderworks Reading Intervention Program and STRIDE Academy for Tier 2 intervention in grades 3-4. Use of McGraw Hill Wonderworks, SPIRE, Sounds Sensible, Sounds and Letters, and Recipe for Reading for Tier 2 intervention in grades K-2. Use of McGraw Hill Wonderworks, Rite Flight, Read 180, SPIRE, Orton Gillingham multi-sensory strategies with Recipe for Reading, and Multi-sensory Language for Tier 3 instruction in grades K-4	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Reading Specialist, Reading Interventionist, ELL teacher, general education and special education teachers

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron student performance reports, grade level ability groups will focus on standards based instruction for targeting non-proficient reading skills. Student performance will be routinely assessed and grouping adjusting accordingly. Students with advanced proficiency will apply reading skills through development of PBL projects. Non-proficient students will receive skills targeted instruction. Tier 2 students will receive instruction through use of Wonderworks and IXL. Tier 3 students will receive instruction through SPIRE. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, General Education teachers in grades 3-4, special education teachers, special education aides

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Academic Support Program Professional Learning	08/07/2018	05/23/2019	$1500 - Title II Part A $4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers

Measurable Objective 2:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Student Engagement - The use of quality instruction and technological devices and programs will be implemented to increase student engagement.

Category: Develop/Implement Learning Supports

Research Cited: According to Wardlow (2014), Gallup's 2013 State of America's Schools reported that 55% of US K-12 students are "engaged" in the learning process while 28% are "not engaged" and 17% are "actively disengaged" and that the use of technology may be one key to increasing the number of engaged students in America's classrooms.

Activity - Student Engagement Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of technology devices, licenses, and other useful technology for student engagement in math, as well as all other areas of instruction.	Academic Support Program	08/07/2018	05/23/2019	$20200 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Strategy2:

Explicit Instruction in Math - Teachers will implement explicit instruction of mathematics to increase academic rigor, instructional capacity, focus on academic support, and best practices for academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: Research verifies that explicit instruction of math concepts and procedures lead to improvement in math achievement (Baker, Scott, Russell Gersten and Dae-Sik Lee. "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students".: The Elementary School Journal 1.03.1, 2003).

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of Eureka Math workbooks and manipulatives for student use to increase practice of math skills in support of College and Career Ready standards and objectives. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals.	Academic Support Program	08/07/2018	05/23/2019	$9850 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Vertical Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical alignment of the math curriculum will be improved through implementation of Eureka Math in grades 1-4.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 1-4

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron assessment data, grade level ability groups will focus on standards based instruction targeting non-proficient math skills. Student performance will be regularly assessed and grouping adjusted accordingly. Students with advanced proficiency will apply math skills through development of STEM projects. Non-proficient students will receive targeted skills instruction. Tier 2 students will receive instruction through use of IXL. Tier 3 students will receive instruction through V-Math. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 3-4 general education and special education teachers, special education aides

Activity - Departmentalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will implement departmentalized instruction and third grade will implement team teaching to maximize delivery of content knowledge instruction in mathematics.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 3 and 4

Strategy3:

Math Intervention - Use of Scantron Performance Assessment and other reports will be used to identify areas of non-proficiency to guide intervention instruction.

Category: Develop/Implement Learning Supports

Research Cited: Rosenshine (1983), in a review of research on teacher effectiveness, concluded that highly interactive, briskly paced, clearly presented instruction was related to high rates of student success.

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of IXL Math and Language Arts on-line resources to provide individualized math intervention instruction	Technology Academic Support Program	08/07/2018	05/23/2019	$8000 - Title I Part A	Principal, Assistant, Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, special education aides

Activity - Intervention Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-Math and Scantron Performance will be used for assessment and instruction to increase to increase student performance of targeted non-proficient skills. STAR Math will be used to assist with PST identification of at-risk students and progress monitoring in the area of math.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, ELL teacher, special education aides

Measurable Objective 3:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading and Mathematics through increased parental involvement by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Parental Involvment - Provide parent access to instructional resources for use with students at home.

Category: Develop/Implement Learning Supports

Research Cited: According to Cox (2005), home-school collaborations to implement interventions are effective in changing academic performance.

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional support materials and technology resources will be made available in the Parent Resource room at AES. Consumable resources such as paper, poster maker ink, VariQuest accessories, and other materials will be purchased for parent use in making instructional activities and games for use with students at home.	Academic Support Program	08/07/2018	05/23/2019	$6300 - Title I Part A	Assistant Principal/Title I Facilitator Caryn Waugh

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

Goal 1:

Alexandria Elementary will maintain average daily attendance of 95% or above

Measurable Objective 1:

collaborate to decrease total unexcused absences from 709 in the previous year by 05/23/2019 as measured by iNow attendance report.

Strategy1:

Increase Student Involvement - Student involvement in improving daily attendance will be increased through implementation of a variety of

incentives and rewards for attending school daily.

