



ACIP

South Girard School

Phenix City Board of Education

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Executive Summary

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Introduction

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

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

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Description of the School

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

South Girard is the 8th grade school for the Phenix City School System and is located in Phenix City, Alabama in Russell County. The school is located on the south side of the city and served as the Black high school from 1963 until the school system desegregated in 1970. Since the 1970s, South Girard has housed multiple grade configurations from 7-10 and now only has the 8th grade.

South Girard is the feeder school for Central Freshman Academy and ultimately students will attend Central High School. South Girard receives its students from Phenix City Intermediate School which has both 6th and 7th grades. The current student enrollment of South Girard is 479 students, an increase in 38 students from the previous year, and an increase of 63 students from two years ago. The average daily attendance is 99.51% for the first seven weeks of school.

South Girard student population includes 245 males and 234 females. The ethnic breakdown of the school is as follows: American Indian/Alaskan Native-1.88%, Asian- 1.67%, African-American- 61.2%, Hispanic- 9.39%, Pacific Islander-0.42%, and White- 25.47%. South Girard's Free/Reduced rate is estimated to be around 73% once all submitted lunch applications have been processed and entered into the database.

The Special Education population includes 59 students with one currently receiving home-bound services, and we currently have two Special Education teachers and one paraprofessional. We have worked on a variety of schedules with the two teachers to better serve our Special Education population. This year we have Collaborative English, Collaborative Math, Resource English and Resource Math based on the IEP of each student. In classes that do not have a collaborative teacher, the regular classroom teacher does provide differentiated lessons for students and works with our Special Education Department to ensure that the needs of students are being met.

The faculty of South Girard include 26 full-time teachers and one teacher that is itinerant. This teacher serves multiple schools with by providing percussion instruction and instrument instruction. The school is served by a full-time counselor, a media specialist, and one instructional aide. The racial breakdown of certified teachers is 43% African-American and 57% Caucasian. South Girard experienced a high turnover rate during the last three school years due to retirement, relocation ,teacher transfer, and nonrenewal of teachers.

Since South Girard is only 8th grade and because of its location in the community, it does make it difficult to make connections with parents that only have one child in the system. The faculty and staff make every effort to get to know parents and the school offers a variety of opportunities for parental involvement. The school provides an array of extracurricular activities including various athletic programs that give students, parents, and teachers an opportunity to interact outside of the school day.

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.

Over the past several years, South Girard has progressively adopted the motto "Super Great, Getting Better Every Day" for its stakeholders to embrace as we teach all 8th graders in the Phenix City School System. This statement also reflects the district's mission, vision and beliefs that are communicated to all stakeholders. Teachers embrace the school's motto and district's vision statement by ensuring that all needs of all students are met each and every day.

In addition to the core curriculum (Math, English, Science, and History), South Girard offers a variety of electives like Career Preparedness, Digital Media, Coding, and Engineering that give students an opportunity to gain a well-rounded education. Teachers work with students from the beginning of the school year to prepare them for high school and explain to them the role they (the student) play in their own education. The eighth grade year is a transition year for students, and teachers work with them on organization, study and developmental skills. Students are also introduced to the concept of earning credits for promotion which helps them transition at the high school as they earn their high school diploma.

The mission of South Girard School is to assist students in developing their full potential and to prepare them for continuing their education in high school. We will accomplish this providing an environment that is safe and supportive, a professional competent faculty that fosters students' achievement, quality instruction that emphasizes expanding basic skills, use of current technology, and the development of personal responsibility.

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.

During the previous school year, we underwent a transition in the statewide standardized assessment. Switching from ACT Aspire to Scantron Performance Series, we had similar results in data with 37% of our students being proficient in Math (Scantron) and 34% of students being proficient in Reading. One notable achievement is that our students showed 2.8 years of growth in Math according to Renaissance STAR testing done throughout the year.

It is the goal of the school to continue to work to increase the number of students scoring proficient on all parts of the state administered assessment in the Spring.

The other area of improvement that the school is working toward is to decrease the number of retained students. The school has developed a variety of support classes to help students improve in their weakest areas. This includes the creation of Math Support for those students that failed Math and/or completed Math during Summer School, Remediation for retained students along with those that were socially promoted from the 7th grade, and early identification of students for the Problem Solving Team. It is the hope of the school that by providing support from the beginning of the year, we are being proactive to reduce the number of students that will be retained by the end of the academic year.

In addition to these efforts, the school has revitalized its enrichment program to be more individualized and growth-centered. During GRIT period (Grow, Read, Improve, Think), students will be reading novels individually and in groups to increase reading skills. They will also be using Moby Max, an online tutoring program with student-specific learning modules assigned to students based on their testing results.

Additional Information

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

South Girard celebrated its 50th anniversary with a renovation of the front facade of the school and the addition of a Wall of Honor to remember the humble beginnings of the school when it served the African-American community. The Alabama Historical Commission, noting its importance to the community of the past and present, has deemed South Girard a Historic Site. "Remembering OUR Past, Celebrating OUR Future" was developed to help connect our current students with the alumni that have walked the halls when it was South Girard High School.

The South Girard Alumni Association serves as a proud Partner in Education with the school and provides support annually. We are proud to continue this partnership as we remember those who paved the way for our students.

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Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

The School Leadership Team of South Girard School held its first meeting on September 4, 2018. The members reviewed the previous school improvement plan and the most recent sets of standardized testing data along with failure/discipline/demographic data. The committee also reviewed the failure report from Phenix City Intermediate School to identify students at-risk in reading and math to determine what action plan we could put in place to help students move in the direction of being proficient in reading and math. During this time committee members were informed of the committee's purpose and vision as well as informed that they would be required to contribute in future continuous improvement meetings. Also, parent volunteers were selected and contacted via phone to join our team for continuous improvement of our school. Parents were also notified to attend the next SLT meeting. Each member assisted in the development of goals for this year's Continuous Improvement Plan.

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

The School Improvement Team, locally known as our School Leadership Team (SLT) included all department chairs (English, Math, Science, History, and Electives), school counselor, administrators, media specialist and a member from the Special Education Department. Parents volunteered to serve on the committee and students that were selected to the Principal's Advisory Board rounded out the team. The SLT collaboratively examined and discussed discipline data, failure data, standardized testing data, attendance data, etc. during the meetings. Once goals were collaboratively established, a vote was conducted to adopt the goals, and the results were unanimous.

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

During the October faculty meeting, the final ACIP will be presented to all staff members in face to face presentation. Parents who served in the adoption of the 2018 will receive a hard copy, and an electronic copy will be posted on the school website. Notifications will be communicated via social media, emails, and Remind to communicate to parents that our new ACIP is available on the school website. Any changes that are made will also be communicated in this way.

Student Performance Diagnostic

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Introduction

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

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Student Performance Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

During the previous year, students grew by an average of 3.2 years in Math according to Renaissance STAR testing.

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

Both math and reading proficiency levels increased in the previous year, according to a comparison from the prior set of ACT Aspire data with the recent Scantron Performance Series data.

Which area(s) indicate the overall highest performance?

The overall highest performance was illustrated on the spring 2018 Scantron Performance Series data in Math. Overall, 38% of students were proficient in math, with the Caucasian subgroup scoring at 71% proficiency.

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

All subgroups (Caucasian, African-American, and others) showed increasing performance in both reading and math.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between EL students and Caucasian students.

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

Data(received from) (Star Reading, ACT Aspire, Scantron Performance, and classroom grades) are consistent with findings from current data sources. We will continue to analyze data on a regularly scheduled basis.

Areas in Need of Improvement

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

Only 30% of 8th grade students scored proficient in Reading, and only 26% of African-American students were proficient. Only 32% of African-American students were proficient in Math.

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

Reading proficiency and growth declined last year, according to both standardized data sources.

Which area(s) indicate the overall lowest performance?

29% of African American Males, 8th grade students scored proficient in Reading.

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

African-American students show an overall decreasing trend in grade eight in the area of reading when compared to the reading on the ACT Aspire Test. There is a much larger percentage of African Americans in the Need Support group when compared to Caucasian students.

Between which subgroups is the achievement gap becoming greater?

