



ACIP

Hatton Elementary School

Colbert County Board of Education

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Leighton, AL 35646

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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?

Hatton Elementary School is a Title I school located in rural Leighton, Alabama. It serves children from Ford City, Nitrate City, and the surrounding Leighton area. The current enrollment is 251 students, a decrease from last year. Hatton has 14 full time teaching units, a full time physical education teacher, and two full time special education teachers. Our First Class Pre-K is in its third year with one full time teacher and one auxiliary teacher. This year we have a full time guidance counselor and a full time librarian. Part time staff includes a music teacher and a special education teacher. Hatton employs two full time aids, two full time custodians, and three full time cafeteria workers.

The poverty level in the area is high which results in approximately 84% Free and Reduced status for the students.

The teaching staff is 100% highly qualified and all live in Colbert County and surrounding areas.

The community is fortunate to have a high percentage of parents that are involved with stakeholder decisions and the Parent Teacher Organization.

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.

Hatton Elementary School exists to provide quality education in a safe environment that encourages students to grow academically and socially, and ultimately become life-long learners and productive citizens. Hatton Elementary will provide a challenging curriculum with supportive learning environments that promote shared involvement between district, parents, students, and stakeholders. The school's core beliefs are that all students have the potential to learn and that learning is a life-long process

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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.

Over the last several years Hatton Elementary has experienced notable improvements in multiple areas.

One area in which the school has improved is in the area of effective counseling lessons in the classrooms by the guidance counselor. We have added a full time counselor who holds bimonthly counseling sessions in all grade levels. We used Title I money to help pay the salary for our full time guidance counselor.

Another improvement is the addition of more up to date technology and technology support. Due to Title 1 funds, money from grants, and money awarded to Hatton from TVA, our school is very close to being a one to one initiative school. This year Hatton received \$20,000 from the state for making gains in third grade reading. We also received \$24,000 from Partners in Education with TVA and Browns Ferry for the second year in a row. We plan on using this money to purchase several items for our school, including, more technology, chrome carts, and robotics equipment to start a robotics team and/or teach students how to code and program.

Over the last several years Hatton has seen a notable improvement in parental involvement and support for the teaching staff. Our PTO has held several fund raisers and raised money for our school. Our counselor started the watchdog program last year. We have several volunteer dads that come to the school and help out in many ways.

Hatton has a full time RSO this year.

Hatton is welcoming a new principal this year who has a lot of exciting goals and plans for our school.

Our main goal for this school year is to provide chrome books for every classroom, including special education classrooms. Our principal is working on professional development for teachers to ensure they get the most use out of the chrome books. She is also looking into starting a robotics team this year.

Additional Information

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

Hatton Elementary School is a very close knit school. Parents and teachers work together daily for the well being of the students. The PTO is very active and completes many fundraisers during the school year.

Our guidance counselor has implemented the Watch Dog Program involving many male figures. These male figures will help with numerous activities involving the students throughout the school day.

The Special Olympics was a success for two of our students. These students were recognized in different events in which they participated.

The Student Council was involved in communities activities.

Many civic organizations are also involved at our school. Colbert County 4-H meets with grades 4-6 monthly, The Tennessee Valley Garden Club meets with the 4th grade monthly, and local churches provide a Back-Pack Ministry for students in need. A local church is providing free tutoring services for our students after school.

Hatton Elementary was fortunate during the 2016-2018 school years to receive money from several agencies to supplement technology and classroom supplies.

Several of our classrooms, the library, and the gym have received a face lift. We raised enough money to replace the gym floor. Our principal had educational and character building quotes and murals painted throughout the school. Colbert County replaced all the lights and heating and cooling systems in our building. The outside area has been updated.

Colbert County provided a SRO for our school this year.

Our principal is looking into starting a new robotics team this year.

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.

HES involves parents in all aspects of the Title I Program. We have parent representatives on our CIP Committee who actively participate in the development of the CIP. The CIP team chooses parents who are willing and able to give their time to attend meetings and be active in the development of the CIP. All parents have the opportunity to review the plan. Teachers from several grade levels, along with the reading coach, counselor, and ELL and special education teachers are selected for the CIP team by the principal.

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

A meeting was held in August which allowed parent representatives on the committee to give their input regarding the plan. A group of teachers assisted in the school improvement plan. These teachers began planning in August 2018 to review the previous year's Scantron, Edmentum, and DIBELS data. They also looked at the DIBELS and Edmentum data from the tests taken at the beginning of this school year. Our school system had a professional development day in September so teachers could analyze the data and meet with their grade level and devise a plan of action to improve scores even more this school year. DIBELS data and Edmentum test results are analyzed through out the school year. The DIBELS test is administered three times during the school year. Scantron and Edmentum tests are given at the beginning and end of the year.

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

Parents and committee members were informed using the following: open house, resource table, goals posted throughout the school, and the website. We also use the group me app to communicate with teachers.

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		Dibels End of Year End of Year Performance

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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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, grades K-6 all showed gains in the area of reading and math.

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

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, all grade levels that were tested showed a positive trend in performance in math and reading.

Which area(s) indicate the overall highest performance?

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, math is the overall highest performance.

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

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, all grade levels tested show increasing performance in math and reading.

Between which subgroups is the achievement gap closing?

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, it appears that the gap between second grade and third grade math and reading is closing and the gap between fourth and fifth grade math and reading is closing.