Category: Develop/Implement Student and School Culture Program

Research Cited: Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical

importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk

(Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational

Evaluation and Policy Analysis, 2009)

Activity - Attendance Recognition and Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased student involvement in improving daily attendance will be facilitated by creating a bulletin board to display monthly attendance for each grade level. Celebration of the grade level with the greatest attendance each month will include recognition on the school-wide broadcast and a popsicle party. AES will participate in a system-wide attendance drive day that will reward every student in attendance with a slush drink. Awards are acquired through donations or use of non-public school funds.	Other - Attendance Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Secretary

Strategy2:

Increase Parental Awareness - Increasing parental awareness is a strategy that will be implemented in a manner that is focused on helping

parents and guardians learn how to be more involved in the school planning and review processes, as well as involve parents and guardians

in committees that focus on enhancing student learning, educational experiences at school, and attendance. Parents and guardians will be

included and invited to school functions and events in the hopes of further developing positive relationships and enhancing parental

involvement for all students at AES. Great efforts concerning communication between parents and AES staff will continue. AES will continue

to promote a positive learning environment for students that promotes strong parental involvement. AES wants to help parents and guardians

understand the correlation between attendance and student achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research supporting strong parental involvement includes Hope for Urban Education: A Study of Nine High Performing,

High Poverty Urban Elementary Schools (Mayer, D.P., Mullens, J.E., & Moore, M.T., 2000), which states that increased student success is

highly correlated with high levels of parental involvement and high levels of parental communication. Numerous studies confirm a significant

correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career.

Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How

Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES Administration and Faculty will solicit and encourage parent involvement and commitment to increasing attendance through participation in ACIP committees, newsletters, PTO programs and student awards and recognition for attendance.	Parent Involvement	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will purchase and utilize student planners to communicate with parents and guardians concerning student behavior, achievement, and attendance and its direct correlation to student success.	Parent Involvement	08/07/2018	05/23/2019	$2564 - Title I Schoolwide	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

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Strategy1:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

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Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Problem Solving Team, District Attendance Supervisor

Strategy2:

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Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Extra Curricular	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

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Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

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An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Behavioral Support Program	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

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Administrative Contact - AES administrators will implement various methods of personally communicating current attendance status, importance of daily attendance, and inquiry of need for support with parents of chronically absent students.

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Administrators will contact parents of chronically absent and tardy students through telephone calls, conferences, and home visits.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator

Strategy3:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor,mAttendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcusedabsence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Goal 4:

Alexandria Elementary will increase the number of students scoring proficient by 2% as measured by formative and summative assessments.

Measurable Objective 1:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Student Engagement - The use of quality instruction and technological devices and programs will be implemented to increase student engagement.

Category: Develop/Implement Learning Supports

Research Cited: According to Wardlow (2014), Gallup's 2013 State of America's Schools reported that 55% of US K-12 students are "engaged" in the learning process while 28% are "not engaged" and 17% are "actively disengaged" and that the use of technology may be one key to increasing the number of engaged students in America's classrooms.

Activity - Student Engagement Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of technology devices, licenses, and other useful technology for student engagement in math, as well as all other areas of instruction.	Academic Support Program	08/07/2018	05/23/2019	$20200 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Strategy2:

Math Intervention - Use of Scantron Performance Assessment and other reports will be used to identify areas of non-proficiency to guide intervention instruction.

Category: Develop/Implement Learning Supports

Research Cited: Rosenshine (1983), in a review of research on teacher effectiveness, concluded that highly interactive, briskly paced, clearly presented instruction was related to high rates of student success.

Activity - Intervention Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-Math and Scantron Performance will be used for assessment and instruction to increase to increase student performance of targeted non-proficient skills. STAR Math will be used to assist with PST identification of at-risk students and progress monitoring in the area of math.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, ELL teacher, special education aides

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of IXL Math and Language Arts on-line resources to provide individualized math intervention instruction	Technology Academic Support Program	08/07/2018	05/23/2019	$8000 - Title I Part A	Principal, Assistant, Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, special education aides

Strategy3:

Explicit Instruction in Math - Teachers will implement explicit instruction of mathematics to increase academic rigor, instructional capacity, focus on academic support, and best practices for academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: Research verifies that explicit instruction of math concepts and procedures lead to improvement in math achievement (Baker, Scott, Russell Gersten and Dae-Sik Lee. "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students".: The Elementary School Journal 1.03.1, 2003).

Activity - Vertical Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical alignment of the math curriculum will be improved through implementation of Eureka Math in grades 1-4.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 1-4

Activity - Departmentalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will implement departmentalized instruction and third grade will implement team teaching to maximize delivery of content knowledge instruction in mathematics.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 3 and 4

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron assessment data, grade level ability groups will focus on standards based instruction targeting non-proficient math skills. Student performance will be regularly assessed and grouping adjusted accordingly. Students with advanced proficiency will apply math skills through development of STEM projects. Non-proficient students will receive targeted skills instruction. Tier 2 students will receive instruction through use of IXL. Tier 3 students will receive instruction through V-Math. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 3-4 general education and special education teachers, special education aides

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of Eureka Math workbooks and manipulatives for student use to increase practice of math skills in support of College and Career Ready standards and objectives. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals.	Academic Support Program	08/07/2018	05/23/2019	$9850 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach

Measurable Objective 2:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Explicit Instruction of Reading - Use of McGraw Hill Wonders reading series for explicit instruction and guided practice of close reading strategies, comparative writing, and acquisition of vocabulary through use of context clues and word study skills in grades K-4

Category: Develop/Implement Learning Supports

Research Cited: Acording to Dole, Duggy, Roehler, Pearson (1987), a view of comprehension based on recent models of the reading process is presented next as a basis for re-conceptualizing the comprehension curriculum as a set of five effective comprehensive strategies, one of which was explicit instruction.

