

**Objective**

Students in grades 3-5 will annually demonstrate academic proficiency in reading.

<b>Critical Initiative</b>	
Teachers will implement targeted instruction based on student needs.	
<b>Start Date:</b> 08/06/2019	<b>End Date:</b> 05/21/2020

<b>Key Measures</b>
STAR results
DIBELS results
Beacon Results

<b>Critical Initiative</b>	
Teachers will explicitly implement standards-focus lessons.	
<b>Start Date:</b> 08/06/2019	<b>End Date:</b> 05/21/2020

<b>Key Measures</b>
eLeot observations
Walk through observations
Lesson Plans
Weekly Assessments
Collaborative Meeting Agendas
Turn-Around-Training
Sign in Sheets
Powerpoint Presentations

<b>Critical Initiative</b>	
Teachers will conference with students to set goals and progress monitor.	
<b>Start Date:</b> 08/06/2019	<b>End Date:</b> 05/21/2020

<b>Key Measures</b>
Learning Targets
STAR Results
Beacon Assessment
DIBELS Results

<b>Critical Initiative</b>	
Students experiencing difficulties or deemed at-risk for not mastering state standards in the area of reading will be offered the opportunity to participate in the SWARMS Afterschool program.	
<b>Start Date:</b> 08/06/2019	<b>End Date:</b> 05/21/2020

<b>Key Measures</b>
Student Surveys
eleot observations
Student Grade Reports
STAR Reports

<b>Critical Initiative</b>	
Students will set goals based on monthly STAR Assessments with the expectations of students making growth of 2 or more months.	
<b>Start Date:</b> 08/07/2019	<b>End Date:</b> 05/21/2020

<b>Key Measures</b>
STAR Results
ACAP Reports
Accelerated Reader Words Read

Objective

Increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.

Critical Initiative

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

Start Date: 08/06/2019 End Date: 05/21/2020

Key Measures

- ACCESS Assessment/Results
- STAR Reports
- Classroom Observations
- eleot Observations
- Sign in Sheets
- Beacon Results

Critical Initiative

Conduct EL parent workshop focusing on parenting strategies to help EL students at home.

Start Date: End Date: 05/21/2020

Key Measures

- Sign In Sheets
- Event Surveys
- Parent Make and Take Products

Critical Initiative

Include EL students in the PST Process to provide students for academic support.

Start Date: 08/06/2019 End Date: 05/21/2020

Key Measures

- RTI/PST Forms, Documents, and Logs
- STAR Reports
- Teacher RTI Data and Results

**Objective**

Students in grade 3-5 will annually demonstrate academic proficiency in mathematics.

**Critical Initiative**

Teachers will participate in quarterly professional learning teams (Ongoing Assessment Learning Project) to analyze their student data and determine next steps.

**Start Date:** 08/06/2019

**End Date:** 05/21/2020

**Key Measures**

STAR Math Results

Weekly Assessments

Data from Pre-and Pro-Assessments for OGAP

**Critical Initiative**

Teachers will implement standard-focus lessons with a focus on Alabama Best Teaching Practices.

**Start Date:** 08/06/2019

**End Date:** 05/21/2020

**Key Measures**

eLEOT observations

Walk through Observations

Lesson plans

Weekly Assessments

Collaborative Meeting Agendas

**Critical Initiative**

Students experiencing difficulties or deemed at-risk for not mastering state standards in the area math will be offered the opportunity to participate in the SWARMS Afterschool program.

**Start Date:** 08/06/2019

**End Date:** 05/21/2020

**Key Measures**

STAR Reports

Student Grade Reports

Student Surveys

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### Objective

Increase Parental Engagement per school-based events.

#### Critical Initiative

Parent Day Event: Empowering Parents by provided various vendors and community leaders to present information to parents on youth activities .social, emotional, and behavior concerns.

**Start Date:** 08/06/2019

**End Date:** 05/21/2020

#### Key Measures

Sign in Sheets

Event Surveys

**Objective**

Ridgecrest Elementary School's student chronic absenteeism will decrease by 1%.

**Critical Initiative**

Students will be recognized monthly via the morning announcements and received an award during the honor roll celebrations,

**Start Date:** 08/06/2019

**End Date:** 05/21/2020

**Key Measures**

Document letters and parent conferences

ADM Reports

**Critical Initiative**

Helping Families Initiative will allow staff to sponsor school related events to develop health lessons that focus on staying healthy and attending school daily.

**Start Date:** 08/06/2019

**End Date:** 05/21/2020

**Key Measures**

Sign-in sheets from training

Agenda

Critical Initiative

On Track

Teachers will implement targeted instruction based on student needs.

**Objective:** Students in grades 3-5 will annually demonstrate academic proficiency in reading.

Activity

Provide small group instruction-student data

**Person responsible:** Classroom teachers, Interventionists, Coaches

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource: \$0.00  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Formative assessments from Mastery Connect, STAR reports, daily observations, progress monitoring

**Benchmark:** STAR Report-Monthly

**Target Date:** 08/30/2019

**Benchmark:** Mastery Connect-Bi Weekly Reports

**Target Date:** 11/11/2019

**Benchmark:** Progression Monitoring- Weekly, Bi Weekly, Monthly

**Target Date:** 02/12/2020

# Activity

Development of lessons from data

**Person responsible:** classroom teachers

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource: \$0.00

Other Resource:

Activity Measure(s)	Benchmark(s)	Target Date:
Mastery Connect data, STAR reports	Benchmark: STAR testing	09/30/2019
	Benchmark: STAR testing	01/27/2020
	Benchmark: STAR testing	02/24/2020
	Benchmark: STAR testing	03/30/2020
	Benchmark: STAR testing	04/27/2020
	Benchmark: STAR testing	05/18/2020
	Benchmark: STAR testing	11/18/2019
	Benchmark: STAR testing	10/28/2019
	Benchmark: STAR testing	12/16/2019

## Activity

Coaching cycles for reading deficits

**Person responsible:** Classroom teacher, Instructional coaches, Admin.

**Launch Date:** 08/06/2019

### **Required Resources:**

Financial Resource: \$0.00  
Other Resource:

### **Activity Measure(s)**

Data and Classroom Observations-will determine the need

### **Benchmark(s)**

Benchmark: First Coaching Cycle

**Target Date:**  
09/13/2019

Benchmark: Second Coaching Cycle

**Target Date:**  
12/19/2019

Benchmark: Third Coaching Cycle

**Target Date:**  
02/13/2020

## Activity

Lexia usage in the classroom

**Person responsible:** Classroom teacher, Resource Teacher

**Launch Date:** 08/06/2019

### **Required Resources:**

Financial Resource: \$0.00  
Other Resource:

### **Activity Measure(s)**

Lexia student reports, minute usage reports

### **Benchmark(s)**

Benchmark: End of Nine Weeks Student Usage Report

**Target Date:**  
10/17/2019

Benchmark: End of Nine Weeks Student Usage Report

**Target Date:**  
12/20/2019

Benchmark: End of Nine Weeks Students Usage Report

**Target Date:**  
02/11/2020

Benchmark: End of Nine Weeks Students Usage Report

**Target Date:**  
05/15/2020



Personalized Learning

Critical Initiative

Teachers will explicitly implement standards-focus lessons.

