



## **ACIP**

### Howell Graves Preschool

Muscle Shoals City Board of Education

Ms. Sheneta Smith, Principal  
3201 Alabama Avenue  
Muscle Shoals, AL 35661

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Howell Graves is located inside Colbert County, Alabama. Currently, the school's enrollment is 203. Its physical address is 3201 Alabama Avenue Muscle Shoals, AL and is surrounded by residential areas. In the last three years, Howell Graves' enrollment has consistently been above 200. The school has earned units over the last three years; therefore the opportunity to increase staff has been possible and necessary. The staff includes 13 regular classroom teachers, principal, secretary, instructional coach, part-time physical education teacher, full time speech pathologist, full time media specialist, and part-time counselor. Other staff consist of a special education teacher, Title I teacher, computer lab/intervention teacher, LNP/paraprofessional, Child Nutrition staff, and full-time custodial staff.

Howell Graves is unique in the fact that it's the only school that serves kindergarten age students in Muscle Shoals City. Some of our challenges include inadequate full-time staff and needed facility improvements including a gymnasium and extra classrooms



## 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.**

Howell Graves Preschool's mission statement is "To provide innovative opportunities for all students to obtain wisdom, to build character, and to achieve their greatest potential through challenging expectations that create a vision for a successful future." It is inclusive with the system-wide mission statement: "A progressive system of excellence is to provide opportunities for all students to obtain wisdom and achieve their greatest potential through challenging expectations that create a vision for a successful future."

### OUR BELIEFS:

- Learning is our primary focus.
- All students can learn regardless of individual differences.
- Student learning is promoted through a safe, positive and physically comfortable environment.
- Instruction and decision-making are data driven.
- Student learning is maximized through individualized, developmentally appropriate instruction and challenging problem solving.
- Technology implementation is beneficial to produce self-confident, life-long learners.
- Parental and community involvement plays a major role in the success of our school.
- Every child participates in all school functions regardless of the ability to pay.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In 2017, Howell Graves Preschool earned the 2017 CLAS School of Distinction Honor for our Student-Led Conferences. Howell Graves notable achievements also include a consistent high enrollment and high state assessment scores in DIBELS. Students' attendance according to the AYP report is always above 90%. We have increased intervention staff by hiring a full-time computer lab/intervention teacher. The computer lab is also serving as a STEM lab for our students. This will cover areas in science, technology, engineering and math. Our Media Specialist also does intervention part time.

We continue to provide and increase professional development opportunities for teachers to attend outside the school system. We continue to collaborate as a team to align the reading and math curriculum to the common core standards and implement those standards in the classroom to give our students opportunities to be successful life-long learners

## **Additional Information**

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

Howell Graves is the only inclusive kindergarten in North Alabama. We have 12 kindergarten classes and one pre-first classroom. Our school is also the only school offering a transitional pre-first class for students who have summer birthdays and are not developmentally ready for the rigor of first grade. We use overflow money when available to offer additional intervention for struggling students.

Howell Graves has one non-state funded preschool class for students with special needs to interact socially and academically with regular education peers.

# Improvement Plan Stakeholder Involvement

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The ACIP for Howell Graves Preschool began with a group of stakeholders, including the administrator, Title I teacher, Instructional Partner, 2 classroom teachers, Special Education teacher, districts CFO, and parents and community members. This was called the Instructional Leadership Team. The stakeholders gathered information and developed the following plan. Stakeholders participated in analyzing Next Step Guided Reading disaggregated data, pre-k assessments and STAR Early Literacy data. We also analyzed the results from the Title teacher and 2017-2018 Needs Assessment (given to all faculty and staff). Stakeholders were asked to participate on ACIP committee based on their expertise and responsibilities concerning student success. The Instructional Leadership Team members were given input on scheduling meetings and times to accommodate schedules of parents as well as team members.

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

Sheneta Smith (Administrator)

Britney Calton (Title I teacher)

Sandy Armstrong (Instructional Partner)

Millie Elliott (Counselor)

Kayla Passarella (Kindergarten classroom teacher)

Dana Wallace (Pre-1st teacher)

Sarita Tapscott (CFO)

Denise Woods (Assistant Superintendent)

Parent/Community Representatives

Input was also welcomed at the Fall 2018 Annual Title I Parent Meeting.