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of McGraw Hill Wonderworks Reading Intervention Program and STRIDE Academy for Tier 2 intervention in grades 3-4. Use of McGraw Hill Wonderworks, SPIRE, Sounds Sensible, Sounds and Letters, and Recipe for Reading for Tier 2 intervention in grades K-2. Use of McGraw Hill Wonderworks, Rite Flight, Read 180, SPIRE, Orton Gillingham multi-sensory strategies with Recipe for Reading, and Multi-sensory Language for Tier 3 instruction in grades K-4	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Reading Specialist, Reading Interventionist, ELL teacher, general education and special education teachers

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Professional Learning Academic Support Program	08/07/2018	05/23/2019	$4250 - Title I Part A $1500 - Title II Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of McGraw Hill Wonders reading series workbooks for student use to increase practice of reading skills in support of reading College and Career Ready standards and objectives. AR will be purchased for increased levels of reading comprehension practice and assessment. Additional library books will be purchased to support increased authentic reading practice for students in K-4. Child 1st phonics cards will be purchased in support of increased proficiency in reading foundation skill. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals. Authentic instruction of reading skills will be implemented through teaching from text in chapter books and the use of Essential Question Journals in grades 3-4.	Academic Support Program	08/07/2018	05/23/2019	$19917 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron student performance reports, grade level ability groups will focus on standards based instruction for targeting non-proficient reading skills. Student performance will be routinely assessed and grouping adjusting accordingly. Students with advanced proficiency will apply reading skills through development of PBL projects. Non-proficient students will receive skills targeted instruction. Tier 2 students will receive instruction through use of Wonderworks and IXL. Tier 3 students will receive instruction through SPIRE. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, General Education teachers in grades 3-4, special education teachers, special education aides

Measurable Objective 3:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading and Mathematics through increased parental involvement by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Parental Involvment - Provide parent access to instructional resources for use with students at home.

Category: Develop/Implement Learning Supports

Research Cited: According to Cox (2005), home-school collaborations to implement interventions are effective in changing academic performance.

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional support materials and technology resources will be made available in the Parent Resource room at AES. Consumable resources such as paper, poster maker ink, VariQuest accessories, and other materials will be purchased for parent use in making instructional activities and games for use with students at home.	Academic Support Program	08/07/2018	05/23/2019	$6300 - Title I Part A	Assistant Principal/Title I Facilitator Caryn Waugh

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.

Individual student academic achievement results and interpretation of the results are shared with parents through standardized assessment parent reports, progress reports, report cards, and during individual conferences. All parent notifications are sent to parents in their native language. Services are provided by an ELL teacher. Teachers utilize TransAct or Systran translation programs, allowing information to be sent home in sixteen different languages.

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

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

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

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

Efforts are made at the Calhoun County Board of Education central office level to recruit effective, highly qualified teachers to schools in the system. Representatives of the system attend various career fairs throughout the northern half of the state. Job vacancies are posted to the system web site and updated daily. The system welcomes student interns from the local state university to complete pre-service teaching requirements in our school, providing the system with a pool of prospective employees. Transcripts and applications are screened to insure that teachers recommended for hire meet the NCLB highly qualified teacher requirements.

The Calhoun County Board of Education personnel department administrative assistants screen all applicants to determine if they are currently certified in Alabama and are eligible for highly qualified status. If new applicants do not meet criteria for highly qualified status, they cannot be considered for employment in Calhoun County Board of Education schools.

At the current time, all faculty hold highly qualified status (properly certified). Alexandria Elementary School is staffed with 48 certified and 20 non-certified personnel and one school nurse. All certified staff are assigned to their field of certification or expertise by the school administrator.

Additionally, all faculty and instructional staff participate in school-wide planning committees based upon each member's interests or strengths. It is felt that whenever personnel have ownership in decisions being made in the organization, a sense of belonging and accomplishment is fostered among the stakeholders.

Each year high quality professional development is planned to improve instructional strategies and knowledge of current best practices in education after an analysis of data from testing and surveys is conducted. Funding for high quality, ongoing activities is provided by local, state and federal funds. Alexandria Elementary is an AMSTI school. Science teachers who are not trained or require crossover training due to change in grade assignment are currently participating in AMSTI on-line training.

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?

Through the addition of another Alabama First Class Preschool grant, AES gained a teacher unit and one paraprofessional in pre-kindergarten. Additionally, there is one new kindergarten teacher unit. Due to reconfiguration for the new middle school, AES lost one half counselor unit, one half secretary unit, and one custodian.

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

While all faculty are highly qualified, 49% hold a bachelor's degree and 51% hold a master's degree. AES has 5 National Board for Professional Teaching Standards certified teachers.

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).

Units lost are due to reconfiguration with the middle school. Additional units are due to the grant award for an additional pre-kindergarten class and increased enrollment in kindergarten.

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

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

Data from the comprehensive needs assessment addressing academic achievement, attendance, and discipline are analyzed to determine professional development needs. Weaknesses are identified and professional development activities planned accordingly.

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

AES professional development opportunities include:

CHAMPS Positive Behavior Intervention plan
AMSTI Science and OGAP Math training
Summer Institutes focusing on teacher instructional needs
CLAS Summer Conference for administrators
Administrator Data PLC's
Dyslexia awareness training
Peer visits
ARI reading training
District and local professional development
Jacksonville State University CORE training
In-school faculty book studies

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 participate in a mentoring program at the district level. The new teacher mentoring program is directed by and overseen by central office staff. New teachers participate in book studies of The Classroom Management Book and The First Days of School by Harry Wong. Participating teachers meet four times per year. They are monitored by onsite visits once a month. Additional resources given to new teachers include the book The Essential 55 by Ron Clark.

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

Professional development days are built into the school calendar. Teachers participate in collaborative discussions each week at grade level meetings. The teachers grow as professionals by having the opportunity to participate in job-embedded professional development. Teachers also visit other classrooms to observe best practices and follow up with reflections for the Educator Effectiveness program.

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:

Alexandria Elementary will maintain average daily attendance of 95% or above

Measurable Objective 1:

collaborate to decrease total unexcused absences from 709 in the previous year by 05/23/2019 as measured by iNow attendance report.