On Track

Objective: Students in grades 3-5 will annually demonstrate academic proficiency in reading.

Activity

Family Reading Night- based on standards

Person responsible: Instructional Coaches, Teachers, Administration

Launch Date: 12/05/2019

Required Resources:

Financial Resource: \$300.00
Other Resource:

Activity Measure(s)

Parent/teacher surveys, sign-in sheets

Benchmark(s)

Benchmark: Plan for event-Nov.8

Target Date: 12/05/2019

Benchmark: Family Night Committee Meeting Nov. 15

Target Date: 12/05/2019

Benchmark: Final Family Night Committee Meeting Nov. 22

Target Date: 12/05/2019

## Activity

Use Lexia lessons to teach explicitly

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<b>Person responsible:</b> Classroom teacher		<b>Launch Date:</b> 08/06/2019
<b>Required Resources:</b> Financial Resource: \$0.00 Other Resource:		
<b>Activity Measure(s)</b>	<b>Benchmark(s)</b>	
Class action plan on mylexia core reports	Benchmark: Lexia Reports, Plan	<b>Target Date:</b> 08/06/2019
	Benchmark: Lexia Skill Builders	<b>Target Date:</b> 08/06/2019

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## Activity

Tiered Instruction

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<b>Person responsible:</b> Classroom Teachers, Interventionists, Coaches		<b>Launch Date:</b> 08/06/2019
<b>Required Resources:</b> Financial Resource: Other Resource:		
<b>Activity Measure(s)</b>	<b>Benchmark(s)</b>	
STAR Report, Formative Assessments from Mastery Connect, Progress Monitoring	Benchmark: Progressing Monitoring- Weekly, Bi-Weekly, Monthly, STAR Report, Mastery Connect	<b>Target Date:</b> 08/06/2019

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**Critical Initiative**

On Track

Teachers will conference with students to set goals and progress monitor.

**Objective:** Students in grades 3-5 will annually demonstrate academic proficiency in reading.

Activity

Student Individualize Goals Setting

**Person responsible:** Classroom Teachers

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

STAR Assessments, Beacon Assessments

**Benchmark:** STAR Results-Monthly

**Target Date:**  
08/29/2019

**Benchmark:** Beacon-three times a year

**Target Date:**  
10/14/2019

Activity

Lexia Core-Skill Builders and Leveling Up

**Person responsible:** Classroom Teachers

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Lexia Student Usage Report

**Benchmark:** Begin Lexia Program

**Target Date:**  
08/06/2019

**Benchmark:** Lexia Student Usage Report Review

**Target Date:**  
10/17/2019

**Benchmark:** Lexia Student Usage Report Review

**Target Date:**  
12/20/2019

**Benchmark:** Lexia Student Usage Report Review

**Target Date:**  
03/11/2020

Personalized Learning

Critical Initiative

On Track

Students experiencing difficulties or deemed at-risk for not mastering state standards in the area of reading will be offered the opportunity to participate in the SWARMS Afterschool program.

Objective: Students in grades 3-5 will annually demonstrate academic proficiency in reading.

Activity

Swarms Afterschool Program

Person responsible: Teachers, Administration

Launch Date: 11/05/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

Star Reports, Beacon Reports

Benchmark: Progress Monitoring

Target Date: 11/05/2019

Benchmark: Progress Monitoring

Target Date: 02/13/2020

Benchmark: Progress Monitoring

Target Date: 04/09/2020

Personalized Learning

Critical Initiative

On Track

Students will set goals based on monthly STAR Assessments with the expectations of students making growth of 2 or more months.

**Objective:** Students in grades 3-5 will annually demonstrate academic proficiency in reading.

Activity

Individualize Goals Setting

**Person responsible:** Classroom Teachers,  
Administration

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

STAR Reports, Beacon Reports

**Benchmark:** Beacon Assessment and  
three times a year

**Target Date:**  
10/14/2019

**Benchmark:** STAR Reports- Monthly

**Target Date:**  
08/06/2019

Personalized Learning

Critical Initiative

On Track

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

**Objective:** Increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.

Activity

EL-Professional Learning

**Person responsible:** ESOL Staff, Classroom Teachers and Administration

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Professional Learning Opportunities, Co teaching Lessons, Side by Side Coaching

**Benchmark:** Initial Professional Learning Activities

**Target Date:** 09/12/2019

**Benchmark:** Phase Two of EL Professional Learning

**Target Date:** 11/05/2019

**Benchmark:** Phase Two of EL Professional Learning

**Target Date:** 11/05/2019

**Benchmark:** Phase Three EL Professional Learning

**Target Date:** 02/17/2020

Activity

EL Parent Workshop

**Person responsible:** District and school level ESOL Staff

**Launch Date:** 10/24/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Sign in Sheets, Powerpoint, Surveys

**Benchmark:** First EL Title I Parent Meeting

**Target Date:** 10/24/2019

**Benchmark:** Second EL Title I Parent Meeting

**Target Date:** 03/17/2020

Personalized Learning

Critical Initiative

On Track

Conduct EL parent workshop focusing on parenting strategies to help EL students at home.

**Objective:** Increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.

Activity

EL Parent Meeting/ Workshop

**Person responsible:** School Level Personnel

**Launch Date:** 09/19/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Surveys, Sign in sheets, Powerpoints

**Benchmark:** Title I Parent Meeting

**Target Date:**  
09/19/2019

Personalized Learning

Critical Initiative

On Track

Include EL students in the PST Process to provide students for academic support.

**Objective:** Increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.

Activity

RTI/PST Meetings

**Person responsible:** Classroom Teachers, RTI Committee, Administration

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

RTI Documents, Sign in sheets, teacher/student data

**Benchmark:** Initial PST/RTI Meeting

**Target Date:** 08/30/2019

**Benchmark:** PST/RTI Meeting begins (twice a month)

**Target Date:** 09/13/2019



**Critical Initiative**

On Track

Teachers will participate in quarterly professional learning teams (Ongoing Assessment Learning Project) to analyze their student data and determine next steps.