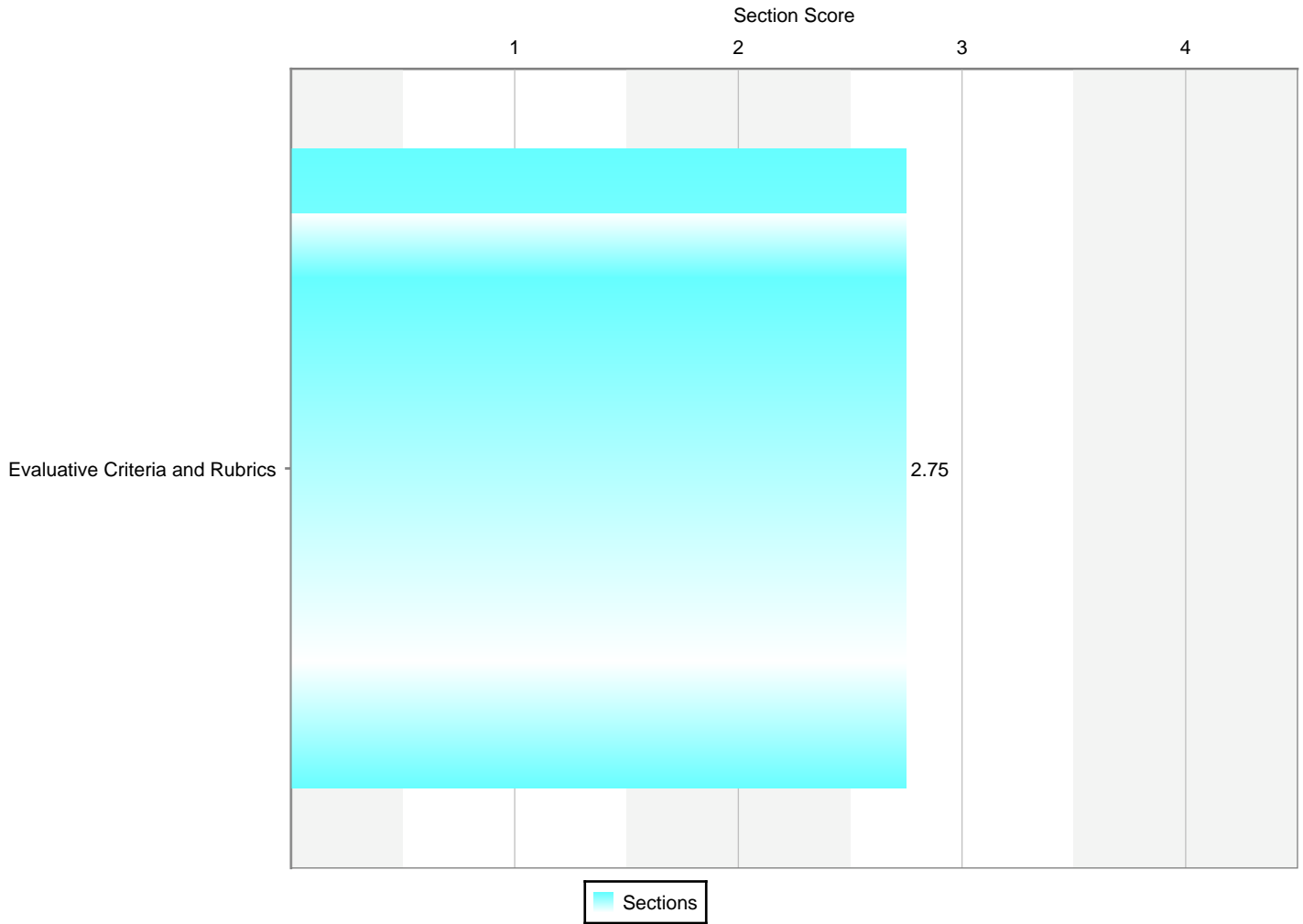
The Special Education subgroup has the greatest achievement gap when compared to the other subgroups.

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

Both STAR Reading/Math and Scantron Performance Series gave us the same conclusions.

Report Summary

Scores By Section



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ACIP Assurances

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Introduction

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

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ACIP Assurances

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

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		Title IX Assurance 2018-19

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Joe Blevins 1212 9th Ave. Phenix City, AL 36867	Title IX Assurance

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent and Family Engagement Plan

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

ACIP Goals 2018

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Overview

Plan Name

ACIP Goals 2018

Plan Description

2018-2019 year

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Decrease the number of retained students	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$2950
2	Students will demonstrate reading growth of 1 year	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$4556
3	Students will demonstrate math growth of 1 year (versus fall benchmark)	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$9112
4	Students will demonstrate reading proficiency	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
5	Students will demonstrate math proficiency	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Student participation will increase	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	South Girard will increase parental involvement (17-18 Program Review)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	South Girard will maintain student attendance rates	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	The percent of EL students exiting the ESOL program as measured by ACCESS will increase	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$500

Goal 1: Decrease the number of retained students

Measurable Objective 1:

demonstrate student proficiency (pass rate) by reducing the failure rate by 20%. by 05/24/2019 as measured by Chalkable reports.

Strategy 1:

Increase student ownership of learning - Teachers and administration will help students become more aware of their role in their own education and learning, in order to increase student outcomes.

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

Research Cited: Students who take ownership of their learning perform better overall.

Activity - Students monitor grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment teachers will ensure all students monitor grades in Chalkable and work to eliminate NHIs and missing work during 6th period enrichment.	Direct Instruction	08/07/2018	05/24/2019	\$0	No Funding Required	All teachers and administration

Activity - Counseling Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will provide whole-group sessions in all classrooms regarding study skills and grades.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Counselor

Activity - Mastery Connect & Chalkable	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will encourage all students to check their grades and review assessment results in Mastery Connect.	Policy and Process	08/07/2018	05/24/2019	\$0	No Funding Required	Enrichment teachers.

Activity - Celebrate Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a quarter, students will be rewarded for NOT having missing assignments (NHIs).	Behavioral Support Program	08/07/2018	05/24/2019	\$200	Title I Part A	Administration

Strategy 2:

Increase teacher ownership of student outcomes - Administration will facilitate professional conversations surrounding the idea that teachers have a direct impact on student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: The classroom teacher is the number one variable for high performing schools.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Institute Professional Learning Communities (PLCs) for all core teams. The will meet at least weekly to create common lessons and assessments and analyze student outcomes.	Professional Learning	08/07/2018	05/24/2019	\$250	Capital Improvement Fund	Administration and team leaders
Activity - Tutoring & remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide tutoring and/or remediation before school and during regular class hours.	Academic Support Program	08/14/2017	05/16/2018	\$0	No Funding Required	All teachers
Activity - Failure Conference With Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will meet with teachers at the end of first semester to discuss and reflect on student failures. They will help teachers implement Tier II/III interventions, as well as address Tier I instruction that may reach more students.	Professional Learning	08/07/2018	01/31/2019	\$0	No Funding Required	Administration

Strategy 3:

Credit Recovery - Students will be afforded the opportunity to attend both Spring and Summer School to gain credit for failed core classes. Spring School will be held after school for one month (March), and Summer School will be held for two weeks in June.

Category: Develop/Implement Learning Supports

Research Cited: Students must be afforded multiple opportunities in various environments to be successful.

Activity - Spring and Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on Edgenuity to redeem credits for core subjects, once in March and once in June.	Academic Support Program	03/01/2019	06/28/2019	\$2500	Title I Part A	Administration

Goal 2: Students will demonstrate reading growth of 1 year**Measurable Objective 1:**

increase student growth whereas the mean reading growth for all students shall be 1.0+ (versus fall benchmark) by 05/23/2018 as measured by STAR reading (GE).

Strategy 1:

Independent reading - Students will read independently everyday in order to experience reading for pleasure, increase fluency, and build confidence.

Category: Develop/Implement Teacher Effectiveness Plan

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South Girard School

Activity - Sustained Silent Reading during 7th period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment teachers will ensure all students read for at least 20 minutes each day. Students will be allowed to visit the library to take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	7th period Enrichment teachers, Media Specialist, and Administration

Activity - Library Media Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, celebrations, and competitions. She will create a warm, welcoming library that invites all students to attend.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Librarian and administration

Strategy 2:

Teacher Training - Provide relevant, effective professional development for teachers

Category: Develop/Implement Professional Learning and Support

Activity - Laying the Foundation/A+ College Ready Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English, History, Biology, and Algebra teachers will attend Laying the Foundation/A+ College Ready Training	Professional Learning	06/01/2018	05/24/2019	\$0	District Funding	Seldon

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teams will participate in Professional Learning Communities (PLCs) weekly	Professional Learning, Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	All Teachers

Strategy 3:

Student-Specific, Targeted Instruction - Using cyclical Instructional Planning reports from Renaissance STAR, English and Math teachers will identify student-specific skills that students must improve. This will be conducted for every student enrolled for both of these subjects. Then, learning modules designed to target those weak skills will be loaded into Moby Max, an online tutoring program, for every student individually. Teachers will work with students on Moby Max during the last half of enrichment class every day, managing their lessons and progress toward the learning module completion. Students who meet weekly and quarterly goals will be rewarded with free time and large parties (quarterly).

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

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilization of Moby Max in enrichment classes.	Direct Instruction	08/07/2018	05/24/2019	\$4556	Other	Administration and classroom teachers.
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Goal 3: Students will demonstrate math growth of 1 year (versus fall benchmark)

Measurable Objective 1:

increase student growth whereas the mean math growth for all students shall be 1.0+ (versus fall benchmark) by 05/24/2019 as measured by STAR math (GE).