Strategy1:

Increase Parental Awareness - Increasing parental awareness is a strategy that will be implemented in a manner that is focused on helping parents and guardians learn how to be more involved in the school planning and review processes, as well as involve parents and guardians in committees that focus on enhancing student learning, educational experiences at school, and attendance. Parents and guardians will be included and invited to school functions and events in the hopes of further developing positive relationships and enhancing parental involvement for all students at AES. Great efforts concerning communication between parents and AES staff will continue. AES will continue to promote a positive learning environment for students that promotes strong parental involvement. AES wants to help parents and guardians understand the correlation between attendance and student achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research supporting strong parental involvement includes Hope for Urban Education: A Study of Nine High Performing, High Poverty Urban Elementary Schools (Mayer, D.P., Mullens, J.E., & Moore, M.T., 2000), which states that increased student success is highly correlated with high levels of parental involvement and high levels of parental communication. Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will purchase and utilize student planners to communicate with parents and guardians concerning student behavior, achievement, and attendance and its direct correlation to student success.	Parent Involvement	08/07/2018	05/23/2019	$2564 - Title I Schoolwide	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES Administration and Faculty will solicit and encourage parent involvement and commitment to increasing attendance through participation in ACIP committees, newsletters, PTO programs and student awards and recognition for attendance.	Parent Involvement	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, All Teachers and Staff

Strategy2:

Increase Student Involvement - Student involvement in improving daily attendance will be increased through implementation of a variety of incentives and rewards for attending school daily.

Category: Develop/Implement Student and School Culture Program

Research Cited: Numerous studies confirm a significant correlation between absenteeism and academic achievement and the critical importance of intervening early in students' school career. Further, a high percentage of unexcused absences puts students at academic risk (Gottfried, M. A. "Excused Versus Unexcused: How Student Absences in Elementary School Affect Academic Achievement." Educational Evaluation and Policy Analysis, 2009)

Activity - Attendance Recognition and Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased student involvement in improving daily attendance will be facilitated by creating a bulletin board to display monthly attendance for each grade level. Celebration of the grade level with the greatest attendance each month will include recognition on the school-wide broadcast and a popsicle party. AES will participate in a system-wide attendance drive day that will reward every student in attendance with a slush drink. Awards are acquired through donations or use of non-public school funds.	Other - Attendance Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Secretary

Goal 2:

At Alexandria Elementary, we will decrease unexcused absences by 4% school wide.

Measurable Objective 1:

collaborate to decrease total unexcused absences by 4% from a baseline of 709 to a maximum number of 680 by 05/23/2019 as measured by the end of year unexcused absence (ADA/AMA) report through INOW/Chalkable.

Strategy1:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Extra Curricular	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Community Engagement	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Strategy2:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Goal 3:

At Alexandria Elementary, we will decrease chronic absenteeism by 4% school wide.

Measurable Objective 1:

collaborate to decrease chronic absenteeism by 4% from a baseline of 69 students with 15 or more combined absences (excused and/or unexcused) to a maximum of 66 students by 05/23/2019 as measured by the end of year absence (ADA/AMA) reports through INOW/Chalkable.

Strategy1:

System Wide Attendance Policy - Calhoun County Schools attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the school based attendance supervisor or attendance secretary

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly monitoring of unexcused absences and quarterly data analysis will be conducted.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor,mAttendance Secretary, Problem Solving Team, District Attendance Supervisor

Activity - Assistant Principal Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals across the district will meet quarterly to monitor academic and attendance data.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Assistant Principal/Title I Facilitator Caryn Waugh and Deputy Superintendent

Activity - Referral to Court for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor and School Based Attendance Staff

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcusedabsence.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	District Attendance Supervisor, School Based Attendance Supervisor, School Based Attendance Secretary

Strategy2:

School Wide Awareness and Incentives - AES will implement various means of communicating our attendance goals and data. We will

partner with community stakeholders to offer incentives for meeting attendance goals.

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and

mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of

attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Periodic Attendance Blitzes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic themed attendance blitzes will be announces and advertised to students and parents throughout the year to promote high student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance board will be displayed for stakeholders, faculty, and students to track attendance progress for each grade level.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor and Attendance Secretary

Activity - Attendance Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance goals and progress will be sent home to students and parents through grade level newsletters.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers

Activity - Attendance Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month and each quarter, the grade level with the highest attendance rate will receive an ice cream or pizza party.	Behavioral Support Program	08/07/2018	05/23/2019	$200 - Booster Fund	School Based Attendance Supervisor, Attendance Secretary, Administration, Teachers, PTO

Strategy3:

Administrative Contact - AES administrators will implement various methods of personally communicating current attendance status,

importance of daily attendance, and inquiry of need for support with parents of chronically absent students.

ACIP

Alexandria Elementary School

Category: Develop/Implement Learning Supports

Research Cited: According to Sheldon and Epstein (2004), communicating with parents, student celebrations of good attendance, and mentorships with chronically absent students reduce chronic absenteeism from one year to the next. Also, the greater the number of attendance-focused activities, the greater decrease in percentage of students missing twenty or more days of school each year.

Activity - Administrative Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will contact parents of chronically absent and tardy students through telephone calls, conferences, and home visits.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator

Goal 4:

Alexandria Elementary will increase the number of students scoring proficient by 2% as measured by formative and summative assessments.

Measurable Objective 1:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading and Mathematics through increased parental involvement by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Parental Involvment - Provide parent access to instructional resources for use with students at home.

Category: Develop/Implement Learning Supports

Research Cited: According to Cox (2005), home-school collaborations to implement interventions are effective in changing academic performance.