**Objective:** Students in grade 3-5 will annually demonstrate academic proficiency in mathematics.

Activity

Small group instruction based on student needs

**Person responsible:** Classroom Teacher and Administration

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource:

Other Resource: manipulatives, computer programs (Dreambox, IXL, Xtra Math)

**Activity Measure(s)**

**Benchmark(s)**

Monthly STAR Math testing & mastery connect reports

**Benchmark:** STAR Math

**Target Date:** 09/30/2019

**Benchmark:** STAR Math

**Target Date:** 10/28/2019

**Benchmark:** STAR Math

**Target Date:** 11/18/2019

**Benchmark:** STAR Math

**Target Date:** 12/16/2019

**Benchmark:** STAR Math

**Target Date:** 01/27/2020

**Benchmark:** STAR Math

**Target Date:** 02/24/2020

**Benchmark:** STAR Math

**Target Date:** 03/30/2020

**Benchmark:** STAR Math

**Target Date:** 04/27/2020

**Benchmark:** STAR Math

**Target Date:** 05/18/2020

Professional Learning

Critical Initiative

On Track

Teachers will implement standard-focus lessons with a focus on Alabama Best Teaching Practices.

**Objective:** Students in grade 3-5 will annually demonstrate academic proficiency in mathematics.

Activity

Teachers will participate in ongoing OGAP Math PLT

**Person responsible:** Classroom teachers and AMSTI representative

**Launch Date:** 08/07/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Pre-assessments and post-assessments

**Benchmark:** OGAP Professional Learning Team

**Target Date:** 11/21/2019

**Benchmark:** OGAP Professional Learning Team

**Target Date:** 10/31/2019

**Benchmark:** OGAP Professional Learning Team

**Target Date:** 01/28/2020

**Benchmark:** OGAP Professional Learning Team

**Target Date:** 04/09/2020

**Benchmark:** OGAP Professional Learning Team

**Target Date:** 02/20/2020

Activity

AL Best Teaching Practices Turn Around Training

**Person responsible:** Teacher Leaders, Coaches, Administration

**Launch Date:** 09/06/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Sign In Sheets, Powerpoint Presentation, Professional Literature

**Benchmark:** First Alabama Best Practices Professional Learning Activity

**Target Date:** 09/06/2019

**Benchmark:** Second Alabama Best Practices Professional Learning Activity

**Target Date:** 09/27/2019

**Critical Initiative**

On Track

Students experiencing difficulties or deemed at-risk for not mastering state standards in the area math will be offered the opportunity to participate in the SWARMS Afterschool program.

**Objective:** Students in grade 3-5 will annually demonstrate academic proficiency in mathematics.

Activity

SWARM Afterschool Program

**Person responsible:** Teachers, Teachers, Administration

**Launch Date:** 11/05/2019

**Required Resources:**

Financial Resource:  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

STAR Reports, Beacon Reports

**Benchmark:** Progress Monitor

**Target Date:**  
12/20/2019

**Benchmark:** Progress Monitoring

**Target Date:**  
02/21/2020

**Benchmark:** Progress Monitor

**Target Date:**  
04/09/2020

**Benchmark:** Beacon Reports

**Target Date:**  
02/13/2020

Professional Learning

Critical Initiative

On Track

Parent Day Event: Empowering Parents by provided various vendors and community leaders to present information to parents on youth activities .social, emotional, and behavior concerns.

**Objective:** Increase Parental Engagement per school-based events.

Activity

Ridgecrest Parenting Activities

**Person responsible:** Various Staff Members

**Launch Date:** 10/24/2019

**Required Resources:**

Financial Resource: \$300.00

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Sign in Sheets, Presentations, Surveys,  
Family Make and Take Projects

**Benchmark:** Dads and Donuts

**Target Date:**  
10/24/2019

**Benchmark:** Family Night of Reading

**Target Date:**  
12/05/2019

**Benchmark:** Family STEM Night

**Target Date:**  
03/05/2020

**Benchmark:** Title I Parent Meeting

**Target Date:**  
09/19/2019

Student Attendance

Critical Initiative

On Track

Students will be recognized monthly via the morning announcements and received an award during the honor roll celebrations,

**Objective:** Ridgecrest Elementary School’s student chronic absenteeism will decrease by 1%.

Activity

Student Recognition- will be monitored all year.

**Person responsible:** School secretary, classroom teachers, Adm.

**Launch Date:** 08/06/2019

**Required Resources:**

Financial Resource: \$0.00  
Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

**Benchmark:** First Honor Celebration  
**Target Date:** 10/28/2019

**Benchmark:** Second Honor Celebration  
**Target Date:** 01/14/2020

**Benchmark:** Third Honor Celebration  
**Target Date:** 03/30/2020

**Benchmark:** Principal's Tea  
**Target Date:** 05/15/2020

Student Attendance

Critical Initiative

On Track

Helping Families Initiative will allow staff to sponsor school related events to develop health lessons that focus on staying healthy and attending school daily.

**Objective:** Ridgecrest Elementary School's student chronic absenteeism will decrease by 1%.

Activity

Health lessons will be developed.

**Person responsible:** school nurse, PE coaches

**Launch Date:** 10/07/2019

**Required Resources:**

Financial Resource: \$0.00

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Decrease in school absenteeism, ADM Report

**Benchmark:** Monthly Review of ADM

**Target Date:** 08/06/2019

### Vision

Pursuing excellence on behalf of every student in every school.

### Mission

Each student will develop into a responsible and productive citizen who is prepared for challenges of the future.

### Beliefs

The beliefs of Ridgecrest Elementary School are to provide unlimited learning opportunities for all students. Student academic success is fostered through family engagement, and all students, staff, and parents have the right to be respected at all times.

#### Personalized Learning

##### Objectives

- Students in grades 3-5 will annually demonstrate academic proficiency in reading.
- Increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.

##### Critical Initiatives

- Teachers will implement targeted instruction based on student needs.
- Teachers will explicitly implement standards-focus lessons.
- Teachers will conference with students to set goals and progress monitor.
- Students experiencing difficulties or deemed at-risk for not mastering state standards in the area of reading will be offered the opportunity to participate in the SWARMS Afterschool program.

#### Professional Learning

##### Objectives

- Students in grade 3-5 will annually demonstrate academic proficiency in mathematics.
- Increase Parental Engagement per school-based events.

##### Critical Initiatives

- Teachers will participate in quarterly professional learning teams (Ongoing Assessment Learning Project) to analyze their student data and determine next steps.
- Teachers will implement standard-focus lessons with a focus on Alabama Best Teaching Practices.
- Students experiencing difficulties or deemed at-risk for not mastering state standards in the area math will be offered the opportunity to participate in the SWARMS Afterschool program.
- Parent Day Event: Empowering Parents by provided various vendors and community leaders to present information to

#### Student Attendance

##### Objectives

- Ridgecrest Elementary School's student chronic absenteeism will decrease by 1%.

##### Critical Initiatives

- Students will be recognized monthly via the morning announcements and received an award during the honor roll celebrations,
- Helping Families Initiative will allow staff to sponsor school related events to develop health lessons that focus on staying healthy and attending school daily.