Strategy 1:

Progress Monitoring - Math teachers will track mathematical goals and progress with all students, as well as conference with them after each progress monitoring

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Math Goals/Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	All Math Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing, targeted remediation and intervention in Math using Moby Max for both RtI students and all students during Enrichment/intervention.	Academic Support Program, Technology	08/07/2018	05/24/2019	\$4556	Other	Administration, 7th Period Teachers

Strategy 2:

Student-Specific, Targeted Instruction - Use student-specific STAR reports to build individualized learning modules in Moby Max for use in Enrichment and RTI classes.

Category: Other - Classroom Instructional Support Funds

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on pre-designed lessons during enrichment that are built around information about learning gaps from quarterly STAR reports.	Direct Instruction	08/07/2018	05/24/2019	\$4556	Other	Enrichment teachers and Administration

Goal 4: Students will demonstrate reading proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR reading.

Strategy 1:

Increase campus-wide reading - Update non-fiction section of library to better reflect student interests in order to attract reluctant readers

Category: Develop/Implement Teacher Effectiveness Plan

Activity - AR Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment teachers will ensure all students read for at least 15 minutes each day and take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$800	Title I Schoolwide	Enrichment Teachers
Activity - Media Speicliast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, and competitions.	Academic Support Program	08/07/2018	05/24/2019	\$200	Title I Schoolwide	Media Specialist and Administration
Activity - Reading Competiton	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading competition with Westview Elementary. At the end of each week the school with the most AR points will be announced as the winner for the week.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Rnrichment teachers

Goal 5: Students will demonstrate math proficiency**Measurable Objective 1:**

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR math.

Strategy 1:

Math Progress - Math teachers will provide academic support in mathematics through progress monitoring and goal tracking.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Tracking Students Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math teachers will track progress using STAR and conference with students after each progress monitoring	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	All Math Teachers
Activity - Targeted Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide meaningful and effective Tier II & III intervention.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Enrichment teachers
Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students deemed at-risk will be referred to the SST and the SST will refer the students to Rtl for additional support and resources.	Academic Support Program	10/04/2017	05/23/2018	\$0	No Funding Required	All Math Teachers, SST, Rtl , Administrators

Goal 6: Student participation will increase

Measurable Objective 1:

increase student growth whereas there will be an annual increase of 1% in extra curricular involvement (versus EOY 2017) by 05/24/2019 as measured by EOY extracurricular data.

Strategy 1:

Building Awareness and Promoting Extracurricular Activities - Administrators will promote extracurricular activities to increase student participation.

Category: Develop/Implement Student and School Culture Program

Activity - Promoting SGS Extra Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The following are various activities to help support and increase the number of students participating in extra curricular activities. Class Meetings Spotlight Various Extra Curricular Activities Weekly Praise and Promote Extra Curricular Activities Student Council Involvement -Create a viable student council	Extra Curricular	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators, and Extra Curricular Chairpersons

Goal 7: South Girard will increase parental involvement (17-18 Program Review)

Measurable Objective 1:

collaborate to increase parental involvement per school-based events by 05/24/2019 as measured by event sign-in sheets.

Strategy 1:

Implementation of Various Parental Involvement Activities - The administrator, school counselor and the school leadership team will plan and organize various parental engagement activities monthly.

Category: Develop/Implement Student and School Culture Program

Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin

Activity - Scheduled parental engagement activities:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual Title I Meeting Open House PTO Meetings STEM Family Literacy Night	Parent Involvement	08/07/2018	05/24/2019	\$0	No Funding Required	Counselor and administrators

Goal 8: South Girard will maintain student attendance rates**Measurable Objective 1:**

demonstrate a behavior of desired average daily attendance rate of 95% by 05/24/2019 as measured by State EOY ADA report.

Strategy 1:

Attendance - Students with no absences and no tardies will be to recognized monthly via school announcements and the students will receive a reward at the end of the month.

Category: Develop/Implement Student and School Culture Program

Activity - Perfect Attendance Recognition (P.A.R.)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with 100% daily attendance will post their "100% Attendance Recognition" display board outside of their classrooms on a daily basis (school secretary will run a weekly ADA/ADM report to verify attendance). At the end of each month, the all students that were in school class for the entire month, no tardies will receive incentives from the PBIS team.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	All classroom teachers, counselor and administrators

Goal 9: The percent of EL students exiting the ESOL program as measured by ACCESS will increase**Measurable Objective 1:**

demonstrate student proficiency (pass rate) by a 2% increase in comparison to last year by 02/28/2019 as measured by student performance on the ACCESS Test.

Strategy 1:

Co-Teaching and Modeling - ESOL teacher will train EL Reps in effective co-teaching and modeling strategies during a scheduled PD session. The ESOL teacher will work one on one with selected teachers as requested

Category: Develop/Implement Professional Learning and Support

Research Cited: Co-teaching, modeling, and peer mentoring research.

Activity - EL Rep PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 hour PD session to train EL Reps on Co-Teaching and Modeling strategies for EL students Schools: All Schools	Professional Learning, Academic Support Program	08/07/2018	01/31/2019	\$0	No Funding Required	FP Director, ESOL Teacher, EL Parapro, and teachers of EL students

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use ESOL teacher to provide one on one coaching to teachers as needed and as requested. Schools: All Schools	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	ESOL Teacher

Strategy 2:

Increase EL Student Achievement in the Classroom - We will increase EL student classroom achievement by providing a stronger support network for the students

Category: Develop/Implement Learning Supports

Activity - PST Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include EL students in the PST process to provide students with more options for academic support. Schools: All Schools	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	PST Committee

Activity - EL Parent Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct EL parent workshop focusing on parenting strategies to help EL students at home. Schools: All Schools	Parent Involvement, Academic Support Program	11/01/2018	11/01/2018	\$0	No Funding Required	FP Director, ESOL Teacher, EL Parapro, EL Rep

Activity - EL Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

South Girard School

Purchase software to help EL students in language acquisition. Schools: All Schools	Academic Support Program, Technology	08/07/2018	05/24/2019	\$500	Title III	ESOL Teacher and FP Director
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max	Utilization of Moby Max in enrichment classes.	Direct Instruction	08/07/2018	05/24/2019	\$4556	Administration and classroom teachers.
Moby Max	Students will work on pre-designed lessons during enrichment that are built around information about learning gaps from quarterly STAR reports.	Direct Instruction	08/07/2018	05/24/2019	\$4556	Enrichment teachers and Administration
Math Intervention	Provide ongoing, targeted remediation and intervention in Math using Moby Max for both RtI students and all students during Enrichment/intervention.	Academic Support Program, Technology	08/07/2018	05/24/2019	\$4556	Administration, 7th Period Teachers
Total					\$13668	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students monitor grades	Enrichment teachers will ensure all students monitor grades in Chalkable and work to eliminate NHIs and missing work during 6th period enrichment.	Direct Instruction	08/07/2018	05/24/2019	\$0	All teachers and administration
Math Goals/Progress Monitoring	Math teachers will track progress using STAR and conference with students after each progress monitoring.	Academic Support Program	08/07/2018	05/24/2019	\$0	All Math Teachers
EL Rep PD	3 hour PD session to train EL Reps on Co-Teaching and Modeling strategies for EL students Schools: All Schools	Professional Learning, Academic Support Program	08/07/2018	01/31/2019	\$0	FP Director, ESOL Teacher, EL Parapro, and teachers of EL students

ACIP

South Girard School

Promoting SGS Extra Curricular Activities	The following are various activities to help support and increase the number of students participating in extra curricular activities. Class Meetings Spotlight Various Extra Curricular Activities Weekly Praise and Promote Extra Curricular Activities Student Council Involvement -Create a viable student council	Extra Curricular	08/07/2018	05/24/2019	\$0	Administrators, and Extra Curricular Chairpersons
Failure Conference With Teachers	Administration will meet with teachers at the end of first semester to discuss and reflect on student failures. They will help teachers implement Tier II/III interventions, as well as address Tier I instruction that may reach more students.	Professional Learning	08/07/2018	01/31/2019	\$0	Administration
Reading Competiton	Reading competition with Westview Elementary. At the end of each week the school with the most AR points will be announced as the winner for the week.	Academic Support Program	08/07/2018	05/24/2019	\$0	Rnrichment teachers
Counseling Sessions	Counselor will provide whole-group sessions in all classrooms regarding study skills and grades.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	Counselor
EL Parent Workshop	Conduct EL parent workshop focusing on parenting strategies to help EL students at home. Schools: All Schools	Parent Involvement, Academic Support Program	11/01/2018	11/01/2018	\$0	FP Director, ESOL Teacher, EL Parapro, EL Rep
Rtl	Students deemed at-risk will be referred to the SST and the SST will refer the students to Rtl for additional support and resources.	Academic Support Program	10/04/2017	05/23/2018	\$0	All Math Teachers, SST, Rtl , Administrators
Targeted Remediation	Provide meaningful and effective Tier II & III intervention.	Academic Support Program	08/07/2018	05/24/2019	\$0	Enrichment teachers
Scheduled parental engagement activities:	Annual Title I Meeting Open House PTO Meetings STEM Family Literacy Night	Parent Involvement	08/07/2018	05/24/2019	\$0	Counselor and administrators
Mastery Connect & Chalkable	Teachers will encourage all students to check their grades and review assessment results in Mastery Connect.	Policy and Process	08/07/2018	05/24/2019	\$0	Enrichment teachers.
Library Media Specialist	The library media specialist will provide additional support, such as incentives, class standing, celebrations, and competitions. She will create a warm, welcoming library that invites all students to attend.	Academic Support Program	08/07/2018	05/24/2019	\$0	Librarian and administration
PST Support	Include EL students in the PST process to provide students with more options for academic support. Schools: All Schools	Academic Support Program	08/07/2018	05/24/2019	\$0	PST Committee
Teacher Coaching	Use ESOL teacher to provide one on one coaching to teachers as needed and as requested. Schools: All Schools	Academic Support Program	08/07/2018	05/24/2019	\$0	ESOL Teacher