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

These results are based on Edmentum scores, We will compare these results to the Scantron results when we receive that information.

They should show similar results.

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Areas in Need of Improvement

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

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, first grade reading scores and k-6 language arts scores are below the expected level of performance.

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

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, there were no negative trends in performance. All grade levels need to work to improve over all scores in language arts.

Which area(s) indicate the overall lowest performance?

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, K-6 language arts scores were overall the lowest level of performance. Reading in Kindergarten and first grade showed low levels of performance as well.

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

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, there were no signs of decreasing performance in any subgroup.

Between which subgroups is the achievement gap becoming greater?

Based on Edmentum data from the beginning to the end of the 2017-2018 school year, the achievement gap between first and second grade was getting bigger.

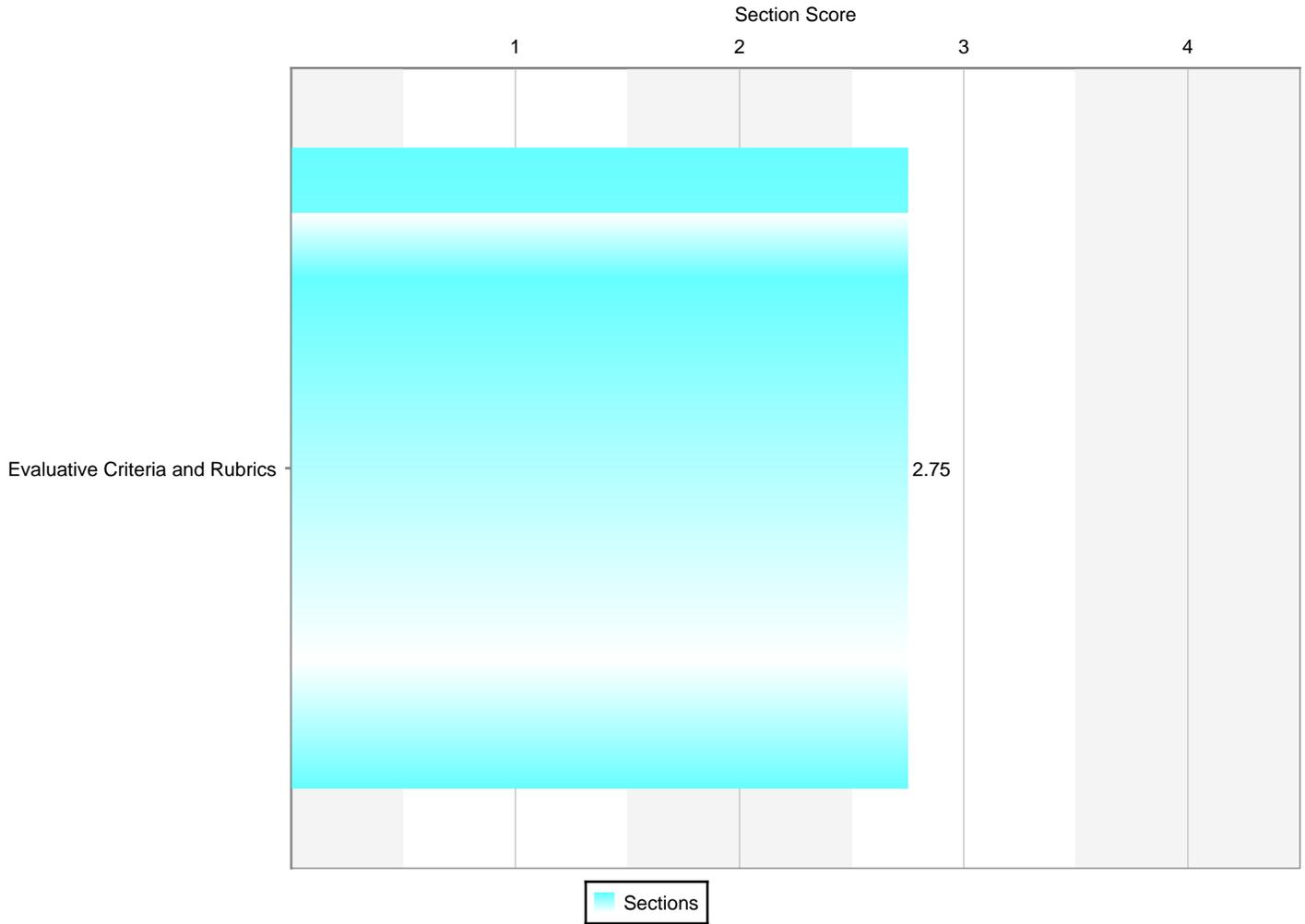
Which of the above reported findings are consistent with findings from other data sources?

We have not received data from Scantron yet, but we expect that these scores will be consistent with our Edmentum scores. DIBELS scores are also consistent with these findings.

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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	Paula Young Amanda Green Andrea Pless Becky Long April Willis Felicia Miller Sandy Thompson Wade Turberville Amanda Winborn Mary Jimenez	

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	Discrimination Policy	Discrimination Policy Discrimination

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	Wade Turberville 256-386-8565 Colbert County Board of Education P.O. Box 538 Tuscumbia, AL 35674	Discrimination Policy Discrimination

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	HES Parental Involvement Documentation on file at school location.	