### Critical Initiatives

- Students will set goals based on monthly STAR Assessments with the expectations of students making growth of 2 or more months.
- Co-Teaching and Modeling-ESOL teacher will train EL Reps. in effective co-teaching and modeling strategies during a scheduled PD season. The ESOL teacher will work one on one with selected teachers.
- Conduct EL parent workshop focusing on parenting strategies to help EL students at home.
- Include EL students in the PST Process to provide students for academic support.

### Critical Initiatives

parents on youth activities .social, emotional, and behavior concerns.

### Critical Initiatives

### Key Measures

- STAR results
- DIBELS results
- Beacon Results
- eLeot observations
- Walk through observations
- Lesson Plans
- Weekly Assessments
- Collaborative Meeting Agendas
- Turn-Around-Training
- Sign in Sheets
- Powerpoint Presentations
- Learning Targets
- STAR Results
- Beacon Assessment
- DIBELS Results
- Student Surveys

### Key Measures

- STAR Math Results
- Weekly Assessments
- Data from Pre-and Pro-Assessments for OGAP
- eLEOT observations
- Walk through Observations
- Lesson plans
- Weekly Assessments
- Collaborative Meeting Agendas
- STAR Reports
- Student Grade Reports
- Student Surveys
- Sign in Sheets
- Event Surveys

### Key Measures

- Document letters and parent conferences
- ADM Reports
- Sign-in sheets from training
- Agenda



Key Measures

- eleot observations
- Student Grade Reports
- STAR Reports
- STAR Results
- ACAP Reports
- Accelerated Reader Words Read
- ACCESS Assessment/Results
- STAR Reports
- Classroom Observations
- eleot Observations
- Sign in Sheets
- Beacon Results
- Sign In Sheets
- Event Surveys
- Parent Make and Take Products
- RTI/PST Forms, Documents, and Logs
- STAR Reports
- Teacher RTI Data and Results

Key Measures

Key Measures

### Vision

Pursuing excellence on behalf of every student in every school.

### Mission

Each student will develop into a responsible and productive citizen who is prepared for challenges of the future.

### Beliefs

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#### Personalized Learning

##### Objectives

- Students in grades 3-5 will annually demonstrate academic proficiency in reading.
- Increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.

##### Critical Initiatives

- Teachers will implement targeted instruction based on student needs.
- Teachers will explicitly implement standards-focus lessons.
- Teachers will conference with students to set goals and progress monitor.
- Students experiencing difficulties or deemed at-risk for not mastering state standards in the area of reading will be offered the opportunity to participate in the SWARMS Afterschool program.

#### Professional Learning

##### Objectives

- Students in grade 3-5 will annually demonstrate academic proficiency in mathematics.
- Increase Parental Engagement per school-based events.

##### Critical Initiatives

- Teachers will participate in quarterly professional learning teams (Ongoing Assessment Learning Project) to analyze their student data and determine next steps.
- Teachers will implement standard-focus lessons with a focus on Alabama Best Teaching Practices.
- Students experiencing difficulties or deemed at-risk for not mastering state standards in the area math will be offered the opportunity to participate in the SWARMS Afterschool program.
- Parent Day Event: Empowering Parents by provided various vendors and community leaders to present information to

#### Student Attendance

##### Objectives

- Ridgecrest Elementary School's student chronic absenteeism will decrease by 1%.

##### Critical Initiatives

- Students will be recognized monthly via the morning announcements and received an award during the honor roll celebrations,
- Helping Families Initiative will allow staff to sponsor school related events to develop health lessons that focus on staying healthy and attending school daily.

### Critical Initiatives

- Students will set goals based on monthly STAR Assessments with the expectations of students making growth of 2 or more months.
- Co-Teaching and Modeling-ESOL teacher will train EL Reps. in effective co-teaching and modeling strategies during a scheduled PD season. The ESOL teacher will work one on one with selected teachers.
- Conduct EL parent workshop focusing on parenting strategies to help EL students at home.
- Include EL students in the PST Process to provide students for academic support.

### Critical Initiatives

parents on youth activities .social, emotional, and behavior concerns.

### Critical Initiatives

### Key Measures

- STAR results
- DIBELS results
- Beacon Results
- eLeot observations
- Walk through observations
- Lesson Plans
- Weekly Assessments
- Collaborative Meeting Agendas
- Turn-Around-Training
- Sign in Sheets
- Powerpoint Presentations
- Learning Targets
- STAR Results
- Beacon Assessment
- DIBELS Results
- Student Surveys

### Key Measures

- STAR Math Results
- Weekly Assessments
- Data from Pre-and Pro-Assessments for OGAP
- eLEOT observations
- Walk through Observations
- Lesson plans
- Weekly Assessments
- Collaborative Meeting Agendas
- STAR Reports
- Student Grade Reports
- Student Surveys
- Sign in Sheets
- Event Surveys

### Key Measures

- Document letters and parent conferences
- ADM Reports
- Sign-in sheets from training
- Agenda

Key Measures

- eleot observations
- Student Grade Reports
- STAR Reports
- STAR Results
- ACAP Reports
- Accelerated Reader Words Read
- ACCESS Assessment/Results
- STAR Reports
- Classroom Observations
- eleot Observations
- Sign in Sheets
- Beacon Results
- Sign In Sheets
- Event Surveys
- Parent Make and Take Products
- RTI/PST Forms, Documents, and Logs
- STAR Reports
- Teacher RTI Data and Results

Key Measures

Key Measures

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_09192019\_11:10

2019-2020 Title I Schoolwide Diagnostic for ACIP

**Phenix City Board of Education**  
William Wilkes  
1212 Ninth Avenue  
P.O. Box 460  
Phenix City, Alabama, 36868-0460  
United States of America

Last Modified: 11/04/2019  
Status: Open

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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

*Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.*

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

#### 1. How was the comprehensive needs assessment conducted?

At the end of each academic school year, The Title I Continuous Improvement Team assembles to reflect on the year and begin a comprehensive needs assessment. The following items are reviewed: available test data, discipline records, students receiving Tier III assessment, RTI notes, STAR reports, professional development activities, and surveys data. Upon the completion of this task, the information is organized and determinations are based on needs and success of the school.

#### 2. What were the results of the comprehensive needs assessment?

The results from the comprehensive needs assessment showed a continued need to improve in the area reading and math. In Reading, support is needed in the areas of literacy/recreational materials and literary elements from various text formats and reading comprehension. In Math, algebra standards, geometry, and numbers and operations are the areas of focus for this school year. As a result of the recent Scranton Assessment, teacher observation, and weekly test, students need to exposure to higher order thinking questions and activities that increase their Depth of Knowledge.