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

The ACIP was drafted and presented to the Howell Graves faculty during a faculty meeting and to parents at the Title I Yearly Meeting on August 30, 2018. The ACIP is posted on the school's website after final draft. The draft was amended to include suggestions and recommendations from faculty, staff, and stakeholders. The finalized ACIP will be forwarded to Muscle Shoals City school board for approval, later posted to the district website, and made available in the school's library.

# Student Performance Diagnostic

## Introduction

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



**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Data Document 2018-2019

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

Early Readers - 1.5%

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

Pre-A - 53.9%

**Which area(s) indicate the overall highest performance?**

We have 1.5% of students who are Early Readers according to the Next Steps Guided Reading Assessment. This is a very high reading level for this age group of students.

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

Emergent Readers - 6.4%

**Between which subgroups is the achievement gap closing?**

Pre A and A readers.

Pre A - 53.9%

A - 32.4%

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

These findings are consistent with data from STAR Early Literacy assessment. Most students are Pre-A readers or "not yet reading".

## Areas in Need of Improvement

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

None - Most are Pre-A readers at this point.

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

None - Most students are Pre-A readers at this point.

**Which area(s) indicate the overall lowest performance?**

Pre-A readers - 53.9% "not yet reading"

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

None - Most students are Pre-A readers at this point.

