



ACIP

Parkside Elementary School

Cullman County Board of Education

Mr. Richard A Orr, Principal
12431 Al Highway 69 N
Baileyton, AL 35019-8373

TABLE OF CONTENTS

Executive Summary

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

Improvement Plan Stakeholder Involvement

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

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	17
Report Summary.....	19

ACIP Assurances

Introduction 21

ACIP Assurances 22

2018-2019 Parkside K-8 ACIP

Overview 25

Goals Summary 26

 Goal 1: Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas..... 27

 Goal 2: Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers... 30

 Goal 3: EL Goal: Progression of EL students toward language acquisition 35

 Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction..... 37

Activity Summary by Funding Source 40

Stakeholder Feedback Diagnostic

Introduction 48

Stakeholder Feedback Data 49

Evaluative Criteria and Rubrics 50

Areas of Notable Achievement 51

Areas in Need of Improvement 53

Report Summary 55

Title I Schoolwide Diagnostic

Introduction 57

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 58

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 60

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 75

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 76

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 77

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 78

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 79

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 80

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 82

Component 10: Evaluation (Sec.1114(b)(3))..... 83

Coordination of Resources - Comprehensive Budget

Introduction..... 85

FTE Teacher Units..... 86

Administrator Units..... 87

Assistant Principal..... 88

Counselor..... 89

Librarian..... 90

Career and Technical Education Administrator..... 91

Career and Technical Education Counselor..... 92

Technology..... 93

Professional Development..... 94

EL Teachers..... 95

Instructional Supplies..... 96

Library Enhancement..... 97

Title I..... 98

Title II..... 99

Title III..... 100

Title IV..... 101

Title V..... 102

Career and Technical Education-Perkins IV..... 103

Career and Technical Education-Perkins IV..... 104

Other..... 105

Local Funds..... 106

Parent and Family Engagement

Introduction..... 108

Parent and Family Engagement..... 109

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?

Parkside School is a small, rural school located in Baileyton, Alabama in northeast Cullman County. Parkside is a K-8 school made up of 315 students. The enrollment in 2018-2019 is nearly the same from the previous year. Enrollment consists of 91% Caucasian and 6% Hispanic with 69% free or reduced lunch.

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.

The purpose of Parkside School is to provide every student with a productive and challenging education. Parkside School does this by providing a staff that is Highly Effective and Certified according to Alabama State Department of Education. Teachers meet individual student needs through differentiated instruction, strategic strategies, and tiered learning. Professional development activities are planned and delivered for instructional purposes. Parkside creates a data driven culture through scheduled data meetings and RTI meetings. Teachers use the data reports from Aspire and Scantron to measure student growth and to adjust instruction. RTI teams identify students who meet standards and those who do not and interventions are put into place for those students.

Parkside also strives to make sure that every student is connected with at least one staff member and students across every grade level. This is accomplished through the implementation of our mentoring system and the incorporation of "Houses" where all students are assigned in a cross grade level group that meets throughout the year for relationship building and accountability purposes.

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.

In the Spring of last year, Parkside was recognized as a Blue Ribbon Lighthouse School of Excellence. On last year's Scantron data, Parkside was overall first in the county in Math and second in the county in Reading. In addition, we finished first in 1st, 2nd, 3rd, 4th, and 6th grade Math. We finished second in 3rd, 4th, 5th, 6th grade Reading and 8th grade Math. We were recognized in the state in the Clean Campus Award, the twelfth year in a row. Currently all but one classroom teacher has been trained at the Ron Clark Academy and as a school, we have implemented the House system as advisory program for our students, decreasing our student discipline referrals for lack of respect.

Additional Information

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

Results from last year's administration of the Scantron showed that Parkside ranked either first or second in the county in 12 out of 16 tested areas. In last year's DIBELS administration, we placed first in all three end of the year areas in Kindergarten, first in 2 out of 3 areas in 1st grade with the third area placing 2nd in the county. 2nd grade finished second in one of two tested areas. All together, Parkside K-2 finished 1st or 2nd in 7 out of 8 tested categories.

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.

Stakeholders were informed of the improvement plan process on August 23 at our annual Title I meeting. Parents were informed of their right to be a part of the improvement process and told to let the principal know if they were interested in being a part of the planning process. Volunteers were selected based on varying grade levels of students and interest of parents. Since both of the volunteers either stay at home or have days off of work, meetings were scheduled during the day to accommodate the volunteers and allow time to work with committee members during their planning time.

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

Stakeholders that are represented on our committee came from different areas of our faculty including different grade level teachers, our ELL teacher, our librarian, counselor, Instructional Coach, and our Special Education teacher. Our outside stakeholders included a parent, a PTO representative, and a community member/business owner.

Responsibilities were split up and faculty members were assigned areas of the plan to discuss and develop. Our volunteers were paired with teachers to look at our school data and help develop the plan based on our needs and goals. When the plan was complete, it was given to all stakeholders to review and approve.

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 plan will be presented at our next PTO meeting. We will keep a copy of the plan in the office for parents to review if they desire. Parents will be informed about the copy in the office and the goals that are in the plan through the weekly school newsletter. A copy of the plan will be linked to the school website and again, parents will know about that through the school newsletter. Progress will be reported to the parents through the Scantron reports that will be sent home throughout the year.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Parkside Diagnostic Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Using the Scantron Performance Growth Data Comparison Document, the following grades are of notable achievement for %Met Annual Growth Target for 2017-2018:

Math

First Grade: 33% above district level of 56%

Second Grade: 30% above district level of 65%

Third Grade: 13% above district level of 65%

Fourth Grade: 30% above district level of 54%

Sixth grade 26% above district level of 66%

Seventh Grade 14% above district level of 60%

Eighth Grade 24% above district level of 66%

First, Second, Third, Fourth, Sixth, Seventh and Eighth grades scored above the overall district average in Math.

Reading

Third Grade: 13% above district level of 59%

Fourth Grade 20% above district level of 49%

Fifth Grade 4% above district level of 59%

Sixth Grade 17% above district level of 59%

Eighth Grade 1% above district level of 59%

Third, Fourth, Fifth, Sixth and Eighth are above the overall district average in Reading.

Using the Scantron Data Chart for % Proficient for 2017-2018, the following grades are of notable achievement for Math:

First Grade 84% Proficient compared to the district with 55%.

Second Grade 70% compared to the district with 53%.

Fourth Grade 70% compared to the district with 50%.

Seventh Grade 57% compared to the district with 48%.

Eighth Grade 56% compared to the district with 55%.

Using the Scantron Data Chart for % Proficient for 2017-2018, the following grades are of notable achievement for Reading:

Fifth Grade 51% compared to the district with 47%.

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

There was an increase from 53% to 57% in overall student proficiency in Math end of year 2017 to 2018

In Math the following grades showed a positive trend in performance:

First Grade from 72% to 84%

Second Grade from 51% to 70%

Fourth Grade from 62% to 70%

Seventh Grade from 34% to 57%

Eighth Grade from 44% to 56%

In Reading the following grades showed a positive trend in performance form 2017 to 2018

Fourth Grade from 42% to 43%

Seventh Grade from 43% to 45%

Eight Grade from 44% to 45%

Which area(s) indicate the overall highest performance?

The grade which shows the overall highest performance in the area of Math is second grade with an overall 70% student proficiency score compared to the district proficiency score of 53% according to the end of year 2017-2018 Scantron end of year test.

The grade which shows the overall highest performance in the area of Reading is fifth grade with an overall 51% student proficiency score compared to the district proficiency score of 47% according to the end of year 2017-2018 Scantron end of year test.

In addition, using the 2016-2017 EOY % High/Above Avg and the 2017-2018 EOY % High/Above Avg Scantron Report, the Seventh Grade Math shows the overall highest performance with a growth of 23% from 34% in 2016-2017 to 57% in 2017-2018

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

Based on 2017 Fall Scantron Assessment to 2018 Fall Scantron Assessment data the following subgroups showed a trend toward

increasing performance:

Male 26% 2017 Fall Scantron to 29% 2018 Fall Scantron

Female 42% 2017 Fall Scantron to 43% 2018 Fall Scantron

LEP 7% Fall Scantron to LEP 13% Fall Scantron

Meal Assistance 26% Fall Scantron to 30% Fall Scantron

IEP 26% Fall Scantron to 37% Fall Scantron

Between which subgroups is the achievement gap closing?