#### 3. What conclusions were drawn from the results?

Conclusions drawn from the results are: additional student remediation is needed in Reading and Math via an extended instruction, small group instruction and adaptive computer programs. This will include the continued implementation of centers, extended day program, Tier II, and Tier III interventions, and reading interventionist and the use of Lexia Core and Dreambox. Academic support programs in Reading and Math need to be implemented to increase student learning. In addition, support is needed from AMSTI and Reading Wonders in the area of reading and math instruction. Various professional development activities will be solicited from these three groups to improve teaching in the area of reading (Wonders), AMSTI, and math (Investigations). Students must be taught explicitly and systematic. Skills will must to be taught to mastery.

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

With Reading and Math being our greatest needs, more parent and teacher feedback is needed. There is also a need for a free tutorial program for students in all grades. Funds are needed to support a certified teacher remediation of students in grade K-5 as an extended day program and to improve activities that increase students Depth of Knowledge. The reading program covers the state standards for each grade level, However, teachers should use the reading program as a tool to teach the standards. Even though data reflects that overall students were performing better in mathematics than reading, constant remediation is needed in both areas.

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

Our goals and needs are based on data which connects to the comprehensive needs assessment. Current data reveals third grade reading and third grade math are our weakest academic areas. A focus will be placed on improving student achievement in reading and math.

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

Our goals are developed after reviewing data from surveys, school assessments, program assessments and standardized assessment results. Program assessments are inclusive of, but not



limited to the STAR Reading and Math assessments and DIBELS. The areas that indicate a need for improvement were selected for the Continuous Improvement Plan. Current data reveals reading for all grades and third grade math are our weakest academic areas.

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

While the goals focus on Reading and Math, disadvantaged students benefit from inclusion, intervention and other resources provided by the school. These strategies will be used in an effort is to close the achievement gaps of students that are disadvantaged, black, or white. Goals were carefully crafted and structured to ensure that all students receive engaging instruction. The goals include strategies for teachers to have ample opportunities to analyze student data periodically throughout the year as well as provide tiered/differentiated instruction as needed.

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

1. 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.

All classroom teachers have WIN Time built into their daily schedules for remediation and/or enrichment. Teachers work with individual students and small groups to target gaps in reading, math and the remediation of specific reading skills. Selected students will also receive enrichment outside of the classroom during WIN Time. These students will participate in STEM related activities. Alternative mathematics solutions to multiplication and division facts will be covered, making students more confident and skilled at using their minds. Besides STEM enrichment, other "special topics" will be covered with the intent to introduce as many "new" concepts and subjects (including new words) as possible. Some of these include robotics, environmental sciences, bridge building, and drones.

2. 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.)

Counseling/Mental Health East Alabama Mental Health (EAMH) EAMH school based clinicians provide mental health counseling, case management, and crisis intervention services to children in their own natural environments: at school, at home, and in the community. Clinicians who work with the EAMH school-based program provide a blend of services to children, including clinical counseling, family therapy, small group work, skill building, parenting education, crisis intervention, collateral contacts with other providers, appropriate referrals, case management services, and more. Clinicians administer direct services at least twice per month, to several times per week, depending on the needs of the individual child. School-based clinicians address all areas of a

child's functioning, not just those at school. Another important component of school-based clinical services is communication among all other service providers involved (the school system, other counselors, the Department of Social Services, etc.) Guidance The guidance counselor has classroom guidance lessons on social and emotional development, and career exploration. The counselor works with individuals and small groups of students on friendship skills. In addition, he/she counsels individual students as needed.

3. 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 on-going RTI in their area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, DIBELS data, support staff, Accelerated Reader, Tier lessons, and various research-based resources to ensure that all students achieve academically. In addition, The Ladders To Success and Students Willing to Achieve in Reading and Math after school programs is used to assist. Some teachers offer free tutoring after school to assist students with improving academic achievement. Students with extra practice and opportunities for success. This year there was not enough funds available for this program to operate, provide transportation, and additional materials for students. A paid extended day program was created for the purpose of assisting student with homework and providing some support in the area of reading and math. Some teachers offer free tutoring after school to assist students with improving academic achievement.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Ridgecrest Elementary 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. Ridgecrest Elementary teachers were trained in August 2019 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 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). Ridgecrest Elementary 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 Involvement Specialist. The Parent Involvement Specialist will make contact with the family to assist the child. Arrangements can be made for transportation, clothing, etc. Students that are identified as non-proficient on the state's academic achievement assessments, weekly assessments, and school level assessments are provided on-going RTI in their area(s) of

weakness. Teachers use formative assessments, STAR math and reading assessment data, DIBELS data, support staff, Accelerated Reader, Tier lessons, and various research-based resources to ensure that all students achieve academically. In addition, The Ladders to Success after school program is also used to assist students with extra practice and opportunities for success. Some teachers offer free tutoring after school to assist students with improving academic achievement. Procedures are in place to address Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. The following is a list of services available to students falling in these categories:

- Migrant - Transportation and registration needs are addressed through district policy and procedure and state law.
- English Language Learners - We use Transact when communicating important documentation to parents, the WIDA standards and Can Do statements for EL Student academic progress. We also have an EL Coordinator/Coach and a bilingual counselor.
- Economically Disadvantaged - We use title one funds to support the economically disadvantaged students through the creation and adherence to the continuous improvement plan. These students also receive the assistance from local churches and other civil organizations.
- Special Education - Special education teacher and instructional aides are used to support students with IEPs. The IEP referral process is set forth by law, policy and procedures. RTI/PST is used at our school to assist students. If all RTI/PST efforts fail to improve the student at a sufficient rate the student then enters the special education referral process (with parent approval).
- Neglected and/or Delinquent - Department of Human Resources is used by Ridgecrest Elementary School as a mandatory reporting agency. Students missing school are referred to truancy official in the school district. Reports are kept and monitored monthly.
- Homeless Students - Guidance uses a coordination of local, state and federal agencies to assist students that are displaced. Registration for displaced students is similar to that of Migrant students in its requirements, so as to decrease the difficulty. In addition, all of the aforementioned groups of students are able to receive assistance by community agencies and the District Parental Involvement specialist. She assists all parents/students who are experiencing a life challenges.

5. 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.

Parent Conferences are held throughout the school year for the purpose of addressing student social, emotional, physical, and academic needs. The EL specialist and paraprofessional are available for translating and academic planning.

English Language Learners - We use Transact when communicating important documentation to parents, the WIDA standards and Can Do statements for EL Student academic progress. We also have an EL Coordinator/Coach and a bilingual counselor.

6. What is the school's teacher turnover rate for this school year?

Ridgecrest Elementary School had only five out of 48 teachers to replace during the 2019-2020 school year due to a retirement and relocation. The school was able to hire a highly qualified teacher to replace each of them. All other teachers returned for the 2019-2020 school year.