**Between which subgroups is the achievement gap becoming greater?**

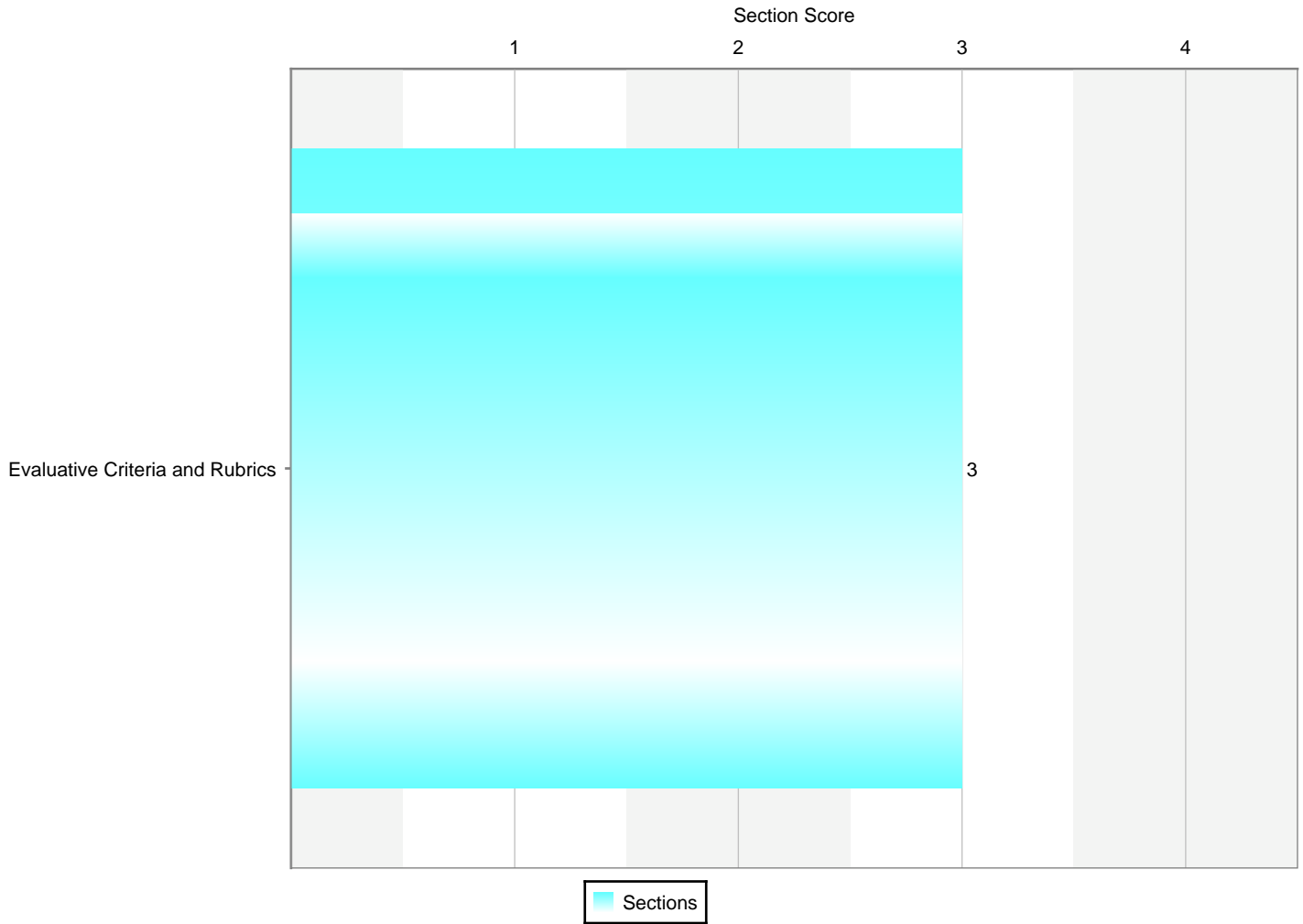
Pre-A and A

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

These reported findings are consistent with findings from STAR Early Literacy. Most students are Pre-A readers or "not yet reading".

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Instructional Leadership Team 2018-2019

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	Name: Brian Lindsey Position: Superintendent Address: 3200 Wilson Dam Road Muscle Shoals, AL 35661 Telephone: 256-389-2600	ACIP Assurances

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	Name: Brian Lindsey Position: Superintendent Address: 3200 Wilson Dam Road Muscle Shoals, AL 35661 Telephone: 256-389-2600	ACIP Assurances

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



**ACIP**

Howell Graves Preschool

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		School Parent Compact

# Goals 2018-2019

## **Overview**

### **Plan Name**

Goals 2018-2019

### **Plan Description**

During the 2018-2019 school year Howell Graves is implementing a new assessment. The assessment is Next Steps Guided Reading Assessment. One part of the assessment is a Reading Assessment Conference. During this conference teachers administer a running record, retelling and comprehension assessment to determine the student's instructional reading level in the areas of fluency, accuracy and comprehension. The reading levels are Leveled from A-Z. Level D is the goal for the end of kindergarten in this assessment. Our goal is for 80% of the students at Howell Graves to be at Level D or above. This goal included English Language learners as well.

## 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	2018-2019 Goal 1 - To ensure that students reach 80% or Level D on Next Steps Guided Reading Assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	To ensure that English Language Learners achieve high academic levels.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: 2018-2019 Goal 1 - To ensure that students reach 80% or Level D on Next Steps Guided Reading Assessment

### Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency of 80% or above on Next Steps Guided Reading Assessment or Level D in Reading by 05/24/2019 as measured by Next Steps Guided Reading Assessment.

### Strategy 1:

Whole & Small Group Reading - Classroom teachers will implement college and career ready standards during their whole and small group reading blocks. Teachers will use multisensory strategies to accommodate each learner. These strategies will help ensure that students achieve high academic levels on the Next Steps Guided Reading Assessment that is given in the fall, winter and spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Carter, S. (2018). Guided Reading: Part 2, Benefits of small group instruction. Scholastic. Retrieved from <https://www.scholastic.com/teachers/blog-posts/shari-carter/guided-reading-part-2-benefits-small-group-instruction/>

Activity - Instructional Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Instructional Meetings throughout the year to evaluate this strategy.	Professional Learning	10/23/2018	05/24/2019	\$0	No Funding Required	All Howell Graves faculty.

## Goal 2: To ensure that English Language Learners achieve high academic levels.

### Measurable Objective 1:

collaborate to ensure that English Language Learners achieve high academic levels by 05/24/2019 as measured by Next Steps Guided Reading Assessment.

**Strategy 1:**

Whole Group Reading - All English Language Learners will participate in Whole Group Reading in the general education classroom. Most EL students are pulled for intervention services by the reading intervention teacher. They are also pulled by our system-wide EL teacher weekly. During these pullouts, students receive direct instruction on college and career ready standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Genesee, F., Leary, K., Saunders, W., Christian, D., (2006). Educating English Language Learners; A synthesis of research evidence. Cambridge, NY.