ACIP

South Girard School

Tracking Students Progress	Math teachers will track progress using STAR and conference with students after each progress monitoring	Academic Support Program	08/07/2018	05/24/2019	\$0	All Math Teachers
PLC	All core teams will participate in Professional Learning Communities (PLCs) weekly	Professional Learning, Academic Support Program	08/07/2018	05/24/2019	\$0	All Teachers
Tutoring & remediation	All teachers will provide tutoring and/or remediation before school and during regular class hours.	Academic Support Program	08/14/2017	05/16/2018	\$0	All teachers
Sustained Silent Reading during 7th period	Enrichment teachers will ensure all students read for at least 20 minutes each day. Students will be allowed to visit the library to take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$0	7th period Enrichment teachers, Media Specialist, and Administration
Perfect Attendance Recognition (P.A.R.)	Teachers with 100% daily attendance will post their "100% Attendance Recognition" display board outside of their classrooms on a daily basis (school secretary will run a weekly ADA/ADM report to verify attendance). At the end of each month, the all students that were in school class for the entire month, no tardies will receive incentives from the PBIS team.	Academic Support Program	08/07/2018	05/24/2019	\$0	All classroom teachers, counselor and administrators
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Software	Purchase software to help EL students in language acquisition. Schools: All Schools	Academic Support Program, Technology	08/07/2018	05/24/2019	\$500	ESOL Teacher and FP Director
Total					\$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AR Test	Enrichment teachers will ensure all students read for at least 15 minutes each day and take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$800	Enrichment Teachers
Media Speiciast	The library media specialist will provide additional support, such as incentives, class standing, and competitions.	Academic Support Program	08/07/2018	05/24/2019	\$200	Media Specialist and Administration

ACIP

South Girard School

Total \$1000**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Celebrate Success	Twice a quarter, students will be rewarded for NOT having missing assignments (NHIs).	Behavioral Support Program	08/07/2018	05/24/2019	\$200	Administration
Spring and Summer School	Students will work on Edgenuity to redeem credits for core subjects, once in March and once in June.	Academic Support Program	03/01/2019	06/28/2019	\$2500	Administration
Total					\$2700	

Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Institute Professional Learning Communities (PLCs) for all core teams. The will meet at least weekly to create common lessons and assessments and analyze student outcomes.	Professional Learning	08/07/2018	05/24/2019	\$250	Administration and team leaders
Total					\$250	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Laying the Foundation/A+ College Ready Training	English, History, Biology, and Algebra teachers will attend Laying the Foundation/A+ College Ready Training	Professional Learning	06/01/2018	05/24/2019	\$0	Seldon
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

DRAFT

Stakeholder Feedback Data

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

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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

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Areas of Notable Achievement

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

Per the parent surveys, parents feel welcome at SGS and they also feel encourage to be involved in their child's education.

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

Per the parent surveys, a continue trend increasing stakeholder satisfaction at SGS is parents always feel welcome at SGS and they also feel encourage to be involved in their child's education.

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

The parent surveys were consistent with parent surveys administered by school counselor. The findings reported that parents feel welcome, and they are encouraged to be involved in all aspects of their child's education.

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Areas in Need of Improvement

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

Per the parent surveys the overall lowest level of satisfaction was parents did not know how to be get involved in school planning/review committees.

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

Per the parent surveys a trend toward decreasing stakeholder satisfaction was parents did not know how to be get involved in school planning/review committees.

What are the implications for these stakeholder perceptions?

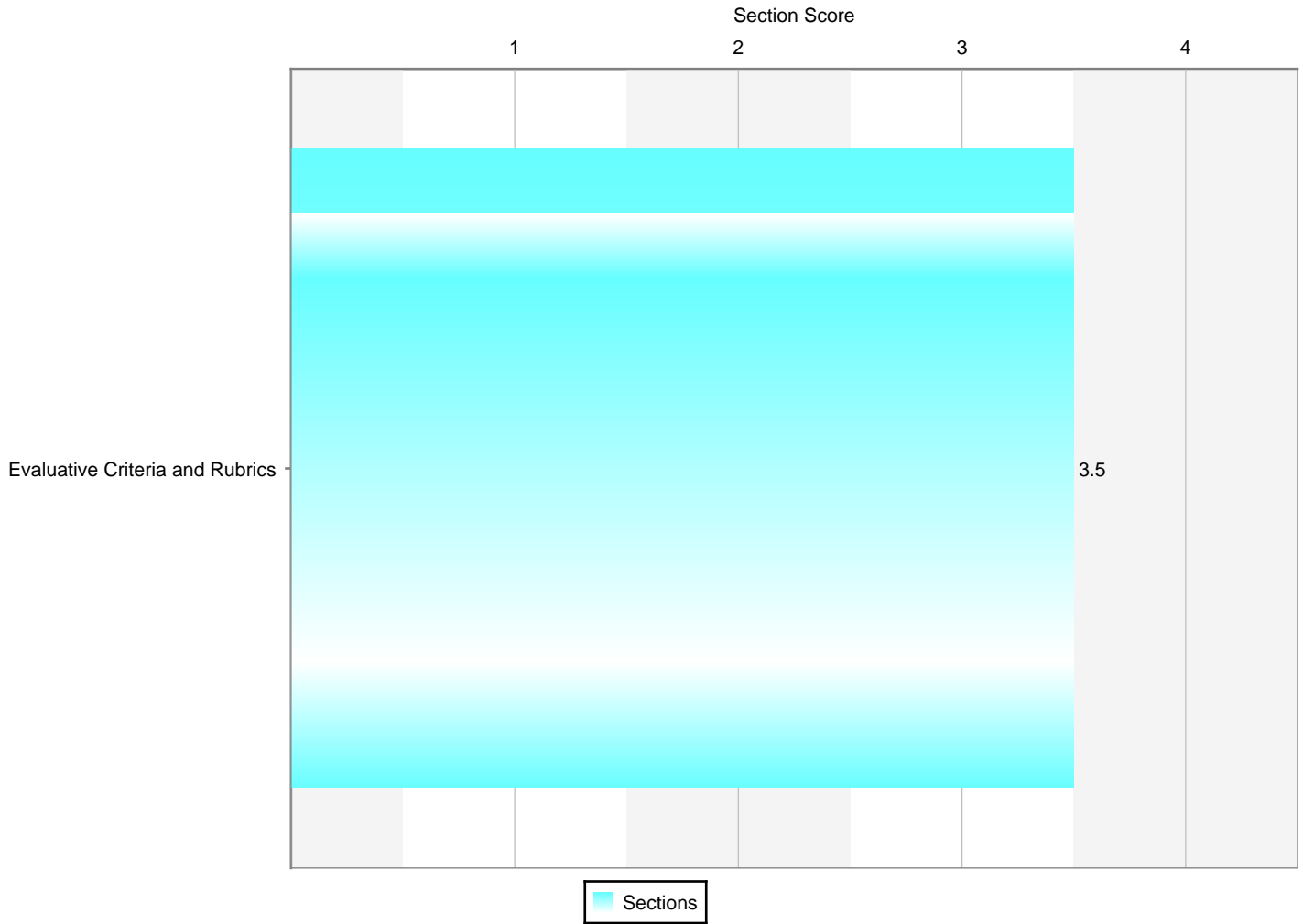
According to the parent survey parents feel overwhelmingly welcome at SGS, however, parents would like to know more regarding school planning and committees. Therefore, all faculty and staff members will continue to make parents feel welcome and the administrators will continue the open door policy. Additionally, the school will develop a current parent advisory board and set dates for parents to plan and discuss the parental involvement plan as well as meet monthly for PTO meetings.

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

The reported findings are consistent with surveys administered to parents by school counselor. The surveys indicated that parents was unaware of how to be involved in school planning and committees.

Report Summary

Scores By Section



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Title I Schoolwide Diagnostic

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Introduction

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

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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through surveys to all stakeholders; by analyzing data such as Renaissance STAR (reading and math), attendance, end-of-year failures, and Scantron Performance Series (the current state standardized test); and meetings of the School Leadership Team focusing on identifying strengths and areas of need.

What were the results of the comprehensive needs assessment?