Based on 2017 Fall Scantron data compared to 2018 Fall Scantron Data looking at the subgroups of male and female overall, the gap between the female achievement and male achievement gap is closing from 7% (Male 36% to Female 29%) on the 2017 Fall Scantron to 1% (Male 25% to female 26%) on the 2018 Fall Scantron.

Achievement gap is closing with the male population compared to all student data by 2% from 2017 - 2018 to 2018 to 2019.

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

These findings are consistent with individual teacher assessments.

Areas in Need of Improvement

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

5th Grade math is an area that has fallen below the expected level of success over the last three years, scoring 35% in 2015, 37% in 2016, 40% in 2017 for math all of those years, scores were well below the county average. The 5th Grade math also fell below the district % proficient for the fourth year with the 5th grade math 31% and the district 44%.

Based on the End of Year 2017-18 Scantron % Proficient data, the following grades were below the district level in Reading:

Third Grade 39% with the 3rd grade district average of 49%.

Fourth Grade 43% with the 4th grade district average of 46%.

Sixth Grade 48% with the 6th grade district average of 51%.

Seventh Grade 45% with the 7th grade district average of 48%.

Eighth Grade 45% with the 8th grade district average of 47%.

Based on the End of Year 2017-18 Scantron % Proficient data, the following grades were below the district level in Math:

Third Grade 51% with the 3rd grade district average of 57%.

Fifth Grade 44% with the 5th grade district average of 31%.

Sixth Grade 50% with the 6th grade district average of 53%.

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

5th Grade math is an area that has fallen below the expected level of success over the last four years, scoring 35% in 2015, 37% in 2016, 40% in 2017 for math all of those years, scores were well below the county average.

Based on the Scantron Data % Proficient in 2016-17, the 5th grade scored 38% and in 2017-18 fell to 31%. In 2017-18, based on the Scantron Data % Proficient, the 5th grade math fell 13% below the district average of 44%.

Which area(s) indicate the overall lowest performance?

The 2017-18 Scantron End of Year % High/Above Avg, the 5th grade math shows the lowest performance with a 31% which is 26% below the overall school % of 57% and 13% below the district % of 44%.

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

Based on 2017 Fall Scantron Test to 2018 Fall Scantron Test in math

Male 36% to 25%

Female 29% to 26%

Meal Assistance 28% to 26%

IEP 37% to 35%

Between which subgroups is the achievement gap becoming greater?

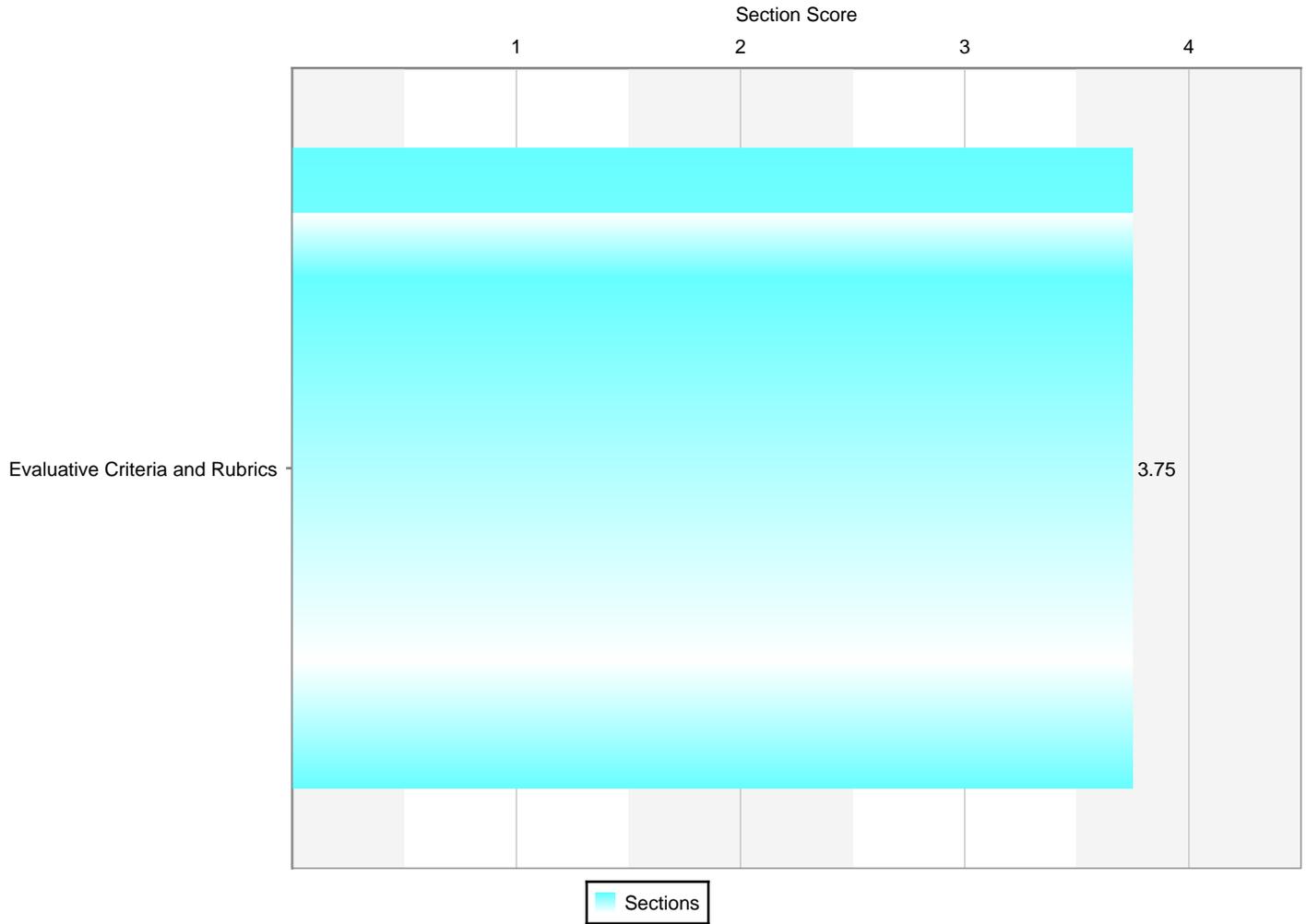
Based on 2017 to 18 Fall Scantron data, the achievement gap is becoming greater with the female subgroup with a 3% gap between the subgroups of male and female overall, the gap between the female achievement and male achievement is the greatest in the school. In math, females scored 26% proficient compared to 29% proficient by the males.

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

These findings are consistent with individual teacher assessments.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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	See attached discrimination signature page	Principal Signature

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	Richard Orr Principal 12431 Alabama Highway 69 North Baileyton, Al 35019 256-796-5568	Non Discrimination Sign

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	See attached Parent and Family Engagement One-Pager	Parental Involvement

ACIP

Parkside Elementary School

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	See attached Parent Compact	School Compact and Signature

2018-2019 Parkside K-8 ACIP

Overview

Plan Name

2018-2019 Parkside K-8 ACIP

Plan Description

2018-2019 Parkside K-8 ACIP

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	Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
2	Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.	Objectives: 1 Strategies: 2 Activities: 13	Organizational	\$37597
3	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement. Scantron Math from 79% to 84% , Scantron Reading from 67% to 72 % by 05/24/2019 as measured by state assessments..