Retrieved from <https://books.google.com/books?hl=en&lr=&id=60OpdH4q1VkC&oi=fnd&pg=PR7&dq=english+language+learners&ots=VBOtjFIKhv&sig=RLI4bf-IJOR2uaqL760Y6vFuSKM#v=onepage&q=english%20language%20learners&f=false>

Activity - Implementation of Multisensory Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement instructional strategies that include multisensory activities, direct instruction, small group instruction, and pull out instruction if necessary.	Direct Instruction	08/06/2018	05/24/2019	\$0	No Funding Required	All faculty of Howell Graves Preschool.

## 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
Implementation of Multisensory Strategies	Implement instructional strategies that include multisensory activities, direct instruction, small group instruction, and pull out instruction if necessary.	Direct Instruction	08/06/2018	05/24/2019	\$0	All faculty of Howell Graves Preschool.
Instructional Meetings	Teachers will participate in Instructional Meetings throughout the year to evaluate this strategy.	Professional Learning	10/23/2018	05/24/2019	\$0	All Howell Graves faculty.
<b>Total</b>					\$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.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback 2018-2019

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

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

Do the progress reports sent home each grading period explain students' progress sufficiently? 29/29 =yes

Was there sufficient parental understanding of the Intervention program before your child was made eligible for the Intervention Program?  
29/29=yes

Did your child have a positive experience while in the Intervention Program? 29/29=yes

Do you feel you were able to talk openly to your child's Intervention Teacher? 29/29=yes

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

There was sufficient parental understanding of the intervention program.

There was increasing satisfaction with communication with the intervention teacher.

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

Parent Surveys and Parent Workshops both have similar feedback concerning the Intervention Program.

## Areas in Need of Improvement

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

Did you attend any parent workshops provided by your child's Intervention teacher to learn strategies to help your child at home?

18/29 =yes

Meet the principal 24/29 =yes

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

Involvement in Parental Workshops provided by Intervention Teacher to learn strategies to help your child at home. 18/29

### What are the implications for these stakeholder perceptions?

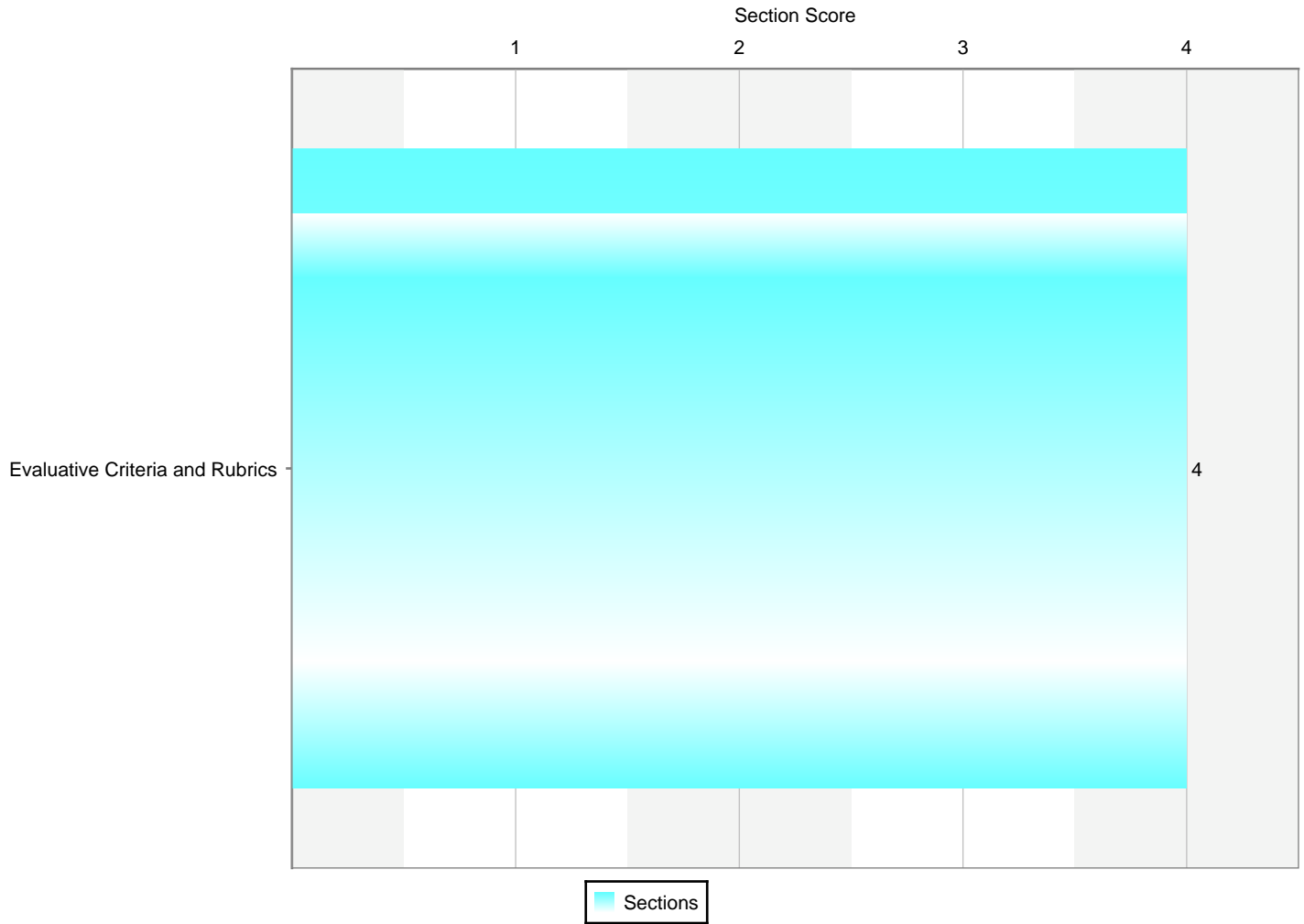
The implications for these stakeholder perceptions is to elaborate more on attendance to parent workshops provided by Intervention teacher. Also, to provide ample opportunities for parent conferences and workshops.