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional support materials and technology resources will be made available in the Parent Resource room at AES. Consumable resources such as paper, poster maker ink, VariQuest accessories, and other materials will be purchased for parent use in making instructional activities and games for use with students at home.	Academic Support Program	08/07/2018	05/23/2019	$6300 - Title I Part A	Assistant Principal/Title I Facilitator Caryn Waugh

Measurable Objective 2:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Explicit Instruction of Reading - Use of McGraw Hill Wonders reading series for explicit instruction and guided practice of close reading strategies, comparative writing, and acquisition of vocabulary through use of context clues and word study skills in grades K-4

Category: Develop/Implement Learning Supports

Research Cited: Acording to Dole, Duggy, Roehler, Pearson (1987), a view of comprehension based on recent models of the reading process is presented next as a basis for re-conceptualizing the comprehension curriculum as a set of five effective comprehensive strategies, one of which was explicit instruction.

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron student performance reports, grade level ability groups will focus on standards based instruction for targeting non-proficient reading skills. Student performance will be routinely assessed and grouping adjusting accordingly. Students with advanced proficiency will apply reading skills through development of PBL projects. Non-proficient students will receive skills targeted instruction. Tier 2 students will receive instruction through use of Wonderworks and IXL. Tier 3 students will receive instruction through SPIRE. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, General Education teachers in grades 3-4, special education teachers, special education aides

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leaders and teachers at AES will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards so as to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. The Reading Specialist will provide faculty in-service training on the Alabama Reading Initiative conceptual framework and supporting strategies in foundations of reading for K-3.	Academic Support Program Professional Learning	08/07/2018	05/23/2019	$1500 - Title II Part A $4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, teachers

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of McGraw Hill Wonderworks Reading Intervention Program and STRIDE Academy for Tier 2 intervention in grades 3-4. Use of McGraw Hill Wonderworks, SPIRE, Sounds Sensible, Sounds and Letters, and Recipe for Reading for Tier 2 intervention in grades K-2. Use of McGraw Hill Wonderworks, Rite Flight, Read 180, SPIRE, Orton Gillingham multi-sensory strategies with Recipe for Reading, and Multi-sensory Language for Tier 3 instruction in grades K-4	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Reading Specialist, Reading Interventionist, ELL teacher, general education and special education teachers

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of McGraw Hill Wonders reading series workbooks for student use to increase practice of reading skills in support of reading College and Career Ready standards and objectives. AR will be purchased for increased levels of reading comprehension practice and assessment. Additional library books will be purchased to support increased authentic reading practice for students in K-4. Child 1st phonics cards will be purchased in support of increased proficiency in reading foundation skill. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals. Authentic instruction of reading skills will be implemented through teaching from text in chapter books and the use of Essential Question Journals in grades 3-4.	Academic Support Program	08/07/2018	05/23/2019	$19917 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Measurable Objective 3:

collaborate to increase by 2 % the number of all students demonstrating proficiency in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Explicit Instruction in Math - Teachers will implement explicit instruction of mathematics to increase academic rigor, instructional capacity, focus on academic support, and best practices for academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: Research verifies that explicit instruction of math concepts and procedures lead to improvement in math achievement (Baker, Scott, Russell Gersten and Dae-Sik Lee. "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students".: The Elementary School Journal 1.03.1, 2003).

Activity - Increase Student Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of Eureka Math workbooks and manipulatives for student use to increase practice of math skills in support of College and Career Ready standards and objectives. Scantron Performance Assessment will be utilized in grades 1-4 to increase test taking practice and to monitor progress toward school improvement goals.	Academic Support Program	08/07/2018	05/23/2019	$9850 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

Activity - Quality Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES administration and teachers will attend professional development conferences and workshops to gain deeper understanding of Common Core and Readiness Standards to increase academic rigor, instructional capacity, focus on academic support, and best practices for educational improvements. Additionally, AES teachers will collaborate with the District Math Coach on Alabama Course of Study math standards, pacing, and methodology to improve explicit instruction of math.	Professional Learning	08/07/2018	05/23/2019	$4250 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 2-4 Teachers, District Math Coach

Activity - Vertical Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical alignment of the math curriculum will be improved through implementation of Eureka Math in grades 1-4.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 1-4

Activity - Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Champion Achievement block will be implemented for 45 minutes daily in grades 3-4. Based on Scantron assessment data, grade level ability groups will focus on standards based instruction targeting non-proficient math skills. Student performance will be regularly assessed and grouping adjusted accordingly. Students with advanced proficiency will apply math skills through development of STEM projects. Non-proficient students will receive targeted skills instruction. Tier 2 students will receive instruction through use of IXL. Tier 3 students will receive instruction through V-Math. Supplies to support quality instruction of math College and Career Ready Standards in order to increase student proficiency will be purchased.	Academic Support Program	08/07/2018	05/23/2019	$2500 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Grade 3-4 general education and special education teachers, special education aides

Activity - Departmentalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will implement departmentalized instruction and third grade will implement team teaching to maximize delivery of content knowledge instruction in mathematics.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, Teachers in Grades 3 and 4

Strategy2:

Math Intervention - Use of Scantron Performance Assessment and other reports will be used to identify areas of non-proficiency to guide intervention instruction.

Category: Develop/Implement Learning Supports

Research Cited: Rosenshine (1983), in a review of research on teacher effectiveness, concluded that highly interactive, briskly paced, clearly presented instruction was related to high rates of student success.