ACIP

Hatton Elementary School

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

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Plan for ACIP 2018-2019

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Overview

Plan Name

Plan for ACIP 2018-2019

Plan Description

DRAFT

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	Improve Reading Skills	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Improve Math Skills	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Improve Science Skills	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Implement Counseling Classes	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Improve Reading Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in reading scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy 1:

Literacy Stations - Students will rotate among several literacy stations set up in the classroom. Students will complete a variety of activities including, but not limited to, graphic organizers, word work, reading and rereading familiar text, responding to text, and writing.

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

Research Cited: <http://www.readingrockets.org/blogs/shanahan-on-literacy/group-or-not-group-question>

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will alternate from computer stations, literacy/writing stations, and teacher meeting stations.	Academic Support Program	08/13/2018	05/31/2019	\$0	No Funding Required	Classroom teachers

Goal 2: Improve Math Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in math scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy 1:

Math Stations - Students will rotate among a variety of math stations, including, but not limited to, computer stations, fact stations, practice stations, and teacher meetings.

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

Research Cited: https://scholarworks.arcadia.edu/cgi/viewcontent.cgi?article=1041&context=undergrad_works

Activity - Math Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology and small group stations to work on math skills to help improve test scores	Academic Support Program	08/13/2018	05/31/2019	\$0	No Funding Required	Classroom teachers

Goal 3: Improve Science Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in science scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy 1:

Science Stations - Students will work in small groups to complete STEM activities, AMSTI activities, writing activities, and/or any other science related activities set up by the classroom teacher.

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

Research Cited: <http://www.nsta.org/publications/news/story.aspx?id=52116>

Activity - Science Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology and small group lessons to help improve science scores	Academic Support Program	08/13/2018	05/31/2019	\$0	No Funding Required	Classroom Teachers

Goal 4: Technology

Measurable Objective 1:

100% of All Students will collaborate to complete a project using technology in Writing by 05/31/2019 as measured by teacher survey.

Strategy 1:

Technology - Teachers will attend professional development on using technology in the classroom and then implement practices in the classroom with students to improve their skills with technology and guide them on how to complete an activity using technology in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://study.com/academy/lesson/research-on-technology-in-the-classroom.html>

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in technology	Academic Support Program	09/07/2018	05/31/2019	\$0	No Funding Required	Classroom teachers Special Education teachers Librarian

Goal 5: Implement Counseling Classes

Measurable Objective 1:

80% of All Students will complete a portfolio or performance of one activity during the school year that demonstrates a lesson taught during a counseling session in Practical Living by 05/31/2019 as measured by counselor survey.

Strategy 1:

Guidance Classes - The guidance counselor will meet with each class monthly to work on character education and life skills. She will teach appropriate grade level lessons and have students complete a cumulative activity.

Category: Implement Guidance and Counseling Plan

Research Cited: <http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programs-study.pdf>

Activity - Guidance Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance Counseling Classes	Behavioral Support Program	08/13/2018	05/31/2019	\$0	No Funding Required	Amanda Green

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Teacher training in technology	Academic Support Program	09/07/2018	05/31/2019	\$0	Classroom teachers Special Education teachers Librarian
Math Stations	Students will use technology and small group stations to work on math skills to help improve test scores	Academic Support Program	08/13/2018	05/31/2019	\$0	Classroom teachers
Science Stations	Students will use technology and small group lessons to help improve science scores	Academic Support Program	08/13/2018	05/31/2019	\$0	Classroom Teachers
Guidance Classes	Guidance Counseling Classes	Behavioral Support Program	08/13/2018	05/31/2019	\$0	Amanda Green
Small Groups	Students will alternate from computer stations, literacy/writing stations, and teacher meeting stations.	Academic Support Program	08/13/2018	05/31/2019	\$0	Classroom teachers
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.

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Stakeholder Feedback Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

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Areas of Notable Achievement

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

The overall highest level of satisfaction was the school's purpose statement and student success

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

The approval of the administration is increasing with the stakeholders.

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

Parents agree that the administrator is available for addressing their concerns.

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Areas in Need of Improvement

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

Students feel that the teachers and the principal do not ask parents to attend school activities as much as they should

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

Stakeholders shared that times of meetings and programs were not always convenient for all.

What are the implications for these stakeholder perceptions?

Stakeholders feel that they are unable to attend functions due to the time schedules.