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

The findings that are consistent with other stakeholder feedback sources are to provide more opportunities for parent workshops and increase parental workshop attendance.

## Report Summary

### Scores By Section



# Title I Schoolwide Diagnostic

## Introduction

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



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

### **How was the comprehensive needs assessment conducted?**

The comprehensive needs assessment is given to all teachers in a timely manner to allow them to give feedback concerning the needs of the entire school and is reviewed by the administration and the ACIP committee.

### **What were the results of the comprehensive needs assessment?**

The results of the comprehensive needs assessment was the request of more classrooms, a gymnasium, more training on RTI and Special Education Guidelines/Regulations, and more playground equipment. All of this is due to increased enrollment and safety issues.

### **What conclusions were drawn from the results?**

The results of the comprehensive needs assessment was the request of more classrooms, a gymnasium, more training on RTI and Special Education guidelines/regulations and more playground equipment. All of this is due to increased enrollment and safety issues. Also, the need of a full time physical education teacher, full-time guidance counselor and increased staff for other curriculum areas will be needed for the near future.

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

The information that was concluded was the need for more training on RTI and Special education guidelines/regulations and sustained professional development to increase student engagement. Also the need for more teachers would increase student achievement due to lower student teacher ratio.

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

One of our goals addresses our new reading assessment, Next Steps Guided Reading. Our goal is to have 80% of our students reading at a Level D by May 2019 on this program. The needs assessment addressed concerns about RTI & Special Education procedures. Next Steps Guided Reading Assessments give teachers adequate data for the referrals for RTI and Special Education.

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

One of our goals was to ensure that students achieve 80% mastery or Level D on Next Steps Guided Reading Assessment. This assessment portrays clear and detailed analysis of multiple areas of data. These areas include Comprehension, Phonemic Awareness, Reading Interest Inventory, and Letter naming/sounds.

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

The goals address the needs of the whole school population because every student is assessed using the Next Steps Guided Reading assessment. These assessments are given in the classroom by the classroom teacher. Every student participates in this process. It addresses special recognition to children who are disadvantaged because it allows the teacher to clearly see those students who are disadvantaged and intervene at a timely manner.

## 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:**

2018-2019 Goal 1 - To ensure that students reach 80% or Level D on Next Steps Guided Reading Assessment

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency of 80% or above on Next Steps Guided Reading Assessment or Level D in Reading by 05/24/2019 as measured by Next Steps Guided Reading Assessment.