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of IXL Math and Language Arts on-line resources to provide individualized math intervention instruction	Academic Support Program Technology	08/07/2018	05/23/2019	$8000 - Title I Part A	Principal, Assistant, Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, special education aides

Activity - Intervention Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-Math and Scantron Performance will be used for assessment and instruction to increase to increase student performance of targeted non-proficient skills. STAR Math will be used to assist with PST identification of at-risk students and progress monitoring in the area of math.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, K-4 general education teachers, special education teachers, ELL teacher, special education aides

Strategy3:

Student Engagement - The use of quality instruction and technological devices and programs will be implemented to increase student engagement.

Category: Develop/Implement Learning Supports

Research Cited: According to Wardlow (2014), Gallup's 2013 State of America's Schools reported that 55% of US K-12 students are "engaged" in the learning process while 28% are "not engaged" and 17% are "actively disengaged" and that the use of technology may be one key to increasing the number of engaged students in America's classrooms.

Activity - Student Engagement Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of technology devices, licenses, and other useful technology for student engagement in math, as well as all other areas of instruction.	Academic Support Program	08/07/2018	05/23/2019	$20200 - Title I Part A	Principal, Assistant Principal/Title I Facilitator Caryn Waugh, all faculty and staff

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 are involved in reviewing data resulting from statewide academic assessments at the beginning of each school year. Analysis of grade level data determines ACIP goals. Teachers further analyze grade level standards based on criterion referenced data generated from SPIRE, STAR Reading, STAR Math, iXL, and iRead reports to guide intervention instruction in support of the ACIP academic goals.

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?

Teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students through informal and formal assessment measures. Scantron data was analyzed at the beginning of the school year to make initial determinations concerning student placement and instruction. DIBELS is administered every nine weeks. Scantron Performance Series assessment is administered at the beginning and end of the year. Scantron Achievement Series assessment is administered at the beginning, middle and end of the year. Data generated from these progress monitoring assessments, along with classroom criterion referenced assessments and teacher observation, allow teachers to continuously identify struggling students.

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

Data from regularly administered DIBELS and Scantron Performance Series assessments as well as formative
assessments within classrooms allow teachers to adjust student placement as needed in daily small group and Tier 2 instruction. In grades three and four, intervention instruction in the morning Champion Advancement block assesses and regroups students based on proficiency of standards based skills as determined from Scantron data and criterion-referenced assessments. Students with Individual Educational Plans and 504 Plans received additional support from instructional coaches and collaborative teachers. Tier 3 reading intervention is provided by special education collaborative teachers and the reading interventionist. Grade level Problem Solving Teams meet monthly to implement and monitor Individual Student Plans for students struggling with academic progress and behavior preventing academic progress. The Reading Coach supports student assistance with on-ongoing professional development in the foundations of reading for K-3 teachers, use and interpretation of assessment data, instructional coaching, and student intervention instruction.

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.

Individual student needs are addressed through small group instruction, student choice in assignments, differentiated activities, PBL initiatives, use of technology, daily intervention, ability grouped instruction during Champion Advancement block, and accommodations provided by Individual Education Plans. Additional targeted academic assistance is available to students through the after-school tutoring program. The Parent Resource Room and classroom teachers make materials available to parents to assist with additional academic practice at home.

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.

AES offers after-school tutoring opportunities for students that need additional support beyond the school day. This service is offered two days a week.

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.

Non-applicable for elementary schools

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.

All sources of money and resources including grants, donations, contributions, gifts from the PTO and partners in education are integrated and coordinated into the financial management and instructional planning of Alexandria Elementary School. The School-Wide program is funded through federal funds provided by the Elementary and Secondary Education Act. AES qualifies as a School-Wide program. Funding for Title I, II, and IV are utilized and become available to supplement and strengthen the entire school program.

State of Alabama School Foundation Program:
The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2018-2019 school year, the state is funding 39.34 teacher units and 3.20 other units (plus benefits) and textbook monies.

Title I - Part A (Federal):
This money is used to supplement regular funded programming. For the 2018-2019 school year, Title I monies are being used to fund professional development, IXL Math Intervention, computers/laptops, software, programs/materials/services for student and parent use, and other materials and instructional supplies. This budget total of $124,386.68 is spent in addition to state and local monies.

Title II - Part A (Federal):
This money will be used for professional development activities. The Title II budget for 2018-2019 is $1000.00.

Local and Private Donations:
AES is supported through donations of service and monies from various organizations and agencies. These services and funds are coordinated with the identified needs of the school through the School Leadership Committee. Some of these organizations are:

Alexandria Elementary Parent Teacher Organization
Alexandria Civitan Club
Vulcan Materials
Alexandria Programs for Youth
The Retired Senior Volunteers
Calhoun County Extension Office
Honda Manufacturing of Alabama

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)?

Alexandria Elementary School participates in the Federal Child Nutrition Program, serving breakfast and lunch daily. Other specified programs are not applicable to AES.

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

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

All AES faculty participate in Continuous Improvement Plan committees. Committees meet at the beginning of the school year to review the plan and modify goals based on current data. The Leadership Committee meets monthly to monitor progress in the implementation of the school-wide program. Teachers and administrators participate in walk through observations to confirm implementation of goal related strategies and activities. Scantron Performance Series assessments and DIBELS benchmark assessments are administered and data analyzed to monitor progress toward goals.

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?

AES uses formative and summative assessments that correlate with the state standards and assessments to ensure all students' needs are met and taught in a differentiated and meaningful manner. Goals and objectives are based on data from the Scantron assessment for the beginning of 2018-2019 and other benchmark assessments outlined in previous responses.

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?

Continual progress monitoring, guiding instruction based on student needs and continuing to provide intervention and RTI methodology to all students promotes school growth and development. Scantron Performance Series assessments, PNOA, SPIRE, STAR Reading, STAR Math iXL, iRead, formative and summative criterion based assessments guide instruction to better meet the needs of students that are furthest from achieving the standards.