Strategy 1:

Effective Instruction - Parkside School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Teachers implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Activity - Implementing The Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Lesson plans will reflect the standards focused instruction.	Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	Administration

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Parkside Elementary School

<p>- Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology</p> <p>-K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards.</p>	<p>Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrator, Teachers</p>
--	---------------------------------	-------------------	-------------------	------------	----------------------------	--------------------------------

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

ACIP

Parkside Elementary School

<p>- Teachers will utilize pacing guides in grades K-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>-Grades K-2 will continue to implement standards based grading and reporting. Training for teachers and communication with parents will be ongoing throughout the year.</p> <p>- Instructional Guide was created for grades K-12. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards each nine weeks.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades K-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards.</p>	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers, Administrators
--	--------------------------	------------	------------	-----	---------------------	--------------------------

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days during 2017 and will receive coaching support throughout the school year from the in-system lead teachers on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Parkside has a teacher that has been trained as a Reading Horizon specialist to assist teachers in implementing the program.</p> <p>Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.</p>	Academic Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	classroom teachers, reading specialist, reading horizons specialist, administrator

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.</p>	Academic Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	Librarian, teachers, reading specialist, administrator

Goal 2: Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality

professional learning. Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Evaluations will be used as a formative assessment to provide information about evaluates current level of practice.

Category: Develop/Implement Student and School Culture Program

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill.

Activity - Technology integration training/support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-K-2 iPad and Seesaw for schools job embedded training -Support with implementation of Compass Learning and Edgenuity -C0-plan, co-teach, model engaging lessons with instructional coaching feedback -e5LeT training for 3 teachers that represent the school for grades k-8 -Cullman County Educational Technology Conference -	Professional Learning	08/09/2018	05/24/2019	\$0	No Funding Required	District and administrator support

ACIP

Parkside Elementary School

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District Support Staff will work with administrators to determine focus for the four early release days. Calendar of topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.</p> <p>-The September early release will focus on managing behavior and crisis in the classroom. A learning professional will conduct the training for all K-8 teachers.</p>	Academic Support Program, Technology, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator

Activity - Blue Ribbon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Blue Ribbon School of Excellence will partner with Parkside to provide support for the continuous improvement processes that are currently implemented. Data from the surveys will be reviewed to generate improvement plans . Parkside was awarded Light House School of Excellence , therefore the administrator will attend the annual Blue Ribbon School of Excellence Conference. He will attend sessions and share professional development content gained with teachers.</p>	Parent Involvement, Academic Support Program, Technology, Behavioral Support Program, Community Engagement, Professional Learning	08/09/2018	05/24/2019	\$2000	Title I Schoolwide	District staff, administration

Activity - Specialist Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Parkside Elementary School

<p>- Reading Specialist will participate in trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis. - Library Media Specialist will attend professional development to develop technology skills and lesson planning techniques. - Counselors - The focus of professional development for middle and elementary counselors for 2018-2019 will be on improving the attendance rate at each local school. Local schools and the district will plan and implement lessons and activities to reduce the number of chronic absenteeism.</p>	<p>Academic Support Program, Direct Instruction, Technology, Behavioral Support Program</p>	<p>08/09/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District staff, administrator, reading specialist, library media specialist, counselor</p>
---	---	-------------------	-------------------	------------	----------------------------	---

Activity - Science Standards Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary (gr.3-5), Middle and High School Science teachers will be trained to gain a deeper understanding of the Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement. Training will be focus on the 5E Model of Instruction. Training will include Discovery Ed. professional development.</p>	<p>Academic Support Program, Technology, Professional Learning</p>	<p>08/09/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District , Administrator, Science teachers</p>

Activity - AMSTI Math Standards training for grades K-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary teachers will be trained to gain a deeper understanding of the Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.</p>	<p>Academic Support Program, Direct Instruction, Professional Learning</p>	<p>08/09/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District staff, administrator, K-5 teachers</p>

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

ACIP

Parkside Elementary School

An RTI plan is in place and meetings are conducted each month for referring and documenting	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	Administrators, RTI Coordinator, teachers
---	--	------------	------------	-----	---------------------	---

Activity - Intervention Support Aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention teacher will be employed to pull small groups of children for reading intervention two days a week on a fixed schedule for grades K-5. The Voyager intervention program will be used for reading intervention.	Academic Support Program, Behavioral Support Program	10/01/2018	05/24/2019	\$11859	Title I Schoolwide	District, Administration

Activity - Computer Lab Aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An aide will be employed to work in the computer lab five days a week on a fixed schedule. Academic programs such as Compass Learning, Edgenuity, and Reading Horizon will be used to promote student growth in reading and math.	Academic Support Program	08/09/2018	05/24/2019	\$23738	Title I Part A	Administrator

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at Parkside will be transitioning from one grade level to the next will receive support in the following ways: Kindergarten orientation, middle school orientations, open house events, Kudor, Eighth graders tour the local high school. Students are randomly assigned to Houses to have interactions and experiences across all grade levels for our students.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, counselor, classroom teachers

Strategy 2:

ACIP

Parkside Elementary School

Culture - - Emphasis will be placed on promoting practices that foster district/school cultures. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Activities may include:

- Teacher-student interactions
- Students who feel safe, connected and engaged
- Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged
- Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
- Parental involvement

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - K-12 REACH Adult Advisor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Parkside Elementary School

Parkside will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. Parkside has students divided into a HOUSE system and each house is assigned an adult advisor.	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	District staff, Administrator, Counselor, Leadership Team, Teachers and Staff
--	--	------------	------------	-----	---------------------	---

Activity - Parent and Family	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent night will be provided for a student showcase during the school year. Parents and community will be invited to attend an after school showcase of student achievements.	Parent Involvement, Community Engagement	08/09/2018	05/24/2019	\$0	No Funding Required	administrator, teachers

Activity - SLIME	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance incentive activities every nine weeks in order to increase our attendance by 1%.	Academic Support Program	09/03/2018	05/24/2019	\$0	No Funding Required	Administrator, Counselor, Teachers

Goal 3: EL Goal: Progression of EL students toward language acquisition**Measurable Objective 1:**

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

Strategy 1:

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education

teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy 1:

Increase ability to collect, analyze, and applies findings from various data sources. - Collect and Utilize Data Sources - Cullman County Schools will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Decision Ed.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Decision Ed. to collect and gather data that will allow staff to determine contributing factors that effect the overall education of the students.	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	Administrator, leadership team

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Parkside Elementary School

Meetings will take place monthly of the school's leadership team to look at gathered data, make decisions about school direction and focus, discuss student data, plan for all needs of the school and support needed.	Parent Involvement, Academic Support Program, Behavioral Support Program, Community Engagement, Policy and Process, Professional Learning	08/09/2018	05/24/2019	\$0	No Funding Required	administrator and leadership team
--	---	------------	------------	-----	---------------------	-----------------------------------

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to look at and discuss data gathered from various sources on our students and determine the path to success for each.	Academic Support Program, Direct Instruction, Behavioral Support Program, Policy and Process, Professional Learning	08/09/2018	05/24/2019	\$0	No Funding Required	All staff

Activity - ELEOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observations will be conducted following trainings on ELEOT of each classroom to focus on student engagement.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	All certified teachers

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
AMSTI Math Standards training for grades K-5	Elementary teachers will be trained to gain a deeper understanding of the Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.	Academic Support Program, Direct Instruction, Professional Learning	08/09/2018	05/24/2019	\$0	District staff, administrator, K-5 teachers
Leadership Team Meetings	Meetings will take place monthly of the school's leadership team to look at gathered data, make decisions about school direction and focus, discuss student data, plan for all needs of the school and support needed.	Parent Involvement, Academic Support Program, Behavioral Support Program, Community Engagement, Policy and Process, Professional Learning	08/09/2018	05/24/2019	\$0	administrator and leadership team
Data Meetings	Teachers will meet to look at and discuss data gathered from various sources on our students and determine the path to success for each.	Academic Support Program, Direct Instruction, Behavioral Support Program, Policy and Process, Professional Learning	08/09/2018	05/24/2019	\$0	All staff