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

The instructional staff to include teachers, principals and paraprofessionals at Ridgecrest Elementary School is well-qualified, trained, and assigned to implement reform strategies built upon their strengths and identified needs of students. Teachers are assigned to grade levels according to certificate, experience, specialized training. The average years of experience for the current group of teachers at Ridgecrest Elementary School is 13 years and there are currently 2 teachers with 5 years or less of experience.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Each school year the Phenix City School District and selected school administrators attend job fairs in different areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers. Prospective teachers are given information about the school system, city, and communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply. In addition, Blue Chip prospective teachers are invited to attend a prospective teacher job fair where teachers are given an opportunity to meet each principal, tour the city and interview with principals who have teacher positions available. Title I school staff and administrators determine personnel needs that require the use of Title I funds. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified. All staff members are required to participate in professional development activities organized by the administration of the local school. In addition, Ridgecrest Elementary School along with Phenix City Public Schools has established a formal teacher mentoring program. The goals for our program are to improve teaching, learning and build commitment to mentoring as a process that facilitates the transition for beginning teachers. Our mentoring program also includes training for both mentors and new teachers. The requirements to become a mentor is having at least five years of experience, a recommendation by the school administration and the desire to become a trained mentor. As a means of providing ongoing support for new or struggling teachers, each novice teacher is paired with a master teacher, by subject, grade and proximity as much as possible. Mentors and proteges are required to spend at least 2 hour per week discussing lesson plans, school operations, evaluation, and any other topics of interest to the protege. Logs are submitted to the LEA each week.

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

Data taken from teacher, parent, student and administrative surveys determine Professional Development needs for all stakeholders. Stakeholders are given a survey at the end and beginning of each academic school. Survey questions focus on instruction, culture and climate and student needs. In addition, elect observation results, data associated with assessments and instructional programs are used to determine professional learning opportunities and next steps. The following are Professional Development activities organized for teachers, paraprofessionals and other staff: EL Training/Differentiated Instruction; Understanding the Standards; ACIP Review and Revising; Review of Common Core Standards/Tracing the Standards; Educate Alabama-Excellence through Understanding; Gifted Training-Reaching New Heights; Standard Precautions: Bodily Fluids; Mentor/Mentee Program: New Teachers; Wonders Implementation: New Teachers; Strategic Teaching-Student Engagement; Organizing for Success; Feeling Good about Teaching: Teachers Reactivate!; Response to Intervention-Problem Teams; Formative Assessment Using Technology. The following are Professional Development activities organized for Principals: Improving Teaching and Learning: Increasing Administrators Engagement in the Classroom, Reading Foundations, Making Data Driven Instructional Decisions, Investigations, and AMSTI Science. This is a yearlong opportunity for administrators and to earn a Professional Learning Unit. The following are Professional Development activities organized for Parents: Math Nights, Reading Nights, Science Nights are provided for parents to learn teaching practices and engage with their child in a learning environment. Professional development opportunities are determined from surveys sent to grade levels, School, parents and from the school district. All professional development activities were determined by the data collected from students grades, teacher surveys, and yearly assessments.

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

The following are Professional Development activities organized: EL Training/Differentiated Instruction; Understanding the Standards; ACIP Review and Revising; Review of Common Core Standards/Tracing the Standards; Educate Alabama-Excellence through Understanding; Gifted Training-Reaching New Heights; Strategic Teaching-Student Engagement; Feeling Good about Teaching: Teachers Reactivate!; Response to Intervention-Problem Solving Teams; Formative Assessment Using Technology; Improving Teaching and Learning: Increasing Administrators Engagement in the Classroom. With the changing of the curriculum in Reading and going through the process for Math, professional development opportunities are of high quality and research based. As we continue to teach the standards and embrace our new state assessment, Scantron, research based professional development with high quality content and presenters are a priority.

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

Ridgecrest Elementary School along with Phenix City Public Schools has established a formal teacher mentoring program. The goals for our program are to improve teaching, learning and build commitment to mentoring as a process that facilitates the transition for beginning teachers. Our mentoring program also includes training for both mentors and new teachers. The requirements to become a mentor is having at least five years of experience, a recommendation by the school administration and the desire to become a trained mentor. Mentoring teachers must attend several training sessions in order to become a highly qualified mentor. As a means of providing ongoing support for new or struggling teachers, each novice teacher is paired with a master teacher, by subject, grade and proximity as much as possible. Mentors and mentees are required to spend at least 2 hours per week discussing lesson plans, school operations, evaluation, and any other topics of interest to the mentee. Logs are submitted to the LEA each week.

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

A variety of activities are planned throughout the year and teachers are giving a common planning/ collaborative time to meet and discuss specific grade level needs. Student engagement, higher order questioning techniques, and the College and Career Ready Standards will be an area of focus at each of the professional development days. District Instructional Coaches, consultants, District Reading Leaders members will act as facilitators. Teachers create their Professional Learning Plan through Educate Alabama. This provides teachers with the opportunity to enhance their personal professional learning over the course of the year. Mentors and protégés are required to spend at least 2 hours per week discussing lesson plans, school operations, evaluation, and any other topics of interest to the protégé. They are also required to attend monthly district meeting and mentoring logs are submitted to the LEA each week. Professional development opportunities in the area of reading will take place throughout the school year. The purpose is to increase the awareness of Common Core Standards and content literacy strategies as they relate to reading so that teachers can begin creating standards based lessons for students in their grade level. Teachers will receive professional development through the District Support Reading Specialist, local and state professional development opportunities and through Instructional Coaches and administration. Similar development opportunities in the area of math using AMSTI will be used to facilitate learning to enhance teaching in the area of math.

13. 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.

Multiple opportunities are afforded to the students and the families that are serviced by Ridgecrest Elementary School. Students entering kindergarten participate in a transition day, Prekindergarten students are invited to "spend a day" as a kindergarten student. Kindergarten students and teachers interact with prospective students during the reading block. Prekindergarten students

participate in centers, small group instruction, and computer generated programs inside the kindergarten classroom. In addition, they eat lunch and tour the school building. Ridgecrest fifth grade students participants in a field trip to the Phenix City Intermediate School. Students tour the building, participate in the STEM initiatives, and interacts with classroom instruction via Chromebooks and other digital materials. In addition, parents of fifth grade students are invited to participate in an open forum with the administration of the Intermeidate School during the spring time of the year. Information is provided for parents regarding: 1:1 learning, STEM, project based learning opportunities, and the Accelerated Learning program.

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

**(N/A for Elementary Schools)**

N/A

### **Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)**

1. 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?