The results showed that reading is an area that needs improvement and that math is an area of strength. Renaissance STAR testing showed an average of 3.2 years of growth for our students in math, but only four months of growth for our students in reading. However, according to Scantron Performance Series, we have decided to focus on both areas due to only 37% proficiency in math and 34% proficiency in Reading.

What conclusions were drawn from the results?

We concluded that our enrichment classes can be revitalized to have a strong emphasis on reading and that ELA teachers will monitor all data sources regularly throughout the year in order to improve reading scores. It was also found that all Core subjects (math, English, science and history) would find ways to provide additional academic support for students, especially in reading, and to improve active student engagement.

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

The failure rate from 2017-2018 year was much lower than in years past in all subjects, so our efforts on past ACIP goals have been successful to this degree. Both students and parents feel high expectations from classroom teachers, and students feel very engaged with lessons being presented. Parents would like to know more ways to be informed about involvement opportunities. Regarding demographic data, we concluded that an area of need is to improve the achievement gap that exists between African-American students and Caucasian students. (Caucasian students scored 39% higher in math than African-American students and 28% higher in reading.)

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

Our goals focus on the weakest areas in reading while also bolstering math instruction to raise the overall proficiency levels.

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

Both Scantron Performance Series and Renaissance STAR data sets were used to develop the goals. The goals outline a desired outcome based on the previous year's data.

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

The goals focus on reading and math while attempting to close the achievement gap between those that are disadvantaged.

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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:

Students will demonstrate reading growth of 1 year

Measurable Objective 1:

increase student growth whereas the mean reading growth for all students shall be 1.0+ (versus fall benchmark) by 05/23/2018 as measured by STAR reading (GE).

Strategy1:

Teacher Training - Provide relevant, effective professional development for teachers

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Laying the Foundation/A+ College Ready Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English, History, Biology, and Algebra teachers will attend Laying the Foundation/A+ College Ready Training	Professional Learning	06/01/2018	05/24/2019	\$0 - District Funding	Seldon

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teams will participate in Professional Learning Communities (PLCs) weekly	Professional Learning Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Teachers

Strategy2:

Student-Specific, Targeted Instruction - Using cyclical Instructional Planning reports from Renaissance STAR, English and Math teachers will identify student-specific skills that students must improve. This will be conducted for every student enrolled for both of these subjects. Then, learning modules designed to target those weak skills will be loaded into Moby Max, an online tutoring program, for every student individually. Teachers will work with students on Moby Max during the last half of enrichment class every day, managing their lessons and progress toward the learning module completion. Students who meet weekly and quarterly goals will be rewarded with free time and large parties (quarterly).

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

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of Moby Max in enrichment classes.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Administration and classroom teachers.

Strategy3:

Independent reading - Students will read independently everyday in order to experience reading for pleasure, increase fluency, and build confidence.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Sustained Silent Reading during 7th period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 20 minutes each day. Students will be allowed to visit the library to take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	7th period Enrichment teachers, Media Specialist, and Administration

Activity - Library Media Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, celebrations, and competitions. She will create a warm, welcoming library that invites all students to attend.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Librarian and administration

Goal 2:

Students will demonstrate math growth of 1 year (versus fall benchmark)

Measurable Objective 1:

increase student growth whereas the mean math growth for all students shall be 1.0+ (versus fall benchmark) by 05/24/2019 as measured by STAR math (GE).

Strategy1:

Progress Monitoring - Math teachers will track mathematical goals and progress with all students, as well as conference with them after each progress monitoring

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Math Goals/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, targeted remediation and intervention in Math using Moby Max for both RTI students and all students during Enrichment/intervention.	Technology Academic Support Program	08/07/2018	05/24/2019	\$4556 - Other	Administration ,7th Period Teachers

Strategy2:

Student-Specific, Targeted Instruction - Use student-specific STAR reports to build individualized learning modules in Moby Max for use in Enrichment and RTI classes.

Category: Other - Classroom Instructional Support Funds

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on pre-designed lessons during enrichment that are built around information about learning gaps from quarterly STAR reports.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Enrichment teachers and Administration

Goal 3:

Students will demonstrate reading proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR reading.

Strategy1:

Increase campus-wide reading - Update non-fiction section of library to better reflect student interests in order to attract reluctant readers

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - AR Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 15 minutes each day and take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$800 - Title I Schoolwide	Enrichment Teachers

ACIP

South Girard School

Activity - Reading Competiton	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading competition with Westview Elementary. At the end of each week the school with the most AR points will be announced as the winner for the week.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Activity - Media Speicliast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, and competitions.	Academic Support Program	08/07/2018	05/24/2019	\$200 - Title I Schoolwide	Media Specialist and Administration

Goal 4:

Students will demonstrate math proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR math.

Strategy1:

Math Progress - Math teachers will provide academic support in mathematics through progress monitoring and goal tracking.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Targeted Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide meaningful and effective Tier II & III intervention.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students deemed at-risk will be referred to the SST and the SST will refer the students to Rtl for additional support and resources.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	All Math Teachers, SST, Rtl , Administrators

Activity - Tracking Students Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

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

Goal 1:

Students will demonstrate reading growth of 1 year

Measurable Objective 1:

increase student growth whereas the mean reading growth for all students shall be 1.0+ (versus fall benchmark) by 05/23/2018 as measured by STAR reading (GE).

Strategy1:

Student-Specific, Targeted Instruction - Using cyclical Instructional Planning reports from Renaissance STAR, English and Math teachers will identify student-specific skills that students must improve. This will be conducted for every student enrolled for both of these subjects. Then, learning modules designed to target those weak skills will be loaded into Moby Max, an online tutoring program, for every student individually. Teachers will work with students on Moby Max during the last half of enrichment class every day, managing their lessons and progress toward the learning module completion. Students who meet weekly and quarterly goals will be rewarded with free time and large parties (quarterly).

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

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of Moby Max in enrichment classes.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Administration and classroom teachers.

Strategy2:

Teacher Training - Provide relevant, effective professional development for teachers

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teams will participate in Professional Learning Communities (PLCs) weekly	Professional Learning Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Teachers

ACIP

South Girard School

Activity - Laying the Foundation/A+ College Ready Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English, History, Biology, and Algebra teachers will attend Laying the Foundation/A+ College Ready Training	Professional Learning	06/01/2018	05/24/2019	\$0 - District Funding	Seldon

Strategy3:

Independent reading - Students will read independently everyday in order to experience reading for pleasure, increase fluency, and build confidence.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Library Media Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, celebrations, and competitions. She will create a warm, welcoming library that invites all students to attend.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Librarian and administration

Activity - Sustained Silent Reading during 7th period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 20 minutes each day. Students will be allowed to visit the library to take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	7th period Enrichment teachers, Media Specialist, and Administration

Goal 2:

Students will demonstrate math growth of 1 year (versus fall benchmark)

Measurable Objective 1:

increase student growth whereas the mean math growth for all students shall be 1.0+ (versus fall benchmark) by 05/24/2019 as measured by STAR math (GE).

Strategy1:

Progress Monitoring - Math teachers will track mathematical goals and progress with all students, as well as conference with them after each progress monitoring

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, targeted remediation and intervention in Math using Moby Max for both RtI students and all students during Enrichment/intervention.	Technology Academic Support Program	08/07/2018	05/24/2019	\$4556 - Other	Administration ,7th Period Teachers

Activity - Math Goals/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

Strategy2:

Student-Specific, Targeted Instruction - Use student-specific STAR reports to build individualized learning modules in Moby Max for use in Enrichment and RTI classes.

Category: Other - Classroom Instructional Support Funds

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on pre-designed lessons during enrichment that are built around information about learning gaps from quarterly STAR reports.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Enrichment teachers and Administration

Goal 3:

Students will demonstrate reading proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR reading.

Strategy1:

Increase campus-wide reading - Update non-fiction section of library to better reflect student interests in order to attract reluctant readers

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Media Speicliast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, and competitions.	Academic Support Program	08/07/2018	05/24/2019	\$200 - Title I Schoolwide	Media Specialist and Administration

Activity - AR Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 15 minutes each day and take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$800 - Title I Schoolwide	Enrichment Teachers

Activity - Reading Competiton	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading competition with Westview Elementary. At the end of each week the school with the most AR points will be announced as the winner for the week.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Goal 4:

Students will demonstrate math proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR math.

Strategy1:

Math Progress - Math teachers will provide academic support in mathematics through progress monitoring and goal tracking.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Targeted Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide meaningful and effective Tier II & III intervention.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students deemed at-risk will be referred to the SST and the SST will refer the students to Rtl for additional support and resources.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	All Math Teachers, SST, Rtl , Administrators

Activity - Tracking Students Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Students will demonstrate reading growth of 1 year

Measurable Objective 1:

increase student growth whereas the mean reading growth for all students shall be 1.0+ (versus fall benchmark) by 05/23/2018 as measured by STAR reading (GE).