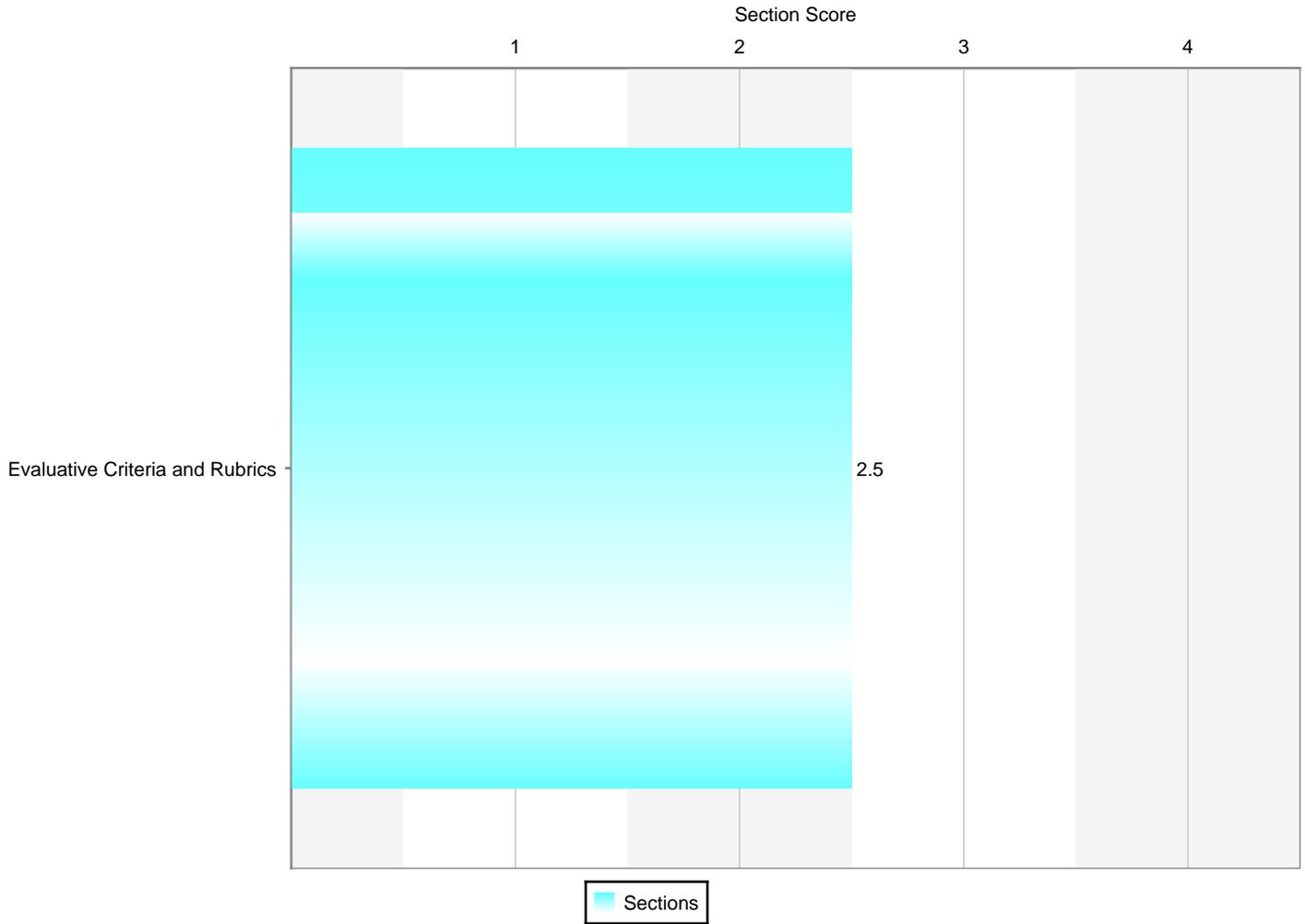
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Time scheduling is a consistent finding.

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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?

An online survey was conducted from April 2015 until May 2015.

What were the results of the comprehensive needs assessment?

The overall average for Parent Survey was 4.11.

The overall average for Student Survey was 2.8.

The overall average for Staff Survey was 3.98.

What conclusions were drawn from the results?

The students need to voice specifically what their needs/desires are for the upcoming school year.

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

It was concluded that students do not understand the wording of some of the questions. They also do not feel as safe at school as they should. School programs and processes need to be further explained to stakeholders.

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

The goals are aligned with the needs assessed by the parent, staff, and students on the surveys.

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

The goals portray the analysis of the data collected during surveys, formative, and sumative assessments.

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

The goals are developed to benefit the majority of the student population with consideration for the accommodations defined in the Individual Education Plans.

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:

Improve Reading Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in reading scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy1:

Literacy Stations - Students will rotate among several literacy stations set up in the classroom. Students will complete a variety of activities including, but not limited to, graphic organizers, word work, reading and rereading familiar text, responding to text, and writing.

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

Research Cited: <http://www.readingrockets.org/blogs/shanahan-on-literacy/group-or-not-group-question>

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will alternate from computer stations, literacy/writing stations, and teacher meeting stations.	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers

Goal 2:

Improve Math Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in math scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy1:

Math Stations - Students will rotate among a variety of math stations, including, but not limited to, computer stations, fact stations, practice stations, and teacher meetings.

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

Research Cited: https://scholarworks.arcadia.edu/cgi/viewcontent.cgi?article=1041&context=undergrad_works

ACIP

Hatton Elementary School

Activity - Math Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use technology and small group stations to work on math skills to help improve test scores	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers

Goal 3:

Improve Science Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in science scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy1:

Science Stations - Students will work in small groups to complete STEM activities, AMSTI activities, writing activities, and/or any other science related activities set up by the classroom teacher.

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

Research Cited: <http://www.nsta.org/publications/news/story.aspx?id=52116>

Activity - Science Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use technology and small group lessons to help improve science scores	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom Teachers

Goal 4:

Technology

Measurable Objective 1:

100% of All Students will collaborate to complete a project using technology in Writing by 05/31/2019 as measured by teacher survey.

Strategy1:

Technology - Teachers will attend professional development on using technology in the classroom and then implement practices in the classroom with students to improve their skills with technology and guide them on how to complete an activity using technology in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://study.com/academy/lesson/research-on-technology-in-the-classroom.html>

ACIP

Hatton Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in technology	Academic Support Program	09/07/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers Special Education teachers Librarian

Goal 5:

Implement Counseling Classes

Measurable Objective 1:

80% of All Students will complete a portfolio or performance of one activity during the school year that demonstrates a lesson taught during a counseling session in Practical Living by 05/31/2019 as measured by counselor survey.