Assessment scores are reported in four levels; Distinguished Learner, Proficient Learner, Developing Learner and Emerging Learner . Wereview data from the Dynamic Indicators of Basic Early Literacy Skills to determine if Kindergarten students are making gains in regards tobeing proficient readers and in the area of math. When reviewing scores on all assessments, we also look for gains in the areas that wereidentified as weakness and were targeted by the school-wide plan. When evaluating the results achieved by the school-wide plan, we alsotake into account performance of the county's high school students on the graduation exams, including observed areas of strength andtargeted weaknesses on their school-wide plan, as well as the rise and fall of the graduation rate from year to year. This year we will focus on the mastery of state standards/ skills and advancing each student at least one grade level.

2. 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?

The effectiveness of the schoolwide program is determined by the increase in the achievement of students who are furthest from achievingstandards. Data from state assessment data, classroom chapter and unit test data, gains in STAR Reading and Math, and overall progress ofeach individual student is reviewed and analyzed. We review the strategies and action steps to be sure that various forms of differentiatedinstruction were included to reach students with documented disabilities, or barriers such as being an English Learner. Monthly datameetings are held per grade level to track the individual progress of each individual student and the grade level as a whole. At this time,discussions are held in regards to trending patterns, effectiveness of strategies, additional resources or possible solutions to target at-risk students in order to promote measurable progress toward improved academic achievement.

3. 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?

After each instructional walkthrough, results are shared orally and in written form individual faculty members. When looking at practicesobserved during walkthroughs, we determine next steps to

improve or discontinue the current strategies in place. Continuous Improvement Plan Committee work sessions are held throughout the school year to determine if revisions need to be made to the current schoolwide plan. The faculty is asked to reflect on student progress and determine if the practices in place are the most effective way to reach students on their grade level. Each week after grade level meetings, teachers submit minutes detailing discussions and any suggestions for improvement in delivery of services.

#### **Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))**

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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.

The following funding sources will be used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office Directors, Instructional Leaders, teachers, parents, and students in order to meet guidelines for each area and provide optimal resources for student achievement. State: Transportation, Textbooks, Technology Federal: Title I and Title II, IDEA, Grants

2. 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).

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures and guidelines. Some of these programs and services include: schoolwide anti-bullying plan (PTA), USDA Fruit and Vegetable Grant Program, and Extended Day/After school program. We integrate and coordinate the Fine Arts into our curriculum to improve school culture through the use of clubs and organizations. These programs are coordinated and integrated to improve student morale, exposure and positive learning experiences.

## ACIP Assurances

### Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- YES**
- NO
- N/A

### **ATTACHMENTS**

#### **Attachment Name**



[2019-2020 ACIP Signature Sheet, School Compact and Parent Engagement Plan](#)



[ACIP Annal Implementation Plan](#)

2. 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**
- NO
- N/A

3. 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**
- NO
- N/A



## Parent and Family Engagement

1. 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))

Ridgecrest Elementary School asks parent representatives to serve on the Title I Advisory Committee where he/she is instrumental in the development and revision of the district and local school Parental Involvement Plan. The local school parent representative is required to disseminate important information with other parents and community members at workshops, meetings, and Brunch N Learns sessions that are scheduled throughout the day. In addition, during the month of September/October, parents are afforded the opportunity to participate in Title I Parental Involvement Parent meeting. The workshop will focus on the school's participation in Title I and explain the Title I requirements including the 1% set aside and the rights of parents involved. Parents will be made aware of the workshop (and others) via a school newsletter, flyers, school website, and a school-wide call cast. During the month of April, the school will hold a second Title I meeting to discuss the school's participation in Title I, evaluate the program and receive feedback from parents.

2a. Describe 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.

The parent involvement committee has various activities, meetings, and/or workshops planned throughout the school year. The committee has planned events for each quarter which are flexible in number and format. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening.

2b. Describe 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).

Parents representation on each of the school's committees is encouraged and provide numerous opportunities for parents to be involved in the decision-making process of the school. All school committees have at least one parent representative with the exception of the parent involvement committee which has four parent members. Also, parents have the opportunity to be involved with the school's decision making process through participation in the Parent Teacher Organization.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

The funds allocated for parent involvement are being used to support the various events planned by the parent involvement committee as well as to provide literature and other resources via the Parenting Room. In addition, Ridgecrest Elementary has adopted the National Standards for Parent and Family Involvement Programs. These standards help us to promote regular communication between home and school, support parenting skills, student learning, volunteering, school decisionmaking and collaborating with the community. These quality indicators are researched-based and grounded in both sound philosophy and practical experience. Some of our school programs and activities are: \*Home/School Communication\* Parent/students handbooks- give positive practical information about our school and its program. \*Standardized testing Parent report is sent home in August of each year\* Monthly newsletters \*Mandatory Parent/Teacher conferences are held, quarterly, first and third nine weeks of the school year\* Student work and progress reports are distributed to parents every Tuesday \*Regularly schedule PTA meetings are held monthly Ridgecrest will follow the Phenix City School District's Plan for implementing Parents Right to Know. Letters are sent out at the beginning of the year to those parents of students who are receiving instruction from teachers who are not Highly Qualified. \*Parents are encouraged to request conference with teachers to review and assist in improving student performance.

3. 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))

During quarterly parent meetings, information about its Title I programs, the curriculum, and forms of academic assessments is discussed with parents. Parents are given information about the priority goals in reading, math and parents as partners. They are also given information how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. An interpreter (school counselor and EL teacher) is provided at all Title I meetings to communicate with parents if necessary. Documents can be provided in the home language of parents who need it and upon request. In addition, the school provides parents information regarding school programs, curriculum, academic assessment, and achievement expectations through the following formats:- Parent Meetings and workshops- Family and Community Engagement Involvement Committee- Monthly Newsletter- School Website- Parent Information Center- Resources and literature available in English and Spanish- Referral process for community service programs coordinated by the district's parent involvement specialist -Classroom Teacher - Parent weekly Communicator

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

The parent compact was developed to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. The compact is developed and reviewed annually by the Building Leadership Team Advisory Committee and revised as needed. It is the desire of our school that all of these individuals will share the responsibility for improved student achievement and that means by which the school and parents will build and develop a partnership to help all students achieve or exceed proficiency on state's academic content standards. Parents are afforded to opportunity to make suggestions and/or comments. Parent Compacts are located in the teacher's classroom and student cumulative folder for use and review.

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

Copies of the Continuous Improvement Plan will be located in the Federal Programs Coordinator's office, principal's office, parenting room, school website, and the media center. This plan will be available to parents, students, and the public for review. Parents will be notified of the availability of these plans via a letter in the registration packet and the annual student handbook for new and returning students. If a parent disagrees with any aspect or component of the School Parent Involvement Plan, the LEA Consolidated application for federal funds, or the LEA set asides, they may schedule an appointment with the principal to discuss their concerns. If they still have concerns after meeting with the principal, they may submit their concerns in writing to the Federal Programs Coordinator at the Phenix City Board of Education Building. If not resolved, these concerns will then be forwarded to the SDE Federal Programs Administrator. The plan will be available online and copies placed at the school for parents to review and provide feedback.