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

The processes followed by the school to revise the plan to ensure continuous improvement of students in the school wide program include the following:

Continual analysis of beginning, middle, and end of year benchmark assessments (Scantron assessments, DIBELS)
Monthly Problem Solving Team meetings as part of the RTI process
Data meetings conducted every nine weeks following issuance of report cards and completion of benchmark assessments
Analysis and feedback concerning professional development

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	39.34

Provide the number of classroom teachers.

42.54

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2163471.0

Total   2,163,471.00

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.	86776.0

Total   86,776.00

Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	32746.0

Total   32,746.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	58473.0

Total   58,473.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57384.0

Total   57,384.00

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 Adminstrators.

0.00

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.

0.00

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12852.0

Total   12,852.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3856.0

Total   3,856.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	22965.0

Total   22,965.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4119.0

Total   4,119.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	124386.68

Provide a brief explanation and breakdown of expenses.

Total allocation for AES Title 1: $124,386.68

Facilitator's Salary and Benefits: $ 43, 872

Instructional Materials, supplies, media services, assessments: $ 69,417

Professional Development: $8,500

Parent Involvement: $2,597.48

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	1500.0

Provide a brief explanation and a breakdown of expenses.

Title II funds will be used to provide teachers and administrators with opportunities for ongoing professional development. These funds will be used for conferences, workshops, professional organizations, and other ongoing professional development opportunities. These funds will be used for professional association dues and to pay for substitutes for teachers when attending professional development during the school day.

Title III

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

Provide a brief explanation and a breakdown of expenses.

not applicable

Title IV

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

Provide a brief explanation and a breakdown of expenses.

not applicable

Title V

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

Provide a brief explanation and a breakdown of expenses.

not applicable

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

not applicable

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

not applicable

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

Provide a brief explanation and breakdown of expenses.

not applicable

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

not applicable

Local Funds

Label	Question	Value
1.	Provide the total	374081.0

Provide a brief explanation and breakdown of expenses.

The local funds are used to purchase instructional supplies, materials, and resources. In addition, there are local funds that are allocated for purchased services, additional materials and supplies, other objects, and other fund uses for school operations.

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))

AES holds an annual PTO meeting where information regarding student services is presented. In addition to an initial daytime Title I meeting where a PowerPoint about Title I services is presented, a nighttime session is conducted as well. Mrs. Waugh, Title I Facilitator for AES, presents the program. Information pamphlets regarding Title I schools are made available to parents.

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))

AES strives to accommodate the needs of parents by scheduling meetings at various times and provides different types of meetings to appeal to the interest of different parents throughout the school year. Grade levels offer various programs and opportunities for parents to be involved in the education of their child. These include parent education notes in weekly grade level newsletters, evening educational meetings, and interaction with school technology and curriculum workshops. Parent surveys are used to determine topics of interest and parental preference for meeting times and formats. Funds for parent involvement are used for student planners and to provide resources for parents in our Parent Resource Room.

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))

Parents are informed of programs under Title I, curriculum, assessments and expectations regularly throughout the school year. The Parent/Teacher/Student Compact is distributed and explained to all parents at the beginning of the year, either at grade level Orientations or individually. A commitment to partnership and used to reinforce this concept at our school, the compact states each stakeholder's responsibilities. The compacts are signed and kept by the classroom teacher for use during conferences. Each year a school agenda provides parents with pertinent information and dates regarding upcoming events that focus on academic achievements,celebrations, various programs, and serves as a daily communication tool between parents and teachers. Teachers send home weekly newsletters containing parent education notes, weekly classroom events, assignments, and educational expectations. All written forms of communication are available in the student's home language through the use of TransAct or Systran translation programs. Services of the English Language Learner teacher are also utilized in this endeavor. AES webpage, Facebook page, and Twitter page are updated to give parents access to current events and access to the parental involvement section of the ACIP.

Parents are informed of their child's academic progress through home access of iNow, to check their child's grades and attendance on-line,

or either a progress report or report card every four and a half weeks throughout the school year and monthly rate of improvement reports for Response to Intervention students. Parent education in regard to understanding student assessment data is provided during parent orientation, newsletters, and personal contact through notes, e-mail, phone and conferences. Parents are encouraged to contact their child's teacher or an administrator for a conference at any time via telephone, planner note, or e-mail.

Parents are provided opportunity to formulate suggestions and participate as appropriate in decisions related to the education of their child through close collaboration with classroom teachers and, for those to which it applies, through the special education referral process and Individual Education Plan meetings. Parent representatives serve on the ACIP team and provide input into policy and the plan. The results of parent surveys are utilized to provide revisions to policy, plans, and the ACIP. At the district wide Parent Involvement Council meeting, parents are allowed to make and submit (to the SDE) comments if they disagree with any aspect or component of the LEA's Consolidated Application for federal funds. Parents also serve on a Parent Advisory Committee at the district level and are given annual evaluations of the content and effectiveness of the Title I parental involvement program. The School District will revise its Parental Involvement Policy on the basis of this annual review.

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))

AES reviewed the Parent/Teacher/Student Compact in May 2018 as part of its annual review of programs through a coordinated effort of the school staff members, our parents, administrators, and LEA. All parents are given a copy of the compact at the beginning of the school year, and it is explained to the parents. The compacts are discussed at faculty meetings with the teachers. These compacts are a commitment to partnership and used to reinforce this concept at our school. The compact states each person's responsibilities. Each person signs the compact and the classroom teacher keeps a copy in her room to utilize during conferences. Revisions and updates to the compact are made as needed.