Strategy1:

Student-Specific, Targeted Instruction - Using cyclical Instructional Planning reports from Renaissance STAR, English and Math teachers will identify student-specific skills that students must improve. This will be conducted for every student enrolled for both of these subjects. Then, learning modules designed to target those weak skills will be loaded into Moby Max, an online tutoring program, for every student individually. Teachers will work with students on Moby Max during the last half of enrichment class every day, managing their lessons and progress toward the learning module completion. Students who meet weekly and quarterly goals will be rewarded with free time and large parties (quarterly).

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

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of Moby Max in enrichment classes.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Administration and classroom teachers.

Strategy2:

Teacher Training - Provide relevant, effective professional development for teachers

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

South Girard School

Activity - Laying the Foundation/A+ College Ready Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English, History, Biology, and Algebra teachers will attend Laying the Foundation/A+ College Ready Training	Professional Learning	06/01/2018	05/24/2019	\$0 - District Funding	Seldon

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teams will participate in Professional Learning Communities (PLCs) weekly	Professional Learning Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Teachers

Strategy3:

Independent reading - Students will read independently everyday in order to experience reading for pleasure, increase fluency, and build confidence.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Library Media Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, celebrations, and competitions. She will create a warm, welcoming library that invites all students to attend.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Librarian and administration

Activity - Sustained Silent Reading during 7th period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 20 minutes each day. Students will be allowed to visit the library to take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	7th period Enrichment teachers, Media Specialist, and Administration

Goal 2:

Students will demonstrate math growth of 1 year (versus fall benchmark)

Measurable Objective 1:

increase student growth whereas the mean math growth for all students shall be 1.0+ (versus fall benchmark) by 05/24/2019 as measured by STAR math (GE).

Strategy1:

Progress Monitoring - Math teachers will track mathematical goals and progress with all students, as well as conference with them after each progress monitoring

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, targeted remediation and intervention in Math using Moby Max for both RtI students and all students during Enrichment/intervention.	Technology Academic Support Program	08/07/2018	05/24/2019	\$4556 - Other	Administration ,7th Period Teachers

Activity - Math Goals/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

Strategy2:

Student-Specific, Targeted Instruction - Use student-specific STAR reports to build individualized learning modules in Moby Max for use in Enrichment and RTI classes.

Category: Other - Classroom Instructional Support Funds

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on pre-designed lessons during enrichment that are built around information about learning gaps from quarterly STAR reports.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Enrichment teachers and Administration

Goal 3:

Students will demonstrate reading proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR reading.

Strategy1:

Increase campus-wide reading - Update non-fiction section of library to better reflect student interests in order to attract reluctant readers

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - AR Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 15 minutes each day and take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$800 - Title I Schoolwide	Enrichment Teachers

Activity - Reading Competiton	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading competition with Westview Elementary. At the end of each week the school with the most AR points will be announced as the winner for the week.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Activity - Media Speicliast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, and competitions.	Academic Support Program	08/07/2018	05/24/2019	\$200 - Title I Schoolwide	Media Specialist and Administration

Goal 4:

Students will demonstrate math proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR math.

Strategy1:

Math Progress - Math teachers will provide academic support in mathematics through progress monitoring and goal tracking.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Targeted Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide meaningful and effective Tier II & III intervention.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students deemed at-risk will be referred to the SST and the SST will refer the students to Rtl for additional support and resources.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	All Math Teachers, SST, Rtl , Administrators

Activity - Tracking Students Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

Goal 5:

Student participation will increase

Measurable Objective 1:

increase student growth whereas there will be an annual increase of 1% in extra curricular involvement (versus EOY 2017) by 05/24/2019 as measured by EOY extracurricular data.

Strategy1:

Building Awareness and Promoting Extracurricular Activities - Administrators will promote extracurricular activities to increase student participation.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Promoting SGS Extra Curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following are various activities to help support and increase the number of students participating in extra curricular activities. Class Meetings Spotlight Various Extra Curricular Activities Weekly Praise and Promote Extra Curricular Activities Student Council Involvement -Create a viable student council	Extra Curricular	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, and Extra Curricular Chairpersons

Goal 6:

South Girard will maintain student attendace rates

Measurable Objective 1:

demonstrate a behavior of desired average daily attendance rate of 95% by 05/24/2019 as measured by State EOY ADA report.

Strategy1:

Attendance - Students with no absences and no tardies will be to recognized monthly via school announcements and the students will receive a reward at the end of the month.

Category: Develop/Implement Student and School Culture Program

Research Cited:

ACIP

South Girard School

Activity - Perfect Attendance Recognition (P.A.R.)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with 100% daily attendance will post their "100% Attendance Recognition" display board outside of their classrooms on a daily basis (school secretary will run a weekly ADA/ADM report to verify attendance). At the end of each month, the all students that were in school class for the entire month, no tardies will receive incentives from the PBIS team.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All classroom teachers, counselor and administrators

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

The percent of EL students exiting the ESOL program as measured by ACCESS will increase

Measurable Objective 1:

demonstrate student proficiency (pass rate) by a 2% increase in comparison to last year by 02/28/2019 as measured by student performance on the ACCESS Test.

Strategy1:

Increase EL Student Achievement in the Classroom - We will increase EL student classroom achievement by providing a stronger support network for the students

Category: Develop/Implement Learning Supports

Research Cited:

Activity - PST Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Include EL students in the PST process to provide students with more options for academic support. Schools: All Schools	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	PST Committee

Activity - EL Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase software to help EL students in language acquisition. Schools: All Schools	Academic Support Program Technology	08/07/2018	05/24/2019	\$500 - Title III	ESOL Teacher and FP Director

Activity - EL Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct EL parent workshop focusing on parenting strategies to help EL students at home. Schools: All Schools	Academic Support Program Parent Involvement	11/01/2018	11/01/2018	\$0 - No Funding Required	FP Director, ESOL Teacher, EL Parapro, EL Rep

Strategy2:

Co-Teaching and Modeling - ESOL teacher will train EL Reps in effective co-teaching and modeling strategies during a scheduled PD session. The ESOL teacher will work one on one with selected teachers as requested

Category: Develop/Implement Professional Learning and Support

Research Cited: Co-teaching, modeling, and peer mentoring research.

Activity - EL Rep PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3 hour PD session to train EL Reps on Co-Teaching and Modeling strategies for EL students Schools: All Schools	Professional Learning Academic Support Program	08/07/2018	01/31/2019	\$0 - No Funding Required	FP Director, ESOL Teacher, EL Parapro, and teachers of EL students

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use ESOL teacher to provide one on one coaching to teachers as needed and as requested. Schools: All Schools	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	ESOL Teacher

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.

Many documents can be translated to another language, and for those that cannot, an interpreter is provided for our primary ELL language (Spanish).

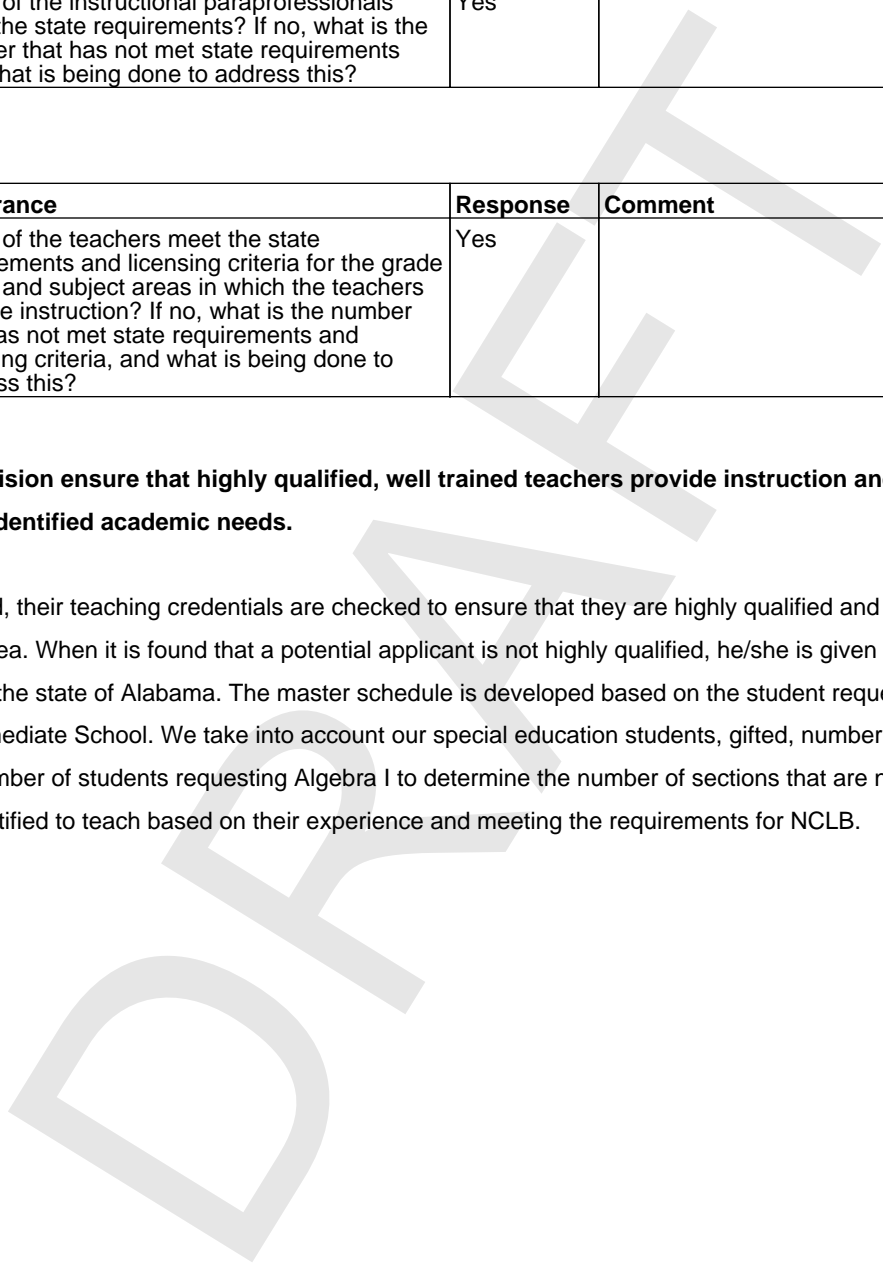
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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.