6a. 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.

Parents can receive training throughout the school year by attending the various events planned by the Family and Community Engagement Committee. The committee has planned events for each month which are flexible in number and format. 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 a monthly newsletter to parents, which will highlight the upcoming training sessions and workshops. Additionally, parents can attend various workshops provided by the school's Literacy Committee which will focus on content standards, curriculum, assessments, and tutorials on specific school programs as well as strategies for monitoring their child's progress and improving academic achievement.

6b. 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 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.

Parents can receive training throughout the school year by attending the various events planned by the parent involvement committee. The committee has planned events for each month which are flexible in number and format. 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 a monthly newsletter to parents, which will highlight the upcoming training sessions and workshops. Additionally, parents can attend various workshops provided by the school's Literacy Committee which will focus on content standards, curriculum, assessments, and tutorials on specific school programs as well as strategies for monitoring their child's progress and improving academic achievement. Teachers are encouraged to gain assistance through professional learning communities, faculty meetings, and grade-level meetings in understanding the importance of positive parent involvement. All teachers are required to have students use planners to provide daily communication of classroom activities. Counselors work with administrative staff to coordinate open communications between teachers and parents. Also, the school utilizes the district's parent involvement specialist to coordinate programs to help build ties between parents and the school. Lastly, the school has established a community outreach committee to further enhance

6c. 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 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.

Ridgecrest Elementary School provides our parents with a Parenting Room which allows parents and guardians to use materials to include computers to assist student with assignments. The Parenting Room includes brochures, schedules, copy of the ACIP, school information sheets and computers. Parents are invited into all of our classrooms during the school day and various workshops that assist them in helping students academically.

6d. 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 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.

The school has established a parent information center located in the center of the building, which provides valuable literature and resources in both English and Spanish. Also, the school utilizes the TransAct program to provide parents school related information in a language they can understand. Lastly, the school will work with the EL teacher to ensure students and parents understand information provided concerning school and parent programs. Parent workshops are conducted to provide parents information in English and Spanish about the ESL program and standardized tests.

6e. 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 such other reasonable support for parental involvement activities as parents may request.

The school will solicit parent input throughout the year and adjust programs, training sessions, and workshops as needed based on feedback from stakeholders. Parents have the opportunity to request other activities as well as comment on current programs through the following formats:- surveys- email or other written communication- conferences with teachers -surveys after each Family Reading Night, Math Night, STEM Night, Parenting Day and Special Activities

7. 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 parenting room located at the center point of the school, which provides valuable literature and resources in both English and Spanish. Also, the school utilizes the Transact program to format newsletters and other information in various languages as needed. Various workshops and parent information meeting are held at different location of the school district. These parent meetings are instructed by the district EL teachers. Additionally, the school will work with the EL teacher to ensure students and parents understand information provided concerning school and parent programs.



## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

- I have completed and uploaded the Coordination of Resources - Comprehensive Budget.
- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

### **ATTACHMENTS**

#### **Attachment Name**

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[2019-2020 ACIP Signature Sheet, School Compact and Parent Engagement Plan](#)






[Ridgecrest Elementary School Coordination of Resources Comprehensive Budget](#)

## eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes**
- No

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">2019-2020 ACIP Signature Sheet, School Compact and Parent Engagement Plan</a>	2019-2020 ACIP Signature Sheet, School Compact and Parent Engagement Plan	<ul style="list-style-type: none"><li>• 1</li><li>•</li></ul>
 <a href="#">ACIP Annal Implementation Plan</a>	Strategies and goals taken from eProve.	<ul style="list-style-type: none"><li>• 1</li></ul>
 <a href="#">Ridgecrest Elementary School Coordination of Resources Comprehensive Budget</a>	2019-2020 Comprehensive Budget	<ul style="list-style-type: none"><li>•</li></ul>



# Coordination of Resources - Comprehensive Budg

After completing this spreadsheet, upload as an attachment to the Coordination of Resources - Comprehensive Buc  
**Title I Schoolwide Diagnostic for ACIP** or **Title I Targeted Assistance Diagnostic for ACIP** (depending which diagnos  
your school).

Do not delete any of the provided columns or tables for the questions below. If a given column does not apply, ple

## Coordination of Resources

**Instructions:** Answer questions 1-10 below. If it does not apply, please leave the corresponding cell blank.

1	Number of classroom teacher State units earned=	45.47
2	Number of classroom teachers placed in your building=	44.81
3	Number of principal State units earned=	1
4	Number of principal units placed in your building=	1
5	Number of assistant principal State units earned=	0.5
6	Number of assistant principal units placed in your building=	1
7	Number of counselor State units earned=	1
8	Number of counselor units placed in your building=	1.5
9	Number of librarian State units earned=	1
10	Number of librarian units placed in your building=	1

## Comprehensive Budget

The blue cells for 11a-18a will populate the total amount, from your breakdown of each table Item/Personnel. Please see our example highlighted to provide your own breakdown of how **State and/or Local dollars** are being used for questions 11b-18b. Input the breakdowns for each question only in the corresponding table. Insert additional rows as needed within each table.

Question 19 will populate the total State and/or Local dollars from questions 11a-

**Instructions:** 18a.

Other than the personnel listed in **Coordination of Resources**, how are **State and/or Local** dollars being used in your school?

**\$8,000**

**Example:**

Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
EL Tutors	\$5,000
Renaissance Learning	\$3,000

Total amount of Title I, Improving the Academic Achievement of the Disadvantaged, dollars, including Parent and Family Engagement money (if applicable), in your school.

**\$276,401**

11b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
Supplies	\$433
Extended Day Salaries and Benefits	\$19,618
Salaries and Benefits	\$256,350

Total amount of Title II, Professional Development Activities and Class Size Reduction, dollars (if applicable), in your school.

\$0

12b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
All Title II funds associated with meeting the needs of professional development are covered by the Phenix City Board of Education district budget	N/A

13a. Total amount of Title III, English Learners, dollars (if applicable), in your school.

\$0

13b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
All cost associated with meeting the needs of English Learnings are covered by the Phenix City Board Of Education District budget.	N/A

Total amount of Title IV, Part A, Student Support and Academic Enrichment dollars (if applicable), in your school.

\$0

14b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
	N/A

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15a. Total amount of Title IV, Part B, 21st Century Community Learning Center dollars (if applicable), in your school. \$0

15b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
	N/A

16a. Total amount of Title V, Rural and Low-Income, dollars (if applicable), in your school. \$0

16b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
	N/A

17a. Total amount of Dependent Care Grant dollars (if applicable), in your school. \$0

17b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
	N/A

18a. Total amount of School Improvement dollars (if applicable), in your school. \$0

18b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>
	N/A

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19 Total amount of all State, Local, and Federal Funds

**\$276,401**

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