ACIP

Parkside Elementary School

Reading Horizons Discovery	Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days during 2017 and will receive coaching support throughout the school year from the in-system lead teachers on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Parkside has a teacher that has been trained as a Reading Horizon specialist to assist teachers in implementing the program. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Academic Support Program	08/09/2018	05/24/2019	\$0	classroom teachers, reading specialist, reading horizons specialist, administrator
RTI	An RTI plan is in place and meetings are conducted each month for referring and documenting	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	Administrators, RTI Coordinator, teachers
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers
Early Release	District Support Staff will work with administrators to determine focus for the four early release days. Calendar of topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement. -The September early release will focus on managing behavior and crisis in the classroom. A learning professional will conduct the training for all K-8 teachers.	Academic Support Program, Technology, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrator

ACIP

Parkside Elementary School

Implementing The Instructional Framework	District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Lesson plans will reflect the standards focused instruction.	Academic Support Program	08/01/2018	05/24/2019	\$0	Administration
Science Standards Training	Elementary (gr.3-5), Middle and High School Science teachers will be trained to gain a deeper understanding of the Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement. Training will be focus on the 5E Model of Instruction. Training will include Discovery Ed. professional development.	Academic Support Program, Technology, Professional Learning	08/09/2018	05/24/2019	\$0	District , Administrator, Science teachers
SLIME	Attendance incentive activities every nine weeks in order to increase our attendance by 1%.	Academic Support Program	09/03/2018	05/24/2019	\$0	Administrator, Counselor, Teachers
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	District support, Administration , EL and Classroom Teachers
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers

ACIP

Parkside Elementary School

Standards Based Instruction	<p>- Teachers will utilize pacing guides in grades K-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>-Grades K-2 will continue to implement standards based grading and reporting. Training for teachers and communication with parents will be ongoing throughout the year.</p> <p>- Instructional Guide was created for grades K-12. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards each nine weeks.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades K-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards.</p>	Academic Support Program	08/08/2018	05/24/2019	\$0	Teachers, Administrators
K-12 REACH Adult Advisor Program	<p>Parkside will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. Parkside has students divided into a HOUSE system and each house is assigned an adult advisor.</p>	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	District staff, Administrator, Counselor, Leadership Team, Teachers and Staff
Parent and Family	<p>Parent night will be provided for a student showcase during the school year. Parents and community will be invited to attend an after school showcase of student achievements.</p>	Parent Involvement, Community Engagement	08/09/2018	05/24/2019	\$0	administrator, teachers

<p>Technology Integration</p>	<p>- Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years,</p> <p>CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology</p> <p>-K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards.</p>	<p>Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administrator, Teachers</p>
-------------------------------	---	---------------------------------	-------------------	-------------------	------------	--------------------------------

ACIP

Parkside Elementary School

Specialist Training	<p>- Reading Specialist will participate in trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.</p> <p>- Library Media Specialist will attend professional development to develop technology skills and lesson planning techniques.</p> <p>- Counselors -</p> <p>The focus of professional development for middle and elementary counselors for 2018-2019 will be on improving the attendance rate at each local school. Local schools and the district will plan and implement lessons and activities to reduce the number of chronic absenteeism.</p>	Academic Support Program, Direct Instruction, Technology, Behavioral Support Program	08/09/2018	05/24/2019	\$0	District staff, administrator, reading specialist, library media specialist, counselor
Accelerated Reader	Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.	Academic Support Program	08/09/2018	05/24/2019	\$0	Librarian, teachers, reading specialist, administrator
ELEOT	Observations will be conducted following trainings on ELEOT of each classroom to focus on student engagement.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/09/2018	05/24/2019	\$0	All certified teachers
Technology integration training/support	<p>-K-2 iPad and Seesaw for schools job embedded training</p> <p>-Support with implementation of Compass Learning and Edgenuity</p> <p>-C0-plan, co-teach, model engaging lessons with instructional coaching feedback</p> <p>-e5LeT training for 3 teachers that represent the school for grades k-8</p> <p>-Cullman County Educational Technology Conference</p> <p>-</p>	Professional Learning	08/09/2018	05/24/2019	\$0	District and administrator support
Decision Ed.	Use Decision Ed. to collect and gather data that will allow staff to determine contributing factors that effect the overall education of the students.	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	Administrator, leadership team

ACIP

Parkside Elementary School

Student Transition	Students at Parkside will be transitioning from one grade level to the next and will receive support in the following ways: Kindergarten orientation, middle school orientations, open house events, Kudor, Eighth graders tour the local high school. Students are randomly assigned to Houses to have interactions and experiences across all grade levels for our students.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, counselor, classroom teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Lab Aide	An aide will be employed to work in the computer lab five days a week on a fixed schedule. Academic programs such as Compass Learning, Edgenuity, and Reading Horizon will be used to promote student growth in reading and math.	Academic Support Program	08/09/2018	05/24/2019	\$23738	Administrator
Total					\$23738	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Blue Ribbon	Blue Ribbon School of Excellence will partner with Parkside to provide support for the continuous improvement processes that are currently implemented. Data from the surveys will be reviewed to generate improvement plans. Parkside was awarded Light House School of Excellence, therefore the administrator will attend the annual Blue Ribbon School of Excellence Conference. He will attend sessions and share professional development content gained with teachers.	Parent Involvement, Academic Support Program, Technology, Behavioral Support Program, Community Engagement, Professional Learning	08/09/2018	05/24/2019	\$2000	District staff, administration
Intervention Support Aide	An intervention teacher will be employed to pull small groups of children for reading intervention two days a week on a fixed schedule for grades K-5. The Voyager intervention program will be used for reading intervention.	Academic Support Program, Behavioral Support Program	10/01/2018	05/24/2019	\$11859	District, Administration
Total					\$13859	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached Stakeholder Feedback Worksheet.	PKS stakeholder-feedback-worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

The Climate and Culture for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - Things teachers say to students

74% - You got it right!

65% - We will be working on..

41% - Explain your work

31% - You took the right approach and I am interested in your thinking

C2 - Things students are most often doing at school.

78% - Working with others

49% - Listening to the teacher

48% - Completing worksheets

40% - Taking tests

C3 - Interactions with staff

72% - Respectful

69% - Supportive

63% - Helpful

63% - Comfortable

The Teacher Inventory provided the following teacher data: (by question number)

C2 - 88%-My actions, in and out of the classroom, are aligned to the strategic direction of the school.

C4 - 96%-My lessons are based on high expectations for students.

C7 - 92%-My lessons provide opportunities for students to be actively engaged in their learning.

E6 - 87%-I receive feedback from my supervisor regarding my professional performance.

The Elementary and Middle School Student Engagement Surveys provided the following data:

C1 - M90% - When I'm in class...I work as hard as I can.

C2 - M77%, E68% - If the classwork is hard to do, I...try my very best.

C7 - E72% - As a student...I do my best to get good grades.

C13 - E83% - The activities I do in class...are ones I like.

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

All stakeholders were surveyed using the eProve survey administered during the month of May 2018. This year's survey included the following: Teacher Inventory, Climate and Culture Parent Survey, Elementary and Middle School Engagement Survey.

The Parent survey indicated a high level of satisfaction in the overall interactions with the school, rating the experience of working with the SY 2018-2019

teachers as respectful and comfortable.

The teacher inventory showed that the highest percentage was in relation to high expectations for the students and the high level of expectation indicated by the lesson plans they create. It also showed a high percentage of teachers that taught to the standards and towards the strategic plan of the school.

Both student surveys showed that overall, students feel that they work hard most of the time and do their best when doing their work. It also showed that students identify that the work they do in school as important.

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

In data received from our Blue Ribbon surveys, the highest levels of satisfaction were in the following:

Parents: Positive school climate, Our school is a safe place, and The education received is aligned for the student's success. Each of those areas scored a 2.8 level of satisfaction.

Staff: There are high expectations for the students and lessons are based on the standards, Students were actively engaged, and the Strategic direction of the school. All three of those areas had an average of 92% approval.

Students: Positive school climate, Teachers show respect to each other, and overall perception. Each of those areas scored between a 2.7 and 2.8 level of satisfaction.

Areas in Need of Improvement

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

The Climate and Culture for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - Things teachers say to students

4% - You are being taught...

9% - You should do it this way.