As teachers are interviewed, their teaching credentials are checked to ensure that they are highly qualified and hold a valid teaching certificate in their content area. When it is found that a potential applicant is not highly qualified, he/she is given the necessary information in order to seek HQ status for the state of Alabama. The master schedule is developed based on the student requests prior to the school year ending at Phenix City Intermediate School. We take into account our special education students, gifted, number of students requesting Honors English, and the number of students requesting Algebra I to determine the number of sections that are needed to accommodate the students. Teachers are identified to teach based on their experience and meeting the requirements for NCLB.



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?

The current principal at South Girard is in his 5th year. The teacher turnover rate is 36% due to teachers retiring, relocating, or being nonrenewed.

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

The average years of experience of the current group of teachers at SGS is 9.5 years, and there are currently 9 teachers with 5 years or less 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).

A mentoring program has been established to provide teachers that are new to the profession an opportunity to work with a veteran teacher to help provide support and guidance as they complete their first year.

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.

Assessments such as Renaissance STAR and Scantron Performance Series yield results that determine local, on-site PD sessions for subject areas that are specific to the data.

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

AMSTI Math/Science
Laying the Foundation for ALL core subjects
Continuation of Professional Learning Communities
Math Planning
Writing Portfolios
Discovery Education

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

The mentor's specific responsibility is to guide and support the beginning teacher. The district mandates that all new teachers sign up for a Beginning Teacher Mentoring Program. At the school level, mentor and mentee are provided time during professional development to collaborate, as well as being encouraged to work together in other capacities throughout the school day.

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

Teachers are exposed to learning in manageable chunks that allow for administrators to assess implementation of the professional learning and to schedule follow-up sessions or extensions of the professional development sessions throughout the year. Further, each teacher at SGS has selected two indicators for the Educate Alabama professional learning program which will allow them to individualize their professional development, providing regular evidence of their professional learning goals.

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

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Students will demonstrate reading growth of 1 year

Measurable Objective 1:

increase student growth whereas the mean reading growth for all students shall be 1.0+ (versus fall benchmark) by 05/23/2018 as measured by STAR reading (GE).

Strategy1:

Teacher Training - Provide relevant, effective professional development for teachers

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teams will participate in Professional Learning Communities (PLCs) weekly	Academic Support Program Professional Learning	08/07/2018	05/24/2019	\$0 - No Funding Required	All Teachers

Activity - Laying the Foundation/A+ College Ready Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English, History, Biology, and Algebra teachers will attend Laying the Foundation/A+ College Ready Training	Professional Learning	06/01/2018	05/24/2019	\$0 - District Funding	Seldon

Strategy2:

Independent reading - Students will read independently everyday in order to experience reading for pleasure, increase fluency, and build confidence.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Library Media Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, celebrations, and competitions. She will create a warm, welcoming library that invites all students to attend.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Librarian and administration

Activity - Sustained Silent Reading during 7th period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 20 minutes each day. Students will be allowed to visit the library to take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	7th period Enrichment teachers, Media Specialist, and Administration

Strategy3:

Student-Specific, Targeted Instruction - Using cyclical Instructional Planning reports from Renaissance STAR, English and Math teachers will identify student-specific skills that students must improve. This will be conducted for every student enrolled for both of these subjects. Then, learning modules designed to target those weak skills will be loaded into Moby Max, an online tutoring program, for every student individually. Teachers will work with students on Moby Max during the last half of enrichment class every day, managing their lessons and progress toward the learning module completion. Students who meet weekly and quarterly goals will be rewarded with free time and large parties (quarterly).

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

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of Moby Max in enrichment classes.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Administration and classroom teachers.

Goal 2:

Students will demonstrate math growth of 1 year (versus fall benchmark)

Measurable Objective 1:

increase student growth whereas the mean math growth for all students shall be 1.0+ (versus fall benchmark) by 05/24/2019 as measured by STAR math (GE).

Strategy1:

Progress Monitoring - Math teachers will track mathematical goals and progress with all students, as well as conference with them after each progress monitoring

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

ACIP

South Girard School

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, targeted remediation and intervention in Math using Moby Max for both RTI students and all students during Enrichment/intervention.	Technology Academic Support Program	08/07/2018	05/24/2019	\$4556 - Other	Administration ,7th Period Teachers

Activity - Math Goals/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

Strategy2:

Student-Specific, Targeted Instruction - Use student-specific STAR reports to build individualized learning modules in Moby Max for use in Enrichment and RTI classes.

Category: Other - Classroom Instructional Support Funds

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on pre-designed lessons during enrichment that are built around information about learning gaps from quarterly STAR reports.	Direct Instruction	08/07/2018	05/24/2019	\$4556 - Other	Enrichment teachers and Administration

Goal 3:

Students will demonstrate reading proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR reading.

Strategy1:

Increase campus-wide reading - Update non-fiction section of library to better reflect student interests in order to attract reluctant readers

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - AR Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment teachers will ensure all students read for at least 15 minutes each day and take AR tests.	Academic Support Program	08/07/2018	05/24/2019	\$800 - Title I Schoolwide	Enrichment Teachers

ACIP

South Girard School

Activity - Reading Competiton	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading competition with Westview Elementary. At the end of each week the school with the most AR points will be announced as the winner for the week.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Activity - Media Speiciast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide additional support, such as incentives, class standing, and competitions.	Academic Support Program	08/07/2018	05/24/2019	\$200 - Title I Schoolwide	Media Specialist and Administration

Goal 4:

Students will demonstrate math proficiency

Measurable Objective 1:

demonstrate a proficiency whereas, per grade level, within 5 years, using the PPG chart as developed by PCS and based on recommendations of 2014, the number of non-proficient students will decrease by 50%. Annually, the number of non-proficient students will decrease at a rate as by 05/24/2019 as measured by STAR math.

Strategy1:

Math Progress - Math teachers will provide academic support in mathematics through progress monitoring and goal tracking.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Targeted Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide meaningful and effective Tier II & III intervention.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Enrichment teachers

Activity - Tracking Students Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will track progress using STAR and conference with students after each progress monitoring	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All Math Teachers

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students deemed at-risk will be referred to the SST and the SST will refer the students to Rtl for additional support and resources.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	All Math Teachers, SST, Rtl , Administrators

Goal 5:

Student participation will increase

SY 2018-2019

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Measurable Objective 1:

increase student growth whereas there will be an annual increase of 1% in extra curricular involvement (versus EOY 2017) by 05/24/2019 as measured by EOY extracurricular data.

Strategy1:

Building Awareness and Promoting Extracurricular Activities - Administrators will promote extracurricular activities to increase student participation.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Promoting SGS Extra Curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following are various activities to help support and increase the number of students participating in extra curricular activities. Class Meetings Spotlight Various Extra Curricular Activities Weekly Praise and Promote Extra Curricular Activities Student Council Involvement -Create a viable student council	Extra Curricular	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, and Extra Curricular Chairpersons

Goal 6:

South Girard will maintain student attendace rates

Measurable Objective 1:

demonstrate a behavior of desired average daily attendance rate of 95% by 05/24/2019 as measured by State EOY ADA report.

Strategy1:

Attendance - Students with no absences and no tardies will be to recognized monthly via school announcements and the students will receive a reward at the end of the month.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Perfect Attendance Recognition (P.A.R.)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with 100% daily attendance will post their "100% Attendance Recognition" display board outside of their classrooms on a daily basis (school secretary will run a weekly ADA/ADM report to verify attendance). At the end of each month, the all students that were in school class for the entire month, no tardies will receive incentives from the PBIS team.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	All classroom teachers, counselor and administrators

DRAFT

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 meet within their departments to provide input on the use of school-based academic assessments. Each department, except for math, has the opportunity to create their own assessments that are to be used to measure achievement in preparation for the state standardized test while covering all ALCOS and CCRS. Math is unable to create their own assessments but can provide outside testing information to determine students' level of understanding. Department heads gather consultation with their department members before attending a School Leadership Team meeting. At this meeting, results of statewide academic assessments are discussed wholly and thoroughly so that department heads may report back to their members.