Strategy1:

Guidance Classes - The guidance counselor will meet with each class monthly to work on character education and life skills. She will teach appropriate grade level lessons and have students complete a cumulative activity.

Category: Implement Guidance and Counseling Plan

Research Cited: <http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programs-study.pdf>

Activity - Guidance Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counseling Classes	Behavioral Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Amanda Green

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:

Improve Reading Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in reading scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy1:

Literacy Stations - Students will rotate among several literacy stations set up in the classroom. Students will complete a variety of activities including, but not limited to, graphic organizers, word work, reading and rereading familiar text, responding to text, and writing.

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

Research Cited: <http://www.readingrockets.org/blogs/shanahan-on-literacy/group-or-not-group-question>

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will alternate from computer stations, literacy/writing stations, and teacher meeting stations.	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers

Goal 2:

Improve Math Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in math scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy1:

Math Stations - Students will rotate among a variety of math stations, including, but not limited to, computer stations, fact stations, practice stations, and teacher meetings.

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

Research Cited: https://scholarworks.arcadia.edu/cgi/viewcontent.cgi?article=1041&context=undergrad_works

Activity - Math Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use technology and small group stations to work on math skills to help improve test scores	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers

Goal 3:

Improve Science Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in science scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

Strategy1:

Science Stations - Students will work in small groups to complete STEM activities, AMSTI activities, writing activities, and/or any other science related activities set up by the classroom teacher.

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

Research Cited: <http://www.nsta.org/publications/news/story.aspx?id=52116>

ACIP

Hatton Elementary School

Activity - Science Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use technology and small group lessons to help improve science scores	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom Teachers

Goal 4:

Technology

Measurable Objective 1:

100% of All Students will collaborate to complete a project using technology in Writing by 05/31/2019 as measured by teacher survey.

Strategy1:

Technology - Teachers will attend professional development on using technology in the classroom and then implement practices in the classroom with students to improve their skills with technology and guide them on how to complete an activity using technology in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://study.com/academy/lesson/research-on-technology-in-the-classroom.html>

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in technology	Academic Support Program	09/07/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers Special Education teachers Librarian

Goal 5:

Implement Counseling Classes

Measurable Objective 1:

80% of All Students will complete a portfolio or performance of one activity during the school year that demonstrates a lesson taught during a counseling session in Practical Living by 05/31/2019 as measured by counselor survey.

Strategy1:

Guidance Classes - The guidance counselor will meet with each class monthly to work on character education and life skills. She will teach appropriate grade level lessons and have students complete a cumulative activity.

Category: Implement Guidance and Counseling Plan

Research Cited: <http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programs-study.pdf>

Activity - Guidance Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counseling Classes	Behavioral Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Amanda Green

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:

Improve Reading Skills

Measurable Objective 1:

achieve college and career readiness by showing a 3% gain in reading scores from the beginning of the year tests to the end of the year tests by 05/31/2019 as measured by Scantron test scores for students tested in grades 3 through 6.

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

Research Cited: <http://www.readingrockets.org/blogs/shanahan-on-literacy/group-or-not-group-question>

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will alternate from computer stations, literacy/writing stations, and teacher meeting stations.	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers

Goal 2:

Improve Math Skills

Measurable Objective 1:

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Activity - Science Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use technology and small group lessons to help improve science scores	Academic Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Classroom Teachers

Goal 4:

Technology

Measurable Objective 1:

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Hatton Elementary School

100% of All Students will collaborate to complete a project using technology in Writing by 05/31/2019 as measured by teacher survey.

Strategy1:

Technology - Teachers will attend professional development on using technology in the classroom and then implement practices in the classroom with students to improve their skills with technology and guide them on how to complete an activity using technology in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://study.com/academy/lesson/research-on-technology-in-the-classroom.html>

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in technology	Academic Support Program	09/07/2018	05/31/2019	\$0 - No Funding Required	Classroom teachers Special Education teachers Librarian

Goal 5:

Implement Counseling Classes

Measurable Objective 1:

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Strategy1:

Guidance Classes - The guidance counselor will meet with each class monthly to work on character education and life skills. She will teach appropriate grade level lessons and have students complete a cumulative activity.

Category: Implement Guidance and Counseling Plan

Research Cited: <http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programs-study.pdf>

Activity - Guidance Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counseling Classes	Behavioral Support Program	08/13/2018	05/31/2019	\$0 - No Funding Required	Amanda Green

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

ELL

Measurable Objective 1:

100% of Kindergarten, Third and Sixth grade English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 04/29/2016 as measured by 2015 ACCESS for ELLs.

Strategy1:

Improve Reading - The Classroom teacher and/or ELL teacher will utilize the students' personal information and scores on ACCESS test to improve reading skills.

Classroom teacher and/or ELL teachers will work with ELL's on a one-on-one basis as needed to change performance

Category:

Research Cited: August, D. & Shanahan, T., "Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth", Lawrence Erlbaum Associates, 2006.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Small Group Instruction from ELL teachers and classroom teacher. Provide small group instruction and peer tutoring as often as needed.	Other	08/01/2016	05/01/2017	\$0 - Title I Part A	ELL Teacher and classroom 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.

The ELL teacher sends notes home in the language of the student and holds meetings with the parents and sits in on other classroom meetings that the parents will attend.