C2 - Things students are most often doing at school.

3% - Completing long projects

6% - Writing papers

C3 - Interactions with staff

3% - Isolating

3% - Uncomfortable

The Teacher Inventory provided the following teacher data: (by question number)

C5 - 42%-Learning goals are different for each student in my class/course.

The Elementary and Middle School Student Engagement Surveys provided the following data:

C1 - E38% - When I'm in class...I want to talk about what I am learning.

C2 - M4% - When I'm in class...I get excited about what I'll learn next.

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

In data received from our Blue Ribbon surveys, the lowest levels of satisfaction across the board were a lack of range of co curricular activities, the student's lack of having a voice in planning, and students showing respect. Each of these areas had an average score of 2.1.

What are the implications for these stakeholder perceptions?

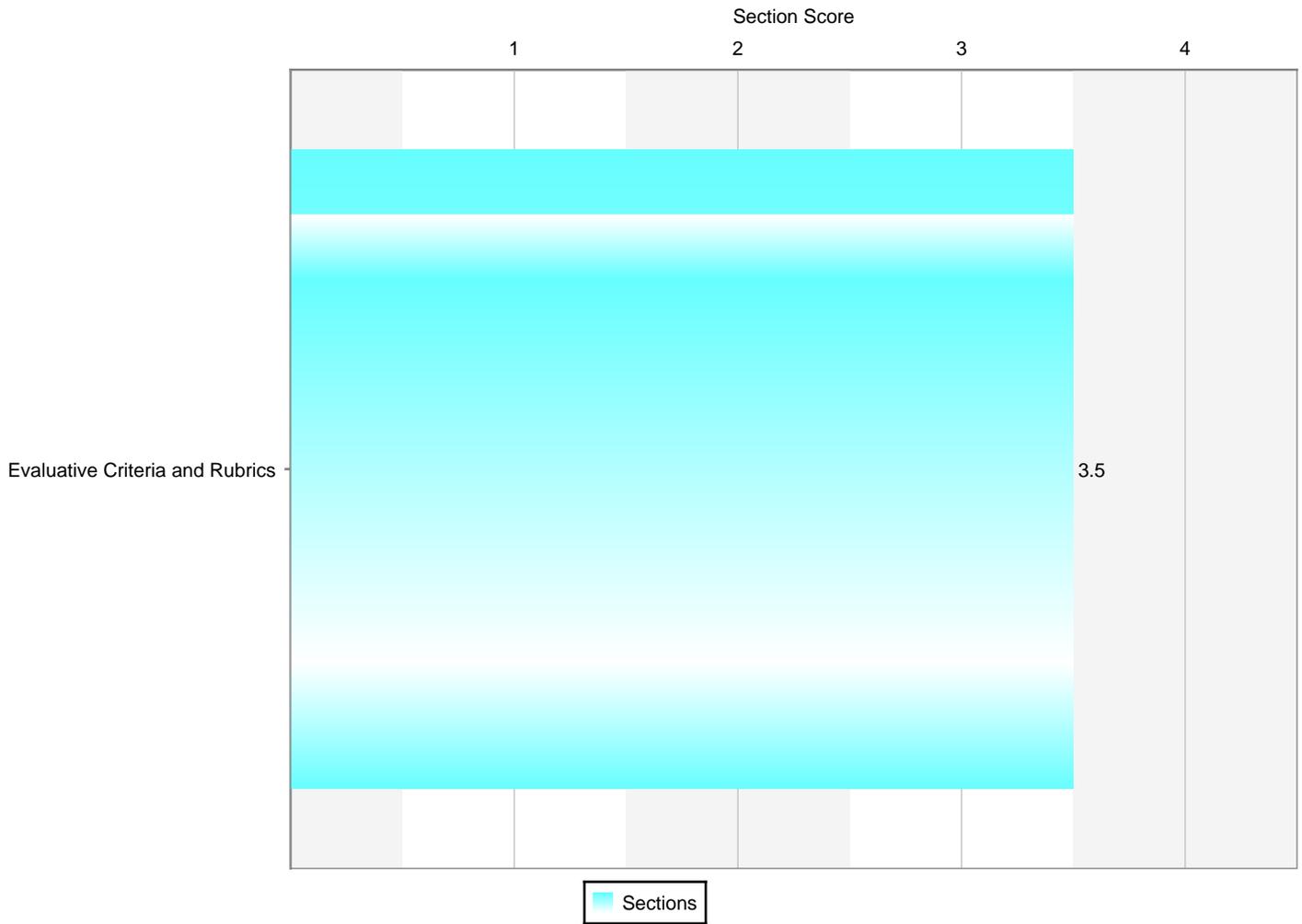
The stakeholder survey results indicate the need to continue focusing on engaging families in meaningful ways as well as the students in other ways during the day in activities that are not necessarily academic. We also need to develop a plan to allow our students to have a voice in the planning of activities for the school. Finally, we will continue to focus on our House system to encourage and reward our students for the rules that we developed for the school that focus on the improvement of student respect.

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

The surveys from eProve and Blue Ribbon show a desire for Parkside to do a better job at including outside input in the plannings of our school. The parents would like the opportunity give input or be involved in the school and the students want more of an opportunity to have a voice in what activities the school is planning.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The planning process for conducting a comprehensive needs assessment is a collaborative effort of administration, counselor, teachers, parents, and community representatives. This effort involves an analysis of information pertaining to every aspect of Parkside School and was based on information taken from student achievement in relation to the state academic content standards and the state student academic achievement standards.

The scores from state assessments are analyzed according to grade levels, sex, gender, socioeconomic level of the students, grade level data meetings, etc. A comprehensive needs assessment of the entire school, based on information which includes the achievement of children in relation to the state academic content standards was conducted. The group analyzed all needs assessment data which included, attendance, discipline, and surveys. After an analysis of the comparative school data looking at the strengths and weaknesses of our students in their learning and our teachers in their teaching, the school leadership team met to suggest strategies, professional development, and budget requirements for the CIP. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The finalized CIP will be sent to the district school board for approval and signatures.

What were the results of the comprehensive needs assessment?

Based on Scantron growth data, it was determined that our strength was 1st and 2nd grade Math with 100% and 95% growth. Also overall math and reading showing 79% and 67% growth. Our weakness being 5th grade Math with a score of 43% and the district score being 62%

Based on Scantron Proficiency data, it was determined that our strength was 1st, 2nd grade and 4th Math with 84%, 70% and 70% proficient. Our weakness being 5th grade Math with a score of 31% and the district score being 44% and 3rd grade reading with a score of 39% with the district average of 49%.

What conclusions were drawn from the results?

We determined that we need to dedicate additional assistance to the group of students that scored lower 3rd grade reading. We also made a change in teaching assignments to help improve lower scores in 5th grade math.

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

We determined that we needed to continue to implement programs such as Compass Learning, ReadWorks, and See Saw to increase student engagement through learning strategies to support our goal of increasing Scantron scores by 5% in math and reading.

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

Parkside's school goals are based on the Spring Scantron data. Our goal is to engage learners through high quality aligned college and career ready standards, instruction, and assessments in both math and reading. Data goals are to set high quality instruction and to make strategical adjustments as necessary.

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

Parkside goals are based strictly on the school data. We use the previous year's Scantron test data to identify the students and the skills that need to be targeted. We use the teacher observation and work samples submitted by the students to determine progress. We also use Scantron to measure growth throughout the year. We track students on RTI that need further intervention and one on one help and log all skills covered and progress being made by each student.

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

Goals are set for all students, special needs included. Any student who fell below the goal will receive small group instruction in the classroom as well as intervention time. All students receive instruction in the classroom with teachers using a variety in strategic teaching strategies.

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:
Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

Measurable Objective 1:
demonstrate a proficiency of a 5% increase in student achievement. Scantron Math from 79% to 84% , Scantron Reading from 67% to 72 % by 05/24/2019 as measured by state assessments..