DRAFT

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?

After each test, teachers analyze their data to determine each class' level of mastery and determine what reteaching efforts need to be made. As teachers do this, they are recording which standards were missed the most so that reteaching may take place immediately before moving to the next unit. In math teachers provide tutoring before and after all assessments. They also look at specific questions on each test to determine which lessons they will need to go back and review.

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?

After each test, teachers discuss the results of the exam and identify which areas are in need of remediation. Teachers will use this information to determine if students need to be recommended to the RTI team for observation.

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.

Students that are identified as non-proficient on the state's academic achievement assessments, weekly assessments, and school level assessments are provided daily intervention in this area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, Accelerated Reader, and Tiered lessons. In addition before and after school tutoring is offered to all students at South Girard School.

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.

SGS follows the guidelines outlined from school district LEA Comprehensive English Learner District Plan. This plan is designed and supported to help students acquire fluency in English, to ensure and provide equal access to academic core curriculum for all EL students. Our school EL representative attended various training in order to train our teachers. SGS teachers were trained in September 2016 on the various strategies that they can incorporate in their classroom to help students with English proficiency.. Teachers use various strategies to accommodate students' English proficiency. EL students are also afforded the opportunity having the district EL teacher visit their classroom at least twice a week to aid in assisting students toward reaching English proficiency goals. Procedures for EL students Phenix City School District's ESL core program is SIOP(Sheltered Instruction Observation Protocol). South Girard delivery model is bilingual. During the registration process, on the Home Language Survey the parent indicates if a child's first learned language is any other than English. The ESL teacher administers the W-APT to the student. Scores are sent home to the parent in their home language notifying eligibility for services. An Individual English Language Plan is formed by the ESL teacher, teacher(s), administrator, counselor, and parent. Interventions are designed

based on the student's needs. All EL students are given the ACCESS test annually. A score of a 4.8 or higher will allow the student to exit the program and monitor progress for two years. Each school EL representative attends continuous district training and delivers to their respective schools regarding learning styles, differentiating instruction etc. Homeless Students- McKinney Vento During the registration process, on the Residency Questionnaire the parent indicates if they are living with someone else or in a motel/hotel/camper. The student may also disclose living situation with counselor. The counselor/McKinney Vento representative notifies the district coordinator as well as the Parental

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.

South Girard School has programs and activities in place to address special populations such as: Problem Solving Team (PST), Special Education Programs, 504 Plans, The P.E.A.R.L.S, and the All-Male Mentoring Math Class are to assist the academically, emotionally, and medically challenged students; Core curriculum tutoring availability as requested by student and/or parent; TEARS, an community based non-profit agency collaborates weekly with SGS to provide anger management services and abstinence and life choices education; In accordance to the McKinney-Veto Law clothes, school supplies, and/or food are available for students in need; New Beginning assists and educates teen moms under the auspices of SGS; SGS' Career Fair affords students the opportunity to take a snap shot of careers available the course of study from Central High School; and English Learners students are assisted in adapting to the environment with Rosetta Stone, an on location EL coordinator, and a district EL teacher.

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.

STAR Math, STAR Reading, and Global Scholar are used to show current academic growth and help students prepare for the state assessment in the spring. Mastery Connect (Exploratory Class) is used for our Rtl students to provide another opportunity to remediate through an interactive, computer- based program.

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 funds, Title II funds, and donations and fundraiser proceeds are used to purchase resources and highly qualified faculty and staff members. Additionally funds are used to celebrate the achievements of students throughout the year. STAR Math, STAR Reading are used to show current academic growth and help students prepare for the state assessment in the spring.

Mastery Connect is used as a tool for teachers to remediate instruction immediately after administering an assessment and the Student Success Teams are used for referring students to the Response to Instruction Team for students needing additional help beyond Tier I instruction.

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

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

Through data analysis of current grades and surveys to all stakeholders, the data collected is used to determine what changes, if any, should be made to the school-wide program.

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

The school looks for trends in the data to determine which groups are making gains and those that are not meeting proficiency on state standards. This information is used to determine if a specific group of students need to be pulled for Tier III instruction, or if changes need to be made to the pacing guide in a particular subject area. Teachers analyze data from STAR Math, STAR Reading, and Mastery Connect to determine growth after each test administration and provide students with remediation packets to help improve specific skills identified from the various test scores. During the summer or just before the school year begins, the School Leadership Team will breakdown the standardized data to make comparisons, note areas of growth, and identify subgroups that show any negative trends in reaching proficiency in reading and math.

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?

Each department analyzes and submits a failure report at the end of the year and uses this number to compare to previous years to determine if the failure report is decreasing or not. Teachers will also use scores from STAR Math, STAR Reading, and Mastery Connect to determine if there has been an increase in scores over the course of the year for students to make inferences on the effectiveness of a particular program or strategy. The administrators will pull all the various data points together to create one report to determine overall academic achievement of all students. This report will also be used to determine if a particular subgroup(s) is/are making academic gains over the course of the year.

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 meets to discuss any revisions to the plan following each nine-weeks. At these meetings, the team will discuss the data to determine what trends exist and to determine if these are school wide or being seen in specific subgroups. The team will look at the strategies and activities that have been implemented to determine their impact on student learning and determine what changes need to be made to continue to make gains in the classroom. These meetings will take place after each nine-weeks and will include dialogue that is subject-specific to ensure that all teachers are familiar with South Girard School Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	22.39

Provide the number of classroom teachers.

23.18

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1274356.0

Total

1,274,356.00

DRAFT

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	87033.0

Total

87,033.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	71007.0

Total

71,007.00

DRAFT

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	58002.0

Total

58,002.00

DRAFT

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55466.0

Total

55,466.00

DRAFT

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

DRAFT

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

DRAFT

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	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.	7767.0

Total

7,767.00

DRAFT

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2330.0

Total

2,330.00

DRAFT

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

DRAFT

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	44760.0

Total

44,760.00

DRAFT

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2489.0

Total

2,489.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	144071.0

Provide a brief explanation and breakdown of expenses.

Full-time teachers, part-time adjuncts, substitutes, parent and student supplies, and benefits

DRAFT

Title II

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

Provide a brief explanation and a breakdown of expenses.

No money from Title II

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

No money from Title 3

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	40071.75

Provide a brief explanation and breakdown of expenses.

paraprofessional unit and STEM classroom supplies

DRAFT

Parent and Family Engagement

DRAFT

Introduction

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

DRAFT

Parent and Family Engagement

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

N/A

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))

Through discussions with teachers and ensuring that their child was actively participating in the day to day activities of the school. Meetings were held at our Parenting Day and at our PTA meetings during the year.

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

Parents will continue reading the plan and looking at the data that has been collected by various departments to determine the effectiveness of the current plan.

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

Parents, school staff, and students share responsibility for improving academic achievement through the distribution, reviewing, and signing of the school compact. The school compact, which serves as an agreement between home and school, is distributed with the registration packets and is signed by teachers, parents, students, and administrators.

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

school workshops, email and or written communication, conferences with teachers or administrators, and parent surveys.

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

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

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

Parents receive training throughout the school year by attending the various events planned by the School Leadership Team. The team has planned events for various times of the school year. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening. The school will provide proper communication to parents, which will highlight the upcoming training sessions and workshops. Additionally, parents will receive an overview of the requirements of Title I as well as the school's participation in The Title I Program during two annual meetings.

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)

Parents can receive training throughout the school year by attending the various events planned by the School Leadership Team. The team has planned events for various times of the school year. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening. The school will provide proper communication to parents, which will highlight the upcoming training sessions and workshops. Additionally, parents will receive an overview of the requirements of Title I as well as the school's participation in The Title I Program during two annual meetings. Lastly, parents are often encouraged by school administrators to volunteer at the school.

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

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

Shall 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)

In an effort to foster collaboration between home, school, and community, the administrators at South Girard School often encourage parents to participate in various school events. Also, the school will utilize the district's parent involvement specialist to coordinate programs to help build ties between parents and the school.

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

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

Shall 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)

The school has established a parent information center located in the front office. The resource center provides literature and resources in English as well as Spanish for parents to access as needed. Parents can receive training throughout the school year by attending various events planned by school administrators. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening.

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)

The school has established a parent information center located in the Assistant Principal's office, which provides valuable literature and resources in both English and Spanish. Also, the school can utilize a computer-based translation program to format newsletters and other information in various languages as needed. Lastly, the school will work with the ELL teacher to ensure students and parents understand information provided concerning school and parent programs.

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))

The school has established a parent information center located in the Assistant Principal's office, which provides valuable literature and resources in both English and Spanish. Also, the school can utilize a computer-based translation program to format newsletters and other information in various languages as needed. Additionally, the school will work with the ELL teacher to ensure students and parents understand information provided concerning school and parent programs

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