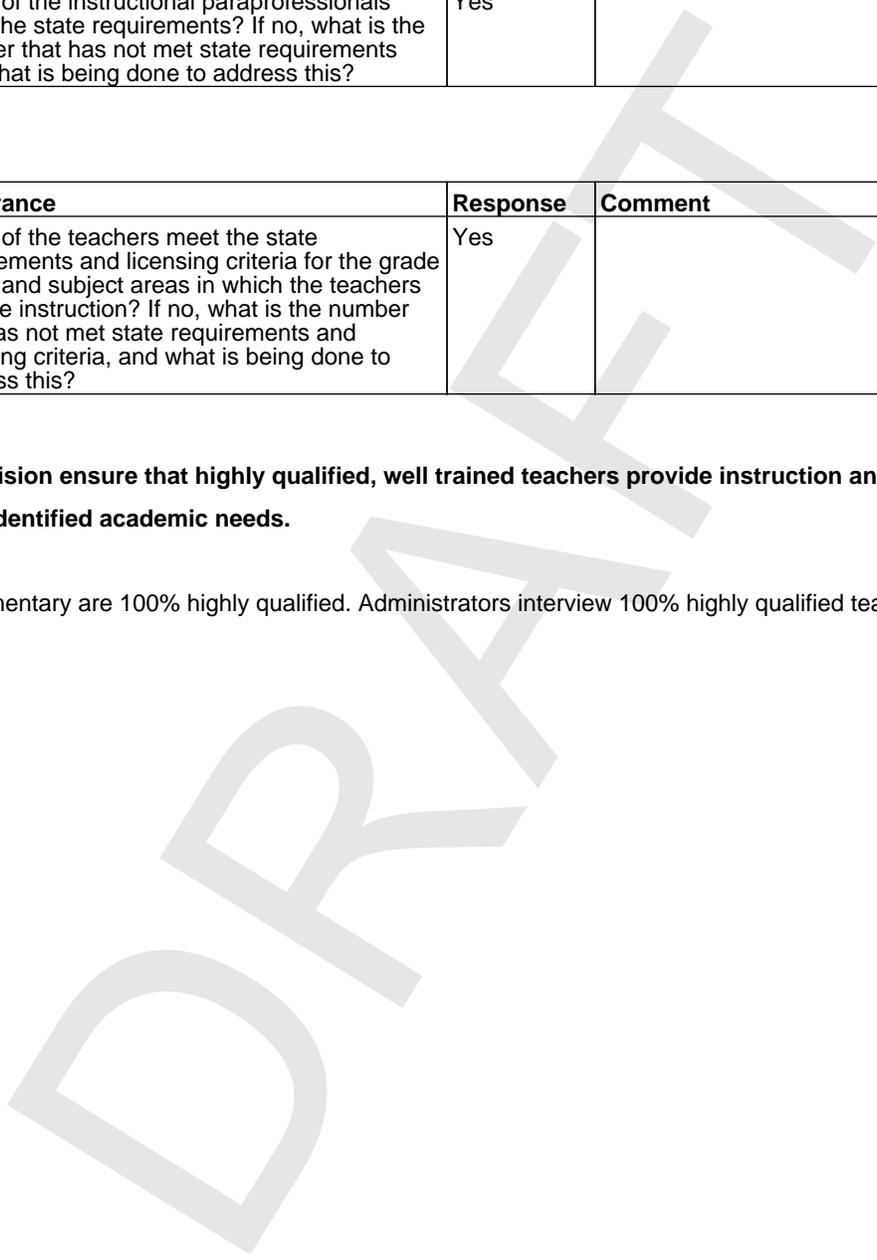
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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.

The teachers at Hatton Elementary are 100% highly qualified. Administrators interview 100% highly qualified teachers.



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 turnover rate is 0.

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

We have a new teacher to our school staff this year. She has previous teaching experience before coming to HES. We have 5 teachers that have been teaching less than 5 years at HES. Most of our teachers have been teaching 10+ years. Around 60 percent of our staff have master's degrees.

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).

The turn over rate at Hatton is zero with the exception of teachers being moved to satisfy enrollment needs.

DRAFT

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.

We analyze the data and see what training teachers need in order to meet the needs of their students.

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

Library and Counselor Training

AMSTI Training

Edmentum Training

Google Classroom Training

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

New teachers are given a mentor each year to support them during their first year of teaching. A monthly report is sent to the central office on what the mentor and the new teacher accomplished during that month.

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

The PDs are renewed and kept current.

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:

All Pre-K students will become proficient on Identifies and Names Letters.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency by identifying and names letters in reading in Reading by 05/26/2016 as measured by Teaching Strategies GOLD indicator 16A .

Strategy1:

Flash Cards - They will have the upper and lowercase letter and a picture that represents the sound of the letter. The student will identify the letter and the sound.

Category:

Research Cited: Office of Early Childhood Education

Activity - Leap Frog	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leap Frog Sing-A-Long Series daily. The students will be presented with a Big Book and song for each letter.	Academic Support Program	09/01/2015	05/26/2016	\$0 - Other	school administrator, teachers and director

Activity - Sing Along	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have a letter a week and we sing a song about the letter and talk about things that start with that letter all day.	Academic Support Program	09/01/2015	05/26/2016	\$0 - Other	teachers

Activity - Art Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students go to the art center and make the letter with the manipulatives.	Academic Support Program	09/01/2015	05/26/2016	\$0 - Other	teachers

ACIP

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Activity - Alpha Order	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I have taken their names and written on a sentence strip and cut them apart by letters. The students practice recognizing the letters and then putting the letters in the correct order of their name. They can repeat the activity with a friends name when they have all the letters.	Academic Support Program	09/01/2015	05/26/2016	\$0 - Other	teachers, administrator and director

Goal 2:

Improve Parental Involvement

Measurable Objective 1:

collaborate to improve parental involvement in our school by 05/25/2018 as measured by improved communication between teachers and parents.