Strategy1:
Effective Instruction - Parkside School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional Framework as they teach the college and career readiness standards across all content areas. Category: Develop/Implement College and Career Ready Standards
Research Cited:

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days during 2017 and will receive coaching support throughout the school year from the in-system lead teachers on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Parkside has a teacher that has been trained as a Reading Horizon specialist to assist teachers in implementing the program. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	classroom teachers, reading specialist, reading horizons specialist, administrator

ACIP

Parkside Elementary School

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers will utilize pacing guides in grades K-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>-Grades K-2 will continue to implement standards based grading and reporting. Training for teachers and communication with parents will be ongoing throughout the year.</p> <p>- Instructional Guide was created for grades K-12. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards each nine weeks.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades K-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards.</p>	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers, Administrators

ACIP

Parkside Elementary School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology</p> <p>-K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards.</p>	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.	Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Librarian, teachers, reading specialist, administrator

Activity - Implementing The Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Lesson plans will reflect the standards focused instruction.	Academic Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	Administration

Goal 2:

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy1:

Culture - - Emphasis will be placed on promoting practices that foster district/school cultures. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Activities may include:

- Teacher-student interactions
- Students who feel safe, connected and engaged
- Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged
- Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
- Parental involvement

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

ACIP

Parkside Elementary School

Activity - SLIME	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance incentive activities every nine weeks in order to increase our attendance by 1%.	Academic Support Program	09/03/2018	05/24/2019	\$0 - No Funding Required	Administrator, Counselor, Teachers

Strategy2:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality

professional learning. Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders

to insure that through effective professional practice, all students graduate college and/or career ready.

Evaluations will be used as a formative assessment to provide information about evaluates current level of practice.

Category: Develop/Implement Student and School Culture Program

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who

set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill.

Activity - Science Standards Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary (gr.3-5), Middle and High School Science teachers will be trained to gain a deeper understanding of the Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement. Training will be focus on the 5E Model of Instruction. Training will include Discovery Ed. professional development.	Academic Support Program Technology Professional Learning	08/09/2018	05/24/2019	\$0 - No Funding Required	District , Administrator, Science teachers

Activity - AMSTI Math Standards training for grades K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will be trained to gain a deeper understanding of the Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.	Direct Instruction Academic Support Program Professional Learning	08/09/2018	05/24/2019	\$0 - No Funding Required	District staff, administrator, K-5 teachers

Activity - Computer Lab Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An aide will be employed to work in the computer lab five days a week on a fixed schedule. Academic programs such as Compass Learning, Edgunity, and Reading Horizon will be used to promote student growth in reading and math.	Academic Support Program	08/09/2018	05/24/2019	\$23738 - Title I Part A	Administrator

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:

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality

professional learning. Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders

to insure that through effective professional practice, all students graduate college and/or career ready.

Evaluations will be used as a formative assessment to provide information about evaluates current level of practice.

Category: Develop/Implement Student and School Culture Program

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who

set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill.

Activity - Specialist Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Reading Specialist will participate in trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.</p> <p>- Library Media Specialist will attend professional development to develop technology skills and lesson planning techniques.</p> <p>- Counselors -</p> <p>The focus of professional development for middle and elementary counselors for 2018-2019 will be on improving the attendance rate at each local school. Local schools and the district will plan and implement lessons and activities to reduce the number of chronic absenteeism.</p>	<p>Direct Instruction Technology Academic Support Program Behavioral Support Program</p>	<p>08/09/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>District staff, administrator, reading specialist, library media specialist, counselor</p>

ACIP

Parkside Elementary School

Activity - Technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-K-2 iPad and Seesaw for schools job embedded training</p> <p>-Support with implementation of Compass Learning and Edgenuity</p> <p>-CO-plan, co-teach, model engaging lessons with instructional coaching feedback</p> <p>-e5LeT training for 3 teachers that represent the school for grades k-8</p> <p>-Cullman County Educational Technology Conference</p> <p>-</p>	Professional Learning	08/09/2018	05/24/2019	\$0 - No Funding Required	District and administrator support

Activity - Science Standards Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Elementary (gr.3-5), Middle and High School Science teachers will be trained to gain a deeper understanding of the Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement. Training will be focus on the 5E Model of Instruction. Training will include Discovery Ed. professional development.</p>	Technology Professional Learning Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	District , Administrator, Science teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>District Support Staff will work with administrators to determine focus for the four early release days. Calendar of topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.</p> <p>-The September early release will focus on managing behavior and crisis in the classroom. A learning professional will conduct the training for all K-8 teachers.</p>	Behavioral Support Program Academic Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator

ACIP

Parkside Elementary School

Activity - Blue Ribbon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Blue Ribbon School of Excellence will partner with Parkside to provide support for the continuous improvement processes that are currently implemented. Data from the surveys will be reviewed to generate improvement plans . Parkside was awarded Light House School of Excellence , therefore the administrator will attend the annual Blue Ribbon School of Excellence Conference. He will attend sessions and share professional development content gained with teachers.	Academic Support Program Parent Involvement Professional Learning Community Engagement Behavioral Support Program Technology	08/09/2018	05/24/2019	\$2000 - Title I Schoolwide	District staff, administration

Activity - AMSTI Math Standards training for grades K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will be trained to gain a deeper understanding of the Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.	Professional Learning Direct Instruction Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	District staff, administrator, K-5 teachers

Goal 2:

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy1:

Increase ability to collect, analyze, and applies findings from various data sources. - Collect and Utilize Data Sources - Cullman County Schools will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to look at and discuss data gathered from various sources on our students and determine the path to success for each.	Direct Instruction Behavioral Support Program Professional Learning Academic Support Program Policy and Process	08/09/2018	05/24/2019	\$0 - No Funding Required	All 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:
Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

Measurable Objective 1:
demonstrate a proficiency of a 5% increase in student achievement. Scantron Math from 79% to 84% , Scantron Reading from 67% to 72 % by 05/24/2019 as measured by state assessments..

Strategy1:
Effective Instruction - Parkside School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional Framework as they teach the college and career readiness standards across all content areas.
Category: Develop/Implement College and Career Ready Standards
Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers will utilize pacing guides in grades K-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>-Grades K-2 will continue to implement standards based grading and reporting. Training for teachers and communication with parents will be ongoing throughout the year.</p> <p>- Instructional Guide was created for grades K-12. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards each nine weeks.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades K-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards.</p>	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers, Administrators

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days during 2017 and will receive coaching support throughout the school year from the in-system lead teachers on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Parkside has a teacher that has been trained as a Reading Horizon specialist to assist teachers in implementing the program. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.</p>	Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	classroom teachers, reading specialist, reading horizons specialist, administrator

Goal 2:

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy1:

Culture - - Emphasis will be placed on promoting practices that foster district/school cultures. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Activities may include:

- Teacher-student interactions
- Students who feel safe, connected and engaged
- Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged
- Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
- Parental involvement

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - SLIME	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance incentive activities every nine weeks in order to increase our attendance by 1%.	Academic Support Program	09/03/2018	05/24/2019	\$0 - No Funding Required	Administrator, Counselor, Teachers

Activity - Parent and Family	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent night will be provided for a student showcase during the school year. Parents and community will be invited to attend an after school showcase of student achievements.	Parent Involvement Community Engagement	08/09/2018	05/24/2019	\$0 - No Funding Required	administrator, teachers

Activity - K-12 REACH Adult Advisor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parkside will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. Parkside has students divided into a HOUSE system and each house is assigned an adult advisor.	Academic Support Program Behavioral Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	District staff, Administrator, Counselor, Leadership Team, Teachers and Staff

Strategy2:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality

professional learning. Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders

to insure that through effective professional practice, all students graduate college and/or career ready.

Evaluations will be used as a formative assessment to provide information about evaluates current level of practice.