**Strategy1:**

Whole & Small Group Reading - Classroom teachers will implement college and career ready standards during their whole and small group reading blocks. Teachers will use multisensory strategies to accommodate each learner. These strategies will help ensure that students achieve high academic levels on the Next Steps Guided Reading Assessment that is given in the fall, winter and spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Carter, S. (2018). Guided Reading: Part 2, Benefits of small group instruction. Scholastic. Retrieved from <https://www.scholastic.com/teachers/blog-posts/shari-carter/guided-reading-part-2-benefits-small-group-instruction/>

Activity - Instructional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Instructional Meetings throughout the year to evaluate this strategy.	Professional Learning	10/23/2018	05/24/2019	\$0 - No Funding Required	All Howell Graves faculty.

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:**

2018-2019 Goal 1 - To ensure that students reach 80% or Level D on Next Steps Guided Reading Assessment

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency of 80% or above on Next Steps Guided Reading Assessment or Level D in Reading by 05/24/2019 as measured by Next Steps Guided Reading Assessment.

**Strategy1:**

Whole & Small Group Reading - Classroom teachers will implement college and career ready standards during their whole and small group reading blocks. Teachers will use multisensory strategies to accommodate each learner. These strategies will help ensure that students achieve high academic levels on the Next Steps Guided Reading Assessment that is given in the fall, winter and spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Carter, S. (2018). Guided Reading: Part 2, Benefits of small group instruction. Scholastic. Retrieved from <https://www.scholastic.com/teachers/blog-posts/shari-carter/guided-reading-part-2-benefits-small-group-instruction/>

Activity - Instructional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Instructional Meetings throughout the year to evaluate this strategy.	Professional Learning	10/23/2018	05/24/2019	\$0 - No Funding Required	All Howell Graves faculty.

**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:**

2018-2019 Goal 1 - To ensure that students reach 80% or Level D on Next Steps Guided Reading Assessment

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency of 80% or above on Next Steps Guided Reading Assessment or Level D in Reading by 05/24/2019 as measured by Next Steps Guided Reading Assessment.

**Strategy1:**

Whole & Small Group Reading - Classroom teachers will implement college and career ready standards during their whole and small group

reading blocks. Teachers will use multisensory strategies to accommodate each learner. These strategies will help ensure that students achieve high academic levels on the Next Steps Guided Reading Assessment that is given in the fall, winter and spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Carter, S. (2018). Guided Reading: Part 2, Benefits of small group instruction. Scholastic. Retrieved from <https://www.scholastic.com/teachers/blog-posts/shari-carter/guided-reading-part-2-benefits-small-group-instruction/>

Activity - Instructional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Instructional Meetings throughout the year to evaluate this strategy.	Professional Learning	10/23/2018	05/24/2019	\$0 - No Funding Required	All Howell Graves faculty.

**Narrative:**

The leveled readers are leveled A-Z.

Instructional Level	Stage of Reading Development
Not yet reading	Pre-A Readers
A-C	Emergent Readers
D-I	Early Readers
J-M	Transitional Readers
N+	Fluent Readers

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

To ensure that English Language Learners achieve high academic levels.

**Measurable Objective 1:**

collaborate to ensure that English Language Learners achieve high academic levels by 05/24/2019 as measured by Next Steps Guided Reading Assessment.

**Strategy1:**

Whole Group Reading - All English Language Learners will participate in Whole Group Reading in the general education classroom. Most EL students are pulled for intervention services by the reading intervention teacher. They are also pulled by our system-wide EL teacher weekly. During these pullouts, students receive direct instruction on college and career ready standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Genesee, F., Leary, K., Saunders, W., Christian, D., (2006). Educating English Language Learners; A sythesis of research evidence. Cambridge, NY. Retrieved from

<https://books.google.com/books?hl=en&lr=&id=60OpdH4q1VkC&oi=fnd&pg=PR7&dq=english+language+learners&ots=VBOtjFIKvhv&sig=RLI4bf-IJOR2uaqL760Y6vFuSKM#v=onepage&q=english%20language%20learners&f=false>

Activity - Implementation of Multisensory Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement instructional strategies that include multisensory activities, direct instruction, small group instruction, and pull out instruction if necessary.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	All faculty of Howell Graves Preschool.