Strategy1:

Student Planners - Teachers will purchase student planners for students in grades 2-6. These planners will go home daily with the students. They will be used to communicate with the parents about homework, school functions, and other important information that needs to be sent home weekly.

Category: Other - Parental Involvement

Research Cited:

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase student planners for all students in grades 2-6. These will be used to aid communication about homework and other important information among the teachers, students, and parents.	Parent Involvement	02/03/2017	05/31/2018	\$671 - Title I Schoolwide	3rd -6th grade teachers

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

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

During monthly Data Meetings teachers are given the opportunity to adjust strategies to meet the needs of each student based on formative assessments and observations.

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?

Students take the Performance Series test and the Edmentum test two times a year.

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?

Teachers reteach concepts not mastered. Teachers use Edmentum learning paths to help catch students up. The Reading Coach helps teachers learn specific strategies to help students succeed.

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.

Funding was available for after school tutoring for the 2016-2017 school year. Funding is not available for this for the 2017-2018 school year.

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.

ELL students have the opportunity to work one on one with Ashley Harris.

The special education students have IEP's and are pulled by the Special Education teachers as per the IEP.

The economically disadvantaged are provided Free or Reduced lunches and breakfast.

There is a program available to help provide for Homeless/Neglected/Delinquent students.

UNA students work with the disadvantaged students.

Food is distributed to disadvantaged students.

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

**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.

Colbert County / Hatton Elementary has a full time Federal Programs Coordinator and Federal Coordinator Assistant to help develop and integrate programs to aid the achievement of the school wide goals.

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)?

Pre-K funding, Title I Funding, Title II Funding

DRAFT

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

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

Pre-K funding, Title I Funding, Title II Funding

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?

Each school uses the results from the Title I Evaluations to generate goals for instruction during the following school year.

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 school completes the Title I Evaluation to determine if students are proficient, ready, or close.

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 ACIP team updates the plan monthly as needed to address the needs of the students.

Title I Targeted Assistance Diagnostic

DRAFT

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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).

DRAFT

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

DRAFT

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, 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.) (Sec. 1115(b)(B)(i)(ii)).
2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))
3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))
4. How are students with the greatest needs receiving services?
5. What are the multiple criteria by which students may exit the program?
6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

DRAFT

Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

DRAFT

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

DRAFT

Component 6: Instruction by Qualified Staff

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? What action is being taken to meet this requirement?			

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?			

DRAFT

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

DRAFT

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. 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.

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

3. 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)

4. How are students' individual needs being addressed through differentiated instruction in the classroom?

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))

DRAFT

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

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

3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

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.	17.86

Provide the number of classroom teachers.

15.36

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	906373.0

Total

906,373.00

DRAFT

Administrator Units

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

Provide the number of administrators.

15.36

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

0.0

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

Total

0.00

DRAFT

Counselor

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

Provide the number of Counselors.

.50

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

Total

0.00

DRAFT

Librarian

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

Provide the number of Librarians.

1.0

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

Total

0.00

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.

0.0

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.

0.0

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5358.0

Total

5,358.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1607.0

Total

1,607.00

DRAFT

EL Teachers

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

Provide the number of EL Teachers.

0.0

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.	9574.0

Total

9,574.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1717.0

Total

1,717.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	260657.8

Provide a brief explanation and breakdown of expenses.

Salaries \$124,698.58
Materials and Supplies \$1,705.46
Parental Involvement \$1,705.46
Principal \$76,000.00
Counselor \$53,444.65
Librarian \$51,203.65

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 Title II Funds

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 Title III Funds

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

None

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.

None

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.

None

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.

None

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

Provide a brief explanation and breakdown of expenses.

None

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.

None

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	230186.81

Provide a brief explanation and breakdown of expenses.

Personnel \$277,625.31

Supplies \$2561.50

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))

Hatton Elementary School will conduct its annual Title I meeting in August 2018. The meeting will be conducted by the Principal, Mrs. Paula Young. Parents will be informed about the school's participation in Title I, the 1% set aside, and their right to be involved in the process. Parents are notified of the annual Title I meeting by (a) notices taken home by students, (b) called by the Emergency Crisis Notification system, (c) a posting on our school's electronic sign, and (d) facebook.

What it means to be a Title I school:

- Notifications of teachers who are not highly qualified
- The LEA Title I Plan
- The Continuous Improvement Plan (CIP)
- The School Parental Involvement Plan
- School-Parent Compacts
- Requesting qualifications of your child's teacher
- Timeline for this years' parental involvement opportunities (including opportunities to share in decision making)
- The annual evaluation of the Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan and CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- Introduction of parent leaders/contacts

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

1. The Parent Open House meeting is held at the beginning of the school year in the evening to allow the best opportunity for parents of our students to attend. If parents cannot attend, they may schedule a time during the school day to meet with their child's teacher. This meeting is to inform parents of agenda topics from the annual evening orientation, classroom plans, policies, and procedures. Parents may schedule an appointment with the classroom teacher to discuss any and all issues that are of concern.