Category: Develop/Implement Student and School Culture Program

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who

set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI plan is in place and meetings are conducted each month for referring and documenting	Behavioral Support Program Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Administrators, RTI Coordinator, teachers

Activity - Intervention Support Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will be employed to pull small groups of children for reading intervention two days a week on a fixed schedule for grades K-5. The Voyager intervention program will be used for reading intervention.	Behavioral Support Program Academic Support Program	10/01/2018	05/24/2019	\$11859 - Title I Schoolwide	District, Administration

ACIP

Parkside Elementary School

Activity - Computer Lab Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An aide will be employed to work in the computer lab five days a week on a fixed schedule. Academic programs such as Compass Learning, Edgenuity, and Reading Horizon will be used to promote student growth in reading and math.	Academic Support Program	08/09/2018	05/24/2019	\$23738 - Title I Part A	Administrator

Goal 3:

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy1:

Increase ability to collect, analyze, and applies findings from various data sources. - Collect and Utilize Data Sources - Cullman County Schools will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to look at and discuss data gathered from various sources on our students and determine the path to success for each.	Policy and Process Academic Support Program Professional Learning Direct Instruction Behavioral Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	All staff

Activity - ELEOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Observations will be conducted following trainings on ELEOT of each classroom to focus on student engagement.	Behavioral Support Program Academic Support Program Direct Instruction	08/09/2018	05/24/2019	\$0 - No Funding Required	All certified teachers

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

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

Strategy1:

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

ACIP

Parkside Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Student academic achievement is provided to all students and communicated to the parents through progress reports, report cards, conferences, and newsletters. All forms are available in other languages as available by the district. A parent liaison is available to meet and translate communication face to face when needed and translate documents.

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.

Cullman County Schools and Parkside School both follow the requirements set by the Alabama State Department of Education to comply with Highly Qualified Teacher Standards. Parkside School has 100% of our classroom teachers are Highly Qualified in the subjects and grades they are currently teaching.

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?

We retained 24 out of 25 teachers from the 2017-18 to the 2018-19 school year. We lost one teacher to another school in the district that was very close to his house.

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

We only have 2 non tenured teachers on staff. Tenured teachers have an average of 18 years teaching experience.

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

There is not a high turnover rate, however Parkside school promotes our high test scores on the annual state assessments to help attract high quality teachers. We are proud of our academic accomplishments and promote relationships within the community, which supports our school and our teachers specifically with annual donations to every teacher to help with classroom supplies and instruction.

Parkside also focuses on improving our technology and providing technology advancements to our teachers. Every teacher in our school has been provided with an iPad, a Smart Board and Interwrite pad, computers in the classroom and and personal MacBook Air laptop. Cullman County Schools offers competitive salaries to other districts in the area and of similar size and make up. Cullman County schools also offers o opportunities for promotion within the district, with many of the current instructional coaches, administrators and central office employees having worked in the system and advanced to their current positions.

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 Scantron is used to find student needs and professional development is offered for the needed curriculum. Teacher surveys are conducted to address teacher needs and professional development is designed to meet those areas of weakness from the surveys. Some of the early release days professional development is planned for us by the Central Office.

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

Professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schooled plan include: half day PD workshops with Behavior Management, Scantron training on reading data for instruction in the classroom, CCRS training for teaching standards and using technology components such as I-21 Zone training to complement instruction. Discover intensive Phonics training from Reading Horizons trainers has been conducted for K-2 teachers to enhance reading instruction. One teacher from Parkside has been trained to be a Reading Horizon Specialist. We also have one teacher who has been trained to be a Dyslexia Interventionist. We have teachers being trained as Technology ELet trainers, and ARI workshops.

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

Instructional coaches provided by the central office give new or inexperienced teachers support by working side by side with the teachers in the classroom. The instructional coaches are there to assist in planning lessons according to content standards, offering strategies to compliment lessons being taught, and assisting teachers with small group and intervention plans. New teachers are also paired with a veteran teacher to go through the year in the Mentor/Mentee district program.

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

Professional development opportunities are planned throughout the year. We have scheduled half days appropriated within our calendar to conduct professional development activities. Professional development is also offered during grade level meetings as grade level teachers meet to discuss strategies and standards for classroom implementation.

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:

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Effectiveness promotes and supports the effective preparation, development , and improvement of Alabama's teachers and instructional leaders

to insure that through effective professional practice, all students graduate college and/or career ready.

Evaluations will be used as a formative assessment to provide information about evaluates current level of practice.

Category: Develop/Implement Student and School Culture Program

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who

set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill.

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at Parkside will transitioning from one grade level to the next will receive support in the following ways: Kindergarten orientation, middle school orientations, open house events, Kudor, Eighth graders tour the local high school. Students are randomly assigned to Houses to have interactions and experiences across all grade levels for our students.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, counselor, classroom teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers are provided opportunity during weekly grade level meetings to give input in decisions regarding the use of school based assessments. Teachers meet with the principal at RTI meetings and DATA meetings as well. Teachers are included on a variety of committees that take advantage of their leadership abilities.

Analysis of Scantron data were conducted by different groups of teachers . Information gained from this process will be shared with all Parkside School faculty members. The classroom teachers and resource teachers will collaborate to use this information to plan strategies for reform in areas where limitations were recognized.

Individual students identified as "at risk" on these assessments will be afforded opportunities to engage in supplemental scientifically based research lessons and activities. Data meetings are planned for three times during the school year for teachers to meet and discuss student progress and remediation needed in math and reading. These meetings give teachers the opportunity to review student data and school goals to discuss action steps and strategies needed to insure students' success.

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

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

The process to identify students who may be falling behind include looking at grades, statewide testing scores, attendance, behavior Scantron and or DIBELS. Students are looked at by a team once a month during RTI meetings.

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?

Students who score below the advanced or proficient level are identified and put into small groups for intervention. An intervention plan is put into place for that student. A part time intervention teacher will be hired to work with students individually and in small groups in order to promote student success. Students are monitored and tested using Scantron throughout the school year. Kindergarten students are monitored by DIBELS.

A SPUR instructional aide will be hired to assist with Compass, AR, Reading Horizons, Math facts in a Flash and other technology resources to enhance student achievement.

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.

We have an after school program that offers tutoring and homework assistance to students.

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.

Procedures for addressing the following sub groups:

Migrant- All students are involved in Response to Intervention including Migrant students. Students who need extra support are placed on RTI tier II or tier III levels where they will receive additional support and help using research based strategies.

English Language Learners students are involved in Response to Intervention. Students who need extra support are placed on tier II or tier III where they receive additional help using research based strategies. ELL learners have an ELL teacher that administers ACCESS during the school year and meets with those students once a week to give academic support. DATA is tracked using Scantron.

Special Education students receive additional assistance through their special education teacher. Classroom teachers follow the student's

individualized education plan to accommodate and modify as is deemed necessary. DATA is tracked using Scantron.

Neglected and/or delinquent students are involved in RTI. Students who need additional support are placed on tier II or tier III where they will receive additional help through research based interventions.

Guidance Counselor makes outside referrals for parents and students in need of assistance to enable school success. School resource officer delivers training programs such as DARE to dissuade delinquent behavior. School Guidance counselor also offers assistance to those students needing support. Homeless students are involved in RTI. Students who need extra support are placed on tier II or tier III where they receive additional help using research based strategies. School Guidance Counselor makes outside referrals for parents and students in need of assistance to enable school success.

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

N/A Parkside is an elementary school

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 programs at Parkside School are coordinated to work together for the benefit of each student. Programs such as Title I Intervention, EL, gifted and the Student Support Team coordinate efforts to help all students. Strategies used in these programs increase students reading and math scores and aid in achieving the schoolwide goals. Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards.

FEDERAL FUNDS

Title I is funding for additional teacher units, (instructional materials and supplies, technology, professional development depending on the amount allocated from the free and reduced lunch formula) and 1% parental involvement set aside.

STATE ALLOCATIONS

State Foundation Program - Provides funding for teacher units and instructional support.

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)?

Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards. There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Parkside School. The following is a list of fund sources, with an explanation of their usage.

FEDERAL FUNDS

Title I is funding for additional teacher units, (instructional materials and supplies, technology, professional development depending on the amount allocated from the free and reduced lunch formula) and 1% parental involvement set aside.

STATE ALLOCATIONS

State Foundation Program - Provides funding for teacher units and instructional support.