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

In September of each year, AES CIP committee convenes to review, evaluate, and begin revisions of its CIP. There are parent representatives on this team who provide input into the policy and plan. In the spring of the year, parent surveys were completed on-line to provide further input for the programs of our school. These survey results are utilized to provide revisions to policy and plans. The ACIP annual reviews/revisions are conducted through September of each academic year. Parents will be informed the plan is under review and the final plans will be posted on the website and are available in our main entrance lobby, and administrative offices. At the district wide Parent Involvement Council meeting, parents are allowed to make and submit (to the SDE) comments if they disagree with any aspect or component of the LEA's Consolidation Application for federal funds. Parents are given surveys, which allow for input regarding parental involvement. These surveys are reviewed and suggestions are made to the Continuous Improvement Team where parents are also members. Parents also serve on a Parent Advisory Committee at the district level and are given annual evaluations of the content and effectiveness of the Title 1 Parental Involvement Program. The school district will revise its Parental Involvement Policy on the basis of this annual review. Parents may make and submit any comments of dissatisfaction with the School Improvements Policy and Plan to the LEA by calling the Federal Programs office at the Calhoun County Board of Education: (256)741-7434. Any disagreement that cannot be resolved will be noted on the policy and plan. Parents are included as members of our Continuous Improvement Planning Team as well as various other committees. We

have a Parent and Community Involvement Committee that meets annually to read, review, and revise the Parent, Teacher, and School Compact. We also use home surveys as a means to assess our strengths and weaknesses. Whenever areas of weakness are identified, sub-committees of the ACIP will develop plans for improvement as part of our school-wide plan.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.   (Describe)

Parents are informed of topics such as state content standards, state achievement standards, assessments, and how to monitor their child's progress through parent orientation meetings, grade level newsletters, administrator newsletters, and parent-teacher conferences. Additionally, parents are invited to contact their child's teacher by telephone, note, or e-mail at any time that they have questions or concerns. Communication with parents is further facilitated with use of Remind 101 and the Schoolcast and Blackboard notification system.

Parents are informed of Title I rights and requirements through PTO and Title I meetings and the Parent-Teacher-Student Compact. Parents are informed of their child's academic progress through weekly updates in newsletters, notes in planners, mid-term progress reports, nine week grading period report cards, and parent-teacher conferences. An instructional letter on how to access their child's grades on the iNOW home portal is sent home in August and January. A computer is available in the Parent Resource Room for those without internet access at home. Parents are also encouraged to use computers to complete surveys and registration procedures in the computer lab classrooms during orientations and open house.

Materials to help parents work with their children to improve academic achievement are provided by classroom teachers, tutoring staff, and the Parent Resource Room. Training for parents is provided through parent education notes in newsletters, individual conferences, and an annual Title I Make and Take workshop. During the school year, AES will host opportunity for parent training with Reading Night. These content specific events familiarize parents with academic instructional strategies, provide tips and methods to assist students at home, and acquaint parents with on-line resources.

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)

AES's Title I Facilitator, assisted by Becky Cox, CCS Parent Involvement Specialist, provides support of faculty, staff and parents in communication, education, and coordination of programs in support of the school-home partnership. Parents are encouraged to become equal partners in the education of their children through frequent communication with their child's teacher with use of daily planners, weekly classroom newsletters, Remind 101 texting, Schoolcast calls, telephone calls, and conferences. Additional actions taken to encourage parents to become equal partners include the following.

Invite to serve as representatives on ACIP Leadership Committee

Share ACIP goals and progress

Provide training to serve as volunteers in the classroom

Provide information and instructional support through Title I workshops

Provide instructional support through School Reading Night workshop

Participate in monthly Parent Teacher Organization meetings and programs

Volunteer to assist with PTO student and teacher social functions

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)

AES provides a Parent Resource Room with a computer, equipment and materials for use by parents in support of their child's education. It is available for daily use. Parent programs and activities in support of this mission include: parent volunteer training, Make and Take workshops, parent tips in newsletters, monthly PTO activities/fundraisers, chaperone opportunities within the grade level for field trips, Open House/Parent Nights, grade level programs and plays, Reading Night, Book Fairs, Fall Festival, and guest reader invitations.

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)

All parent notifications are sent to parents in their native language. Services are provided by an ELL teacher. Teachers utilize TransAct or Systran translation programs, allowing information to be sent home in sixteen different languages. AES has an active website, Facebook page and Twitter page. Administrators and teachers actively use the School Cast telephone system and Remind 101 texting system to keep parents apprised of important information and events. Curriculum goals are reviewed during orientation days for school, with information given for access to the course of study on the ALSDE website.

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)

Annual parent surveys are conducted to solicit parent requests and suggestions for activities and improvement to the educational program at AES. Information provided by these surveys helps in the planning of what, when, and where programs for students and parents will be offered. Parent survey results in the past five years have resulted in implementation of music instruction by a certified music teacher and parent notifications by text message.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

At this time, AES has no migrant students. All parent notifications are sent to parents in their native language. Services are provided by a full time ELL teacher. Teachers utilize TransAct or Systran translation programs, allowing information to be sent home in sixteen different languages. AES has an active website, Facebook page and Twitter page. Administrators and teachers actively use the School Cast and Blackboard messaging system and School Remind 101 auto texting system to keep parents apprised of important information and events. Curriculum goals are reviewed during orientation days for school, with information given for access to the course of study on the ALSDE website. The entire AES facility is at ground level, with not stairs, and entirely handicap accessible. Communication with hearing and visually impaired parents is facilitated by services of a contracted individual.