2. HES involves parents in all aspects of the Title I Programs. We have parent representatives on our CIP committee who actively participate in the development of the Continuous Improvement Plan and were involved in the first meeting. Parents are also given the opportunity to review the plan and give feedback before the plan is approved.

3. Funds for Parental Involvement for the 2018-2019 school year will be used to improve academic achievement of the disadvantaged. Assignment/Communication Calendars were purchased for the 2018-2019 school year to help promote responsibility, organization, and communication with parents. Planners, STI Home, and the phone call out system are additional resources that are used to help promote student success and increase parental involvement.

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))

HES provides parents with various sources of communication. HES will hold the annual Title I meeting in August 2018 where information is presented about Title I programs, curriculum, and academic assessments used in the school. During Parent Orientation night, parents are informed on how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Teachers provide additional information on the subjects they teach and how students are individually assessed. On Registration Day parents and students are given a copy of the Colbert County School Handbook, which includes further details about county wide rules and procedures. In addition, documents are provided to the extent practicable, in Spanish.

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

HES gives a School-Parent Compact to all parents the night of Parent Open House at the beginning of the school year. The compact was developed through a coordinated effort by school staff members, students, and our school's Parent Committee. The compact can be explained to parents and students upon request. The administrator, parents, teachers, and students are asked to sign the compact signifying the commitment of working together as partners with the school to ensure students' success. The compacts are discussed with teachers at faculty meetings. The teachers keep the compacts in their classroom for use during parent-teacher and/or student-teacher conferences.

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

There are parents on the committee who represent all the parents of the school. The parents give their input regarding the development of the plan. When the plan is finalized and approved, if any parents find the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school administrator. The administrator will submit their concerns to the central office at the same time the CIP is submitted. There is a hard copy of the CIP on the parent resource table. A page for parent comments is in the first page of the notebook that provides parents the opportunity to write any comments of dissatisfaction with the plan.

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

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

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

HES will accomplish many of these things through its annual Parent Open House/PTO Meeting held at the beginning of the school year. During the annual Title I meeting in August, an explanation of Title I services and how parents have the right to be involved in the students' education will be discussed. At that time, parents receive an overview of the state academic content standards, academic achievement standards, and assessments. Parents are encouraged to ask questions and offer advice concerning assessments. Parents are also encouraged to meet with their child's teacher as needed. Parents are encouraged to be actively involved in the education of their children beginning the first day of school. HES implemented the WATCHDOG program in September 2017. Dads are asked to come to the school to help out in various places during the day.

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)

Hatton Elementary's CIP Committee strives to ensure that all parent materials and training are closely aligned with our school's specific goals. During the year HES provides materials that are placed on the parent resource table in the main hall of the school. The LEA provides funding for daily parent tips on the school website.

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

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

Shall 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)

HES will continue to provide teachers with in-services, faculty meetings, grade-level meetings, and data meetings to help them understand the importance of parental involvement and how parents are our partners. The CIP Committee, again, placed importance on the need to have a closer connection between our goals and parent involvement activities. The teachers on the CIP committee work closely with the faculty to ensure that parents are involved in all the students' academic endeavors. The CIP committee will also guarantee that parental involvement activities and materials will be used to meet goals that are identified in the CIP. Parents are encouraged to volunteer at the school to help with the annual kindergarten graduation and sixth grade graduation, field day, art projects, Award's Day, Fall Festival, Educational Movie Day, Book Fairs, and to chaperone on field trips. Grandparents, as well as parents, are invited to eat lunch with their grandchildren and children during the month of October. The media specialist invites parents to attend the Book Fair and serves a continental breakfast. Parents also receive weekly and monthly calendars, as well as a monthly school newsletter. The electronic sign located at the front of our building, directly on Hatton School Road, displays current dates of school events. Our school's website is another source for parents. They have access to grades, menus, calendars, daily reading tips, and other websites for parents, as well as students. HES implemented the WATCHDOG program in September 2017 which encourages our dads to come in to the school to work with students and teachers in various areas. Parents were invited to attend the first National Elementary Honor Society Induction at Hatton in October of 2017.

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)

HES coordinates its parental involvement program for all parents. The staff assists with preparation and materials for ASPIRE. All goals for assessments are aligned with the CIP goals. HES currently has 5 ELL students enrolled. HES coordinates the parental involvement program with parents. The ELL teacher this year will work closely with parents. The teacher makes sure that all ELL parents receive information in their first language when necessary to ensure that they have the opportunity to be actively involved in our parenting activities. The ELL teacher is also available for these activities so that the parents have needed resources to ensure successful communication. In addition, Colbert County Schools host a county wide ELL parent night with organizations such as Northwest Shoals Community College, the Alabama Department of Public Health, and the Army National Guard. Foreign language students from our high schools entertain the children on parent night so that the parents can participate.

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)

HES makes every effort to work with parents in meeting requests related to their children's education. For example, we have provided each family with parent resource newsletters, and a brochure in their home language.

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))

HES provides opportunities for the participation of parents with disabilities and parents with limited English proficiency to the extent possible. Every effort is made to accommodate parents with disabilities. HES is a handicapped accessible building. Students that have been identified as Migrant or Homeless through the counselor's office receive services through our central office.

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