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

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

The school Leadership team will meet regularly to determine the effectiveness of the current school wide plan.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Analysis of Scantron and Dibels will be conducted by different groups of teachers. The information gained from this process will be shared with all Parkside School faculty members. The classroom teachers and resource teachers will collaborate to use this information to plan strategies for reform in areas where limitations were recognized.

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?

Parkside students furthest from meeting standards are those students how are on the AAA Assessment. The school team will evaluate data from AAA reports.

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 School Leadership team will meet regularly for the purpose of evaluating the school wide program. The program will be updated as and if needed to meet the needs of the students.

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.	19.39

Provide the number of classroom teachers.

19.39

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	984133.0

Total

984,133.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	93912.0

Total

93,912.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	27390.0

Total

27,390.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	60600.0

Total

60,600.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6567.0

Total

6,567.00

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.	1970.0

Total

1,970.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	11734.0

Total

11,734.00

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.	2104.0

Total

2,104.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	102986.0

Provide a brief explanation and breakdown of expenses.

T-1 (101,355.00)

P/I (1631)

1100 - Teacher = 2 FTE = 1.11 Salary and Benefits (010),(200 - 299) = 63757.96

1100 - Part time Intervention Teacher (018),(200 - 299) = 0

1100 - Classroom Materials and Supplies - (400 - 499) = 0

1100 - SPUR Aide (319) = 1.5 = 35597.05

2190 - Tutoring, Parent Engagement , Folders, Planners, Colored Paper, etc (191), (200 - 299) = 0

(413) = 1631.00

2215 - Professional Development - Registration, Travel, & other Purchased Services (180 & 200 - 299) = 0

(300 - 399) = 2000.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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))

Parents are invited to attend our annual Title I meeting held on August 23rd at 8:30 and 3:00 in the school counselor's room. During this meeting we cover all of the requirements of a Title I school and what it means to be a Title I school. During this meeting, we use the powerpoint sent to us by the Central Office that also include what the 1% set aside for parental involvement is and what we do with the 1% once it is set aside. We also explain to the parents their rights to be informed, see the document at any time, and their right to be involved with the planning for our school.

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

1) Meetings are scheduled after school and during the day in order to accommodate all parents. An all call is sent out to all parents to inform them of the day and time of the meeting. One day in October is set aside strictly for parent/teacher meetings. A form is sent home with each student in order for the parents to set a time to meet with their child's teacher. An all call from the school is then given to remind parents of this day. Parkside School has an open door policy and encourages parent participation in the school day including classroom visits, volunteering, or scheduled parent conferences. Parents have opportunities to attend school activities, field trips, and awards ceremonies.

2) Parkside School has a parent representative on our CIP committee who was an active participant in the development of the plan. Each year the CIP and the Parental Involvement Plan is review and evaluated. All parents receive a copy of student data with a letter attached to describe the contents of data and what each component represents. Information is also given on how to correctly interpret the results of the data.

3) One percent of our annual Title budget is set aside to be used strictly for parental involvement. This money is used by our librarian to buy resources for parents to check out and use at home with their children.

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))

Parkside uses a variety of ways to keep parents informed and allow opportunities for them to be involved in the education of their child. Scantron test data is sent home following each test administered to the students. Teachers teach the standards set forth by the Alabama's Department of Education. AR reports are sent home with the students for their parents to see. Students carry home folders that allow the

student to organize their work and the teacher to communicate with the parent and the parent with the teacher. Newsletters are sent home by the teachers and by the principal to keep parents up to date about important events at school.

We also participate in the Scantron state assessment in the fall, winter, and spring of the school year. A day is set aside in October for parent teacher conferences. Regular meetings are held by our PTO to allow parents the opportunity to be involved. Planning meetings are held to allow the parents the opportunity to be a part of the planning process. Student handbooks are sent home in parents home language when needed. Newsletters are available in parent's home language upon request.

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))

Using the state format for School-Parent Compacts, based on suggestions from stakeholders, various items were added to fully encompass all the needs of Parkside students and will result in student progress. A copy of the compact was presented to all faculty and staff at an after school meeting. Teachers were asked to analyze the compact and make suggestions for changes that would improve it for his or her grade level. The teachers unanimously decided that this one compact would accommodate all grade levels and all Parkside students. The compact is sent home with every student so that parents may discuss each person's responsibilities. The compact will be signed by the administrator, teacher, parent, and student. These compacts will be filed at school and will be reviewed, evaluated, and updated annually.

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

Parents are able to meet with the principal any time. A copy of the CIP is kept in the office, as well as posted on the school website for parents to see at all times. Opportunities are made available to the parents at our annual Title I meeting for parents to volunteer to be a part of the planning process.

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)

Parkside School will provide assistance to parents of children served by the school or local educational agency, as appropriate, in

understanding such topics as the State's academic content standards and the State student academic achievement standards, state and local academic assessments, the requirement of this part, how to monitor a child's progress and work with educators to improve the achievement of their children, Parent representatives from the school will attend the District led Parent Meetings in order to receive information and training to promote partnerships between parents and the school. Parent Connection meetings will be videoed for preview on the District Website and school website.

Parkside School has a full time counselor who is available to meet with parents who need help understanding state assessment scores. The counselor sends copies of the assessment results to the parents. Parkside School also has a reading coach who is available to meet with parents to discuss assessment results. Parent conferences are scheduled in the fall of each school year to provide parents with the opportunity to review test results.

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)

Parkside School will provide materials and training to help parents to work with their children to improve their children's achievement; Parkside School has a resource room and library filled with materials available for parents to checkout. The school librarian, reading coach, and counselor are available to explain the materials and how to use the manipulatives with the children.

Parkside School has several activities planned throughout the school year to include parents as equal partners in education. Parents will be invited and included in a Fall Family Night. Parents are invited to a graduation ceremony for the sixth grade DARE program. Parents are invited to an open house at the beginning of the year and Kindergarten teachers provide a parent orientation. A parent teacher conference is held for parents to meet with their child's teacher once a year. Parents are invited to an awards ceremony at the end of the year to celebrate achievements. Parent volunteers participate by working with teachers to read with students, work with students one-on-one with flash cards, and prepare student materials.

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)

Parkside School will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Parkside House System. The House System program activities encourage and support parents to more fully participate in the education of their children. Parents assist school and students with volunteering, encouraging and promoting good study habits, goal setting, proper behavior and community and school spirit.

A Parent resource box containing materials and resource handouts from the parent connection meetings are available for parents. This box is located in the office for parents to utilize as needed.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parkside School holds meetings with parents to help educate our parents on important issues to their child's education. We work with a parent volunteer leader to develop a parent volunteer program. Our parent volunteer works to train parents who have expressed interest in volunteering in the school. She then coordinates a schedule of parents willing to work with a lead teacher who lines up the work that different teachers need done for them and pairs the volunteers with that teacher.

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)

Parkside School will insure 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. Parkside School has a web site available to parents to provide needed information. The Principal sends home a monthly newsletter highlighting important dates and activities. Parent newsletters are sent home weekly by teachers to keep parents informed about daily school activities and academics. PTO letters are sent home to detail school fund raisers and projects that are currently being held to support the school. Parent letters are available in English and Spanish format. Connie Underwood is available to our school as a parent liaison.

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))

Parkside School will provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the State's Course of Study and the State achievement standards, state and local academic assessments, the monitoring of the student's progress and work with educators to improve the achievement of their children. Parkside School has a full time counselor who is available to meet with parents who need help understanding state assessment scores. The counselor sends copies of the assessment results to the parents. Parkside School also has an Instructional Coach who is available to meet with parents to discuss assessment results. A parent conference is scheduled in the fall of each school year to provide parents with the opportunity to review test results.

Parkside School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. With the assistance and support from the LEA, Parkside School will provide full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

In addition, Parkside School has access to a parent liaison who is bilingual and who communicates with parents when necessary and is also available to mediate between school and parent. Forms and letters have been translated into Spanish for the benefit of the parents who need such forms. Additional support for parental involvement will be developed at the request of the parents.