**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.**

Muscle Shoals City Schools has a designated EL employee to provide individual academic achievement results to English Learners. Our EL coordinator ensures that all parents of EL students are provided with an interpretation of academic achievement results properly. When needed, the EL instructor can sit in on parent-teacher conferences to interpret data in a language they can understand.

Also, Howell Graves Preschool teachers have the ability to translate using apps and technology devices if need be.

### 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.**

Only Highly Qualified Teachers are hired at Muscle Shoals City Schools. Teachers at Howell Graves all have Early Childhood Degrees.

## 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?**

0%

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

20+ years = 31.3%

11-19 years = 25%

6-10 years = 37.5%

3-5 years = 6.3%

**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).**

N/A



## 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.**

Every year, Howell Graves holds instructional data meetings multiple times in a school year. These meetings consist of data analysis from academic assessments. Teachers look at key details in assessment results to determine needs and wants for future professional development. Discussions and collaborative efforts are made to determine the professional development needs for our faculty and staff.

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

June 25-26, 2018 Quality Questioning Institute with Jackie Walsh- This was a two day workshop in the summer for elementary teachers. This workshop focused on using quality questioning in the classroom. We learned new techniques and ways to ask questions to engage students in deeper level thinking.

October 5, 2018 PD Day on Next Step Guided Reading Assessment - This was a workshop held at our school by instructional partner. We looked at our new reading assessment and divided up into groups. Teachers then looked at the reading assessments to create small groups within their classrooms.

February 1-2, 2018 Alabama Kindergarten Conference

October 18, 2018 Observe Me Day - Teachers will have the chance to go into other teachers classrooms to observe a lesson.

Teacher Collaboration Day Throughout the Year- Instructional Meetings- All teachers collaborate to discuss school-wide assessments such as STAR Early Literacy and Next Steps Guided Reading scores. Teachers collaborated on ways to improve instruction to increase scores.

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

Muscle Shoals City Schools has implemented a new, improved mentoring program. The Muscle Shoals City School District recognizes the need to support newly hired teachers through a comprehensive induction program that includes mentoring by an accomplished teacher. Newly hired teachers, including beginning and experienced teachers, are systematically supported in order to positively impact student learning through high levels of professional expertise, promote collegiality with peers, and maintain stability in the district's teaching force.

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

Professional development is sustained through professional development strands that occur throughout the year. Instructional Partner works with teachers and/or group to ensure implementation of professional development goals. Teacher observations have been revised to include  
SY 2018-2019

evidence that professional development goals are being reached.

## 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:**

2018-2019 Goal 1 - To ensure that students reach 80% or Level D on Next Steps Guided Reading Assessment

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency of 80% or above on Next Steps Guided Reading Assessment or Level D in Reading by 05/24/2019 as measured by Next Steps Guided Reading Assessment.

**Strategy1:**

Whole & Small Group Reading - Classroom teachers will implement college and career ready standards during their whole and small group reading blocks. Teachers will use multisensory strategies to accommodate each learner. These strategies will help ensure that students achieve high academic levels on the Next Steps Guided Reading Assessment that is given in the fall, winter and spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Carter, S. (2018). Guided Reading: Part 2, Benefits of small group instruction. Scholastic. Retrieved from <https://www.scholastic.com/teachers/blog-posts/shari-carter/guided-reading-part-2-benefits-small-group-instruction/>

Activity - Instructional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Instructional Meetings throughout the year to evaluate this strategy.	Professional Learning	10/23/2018	05/24/2019	\$0 - No Funding Required	All Howell Graves faculty.

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

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

Teachers have multiple opportunities to provide input about academic assessment results throughout the year. Teachers are included to provide input during faculty meetings, grade-level meetings, Professional Learning Teams, RTI meetings, and data meetings held with the school's Instructional Coach and Principal. Electronic communications such as email have made the collaboration process much more simple for teachers and staff.

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

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

The process of identifying students begins with a pre-k assessment that is conducted during the summer months or at the beginning of the school year. It is given to the students, one-on-one, with the schools' Instructional Partner. Another assessment used to identify students is the Next Steps Guided Reading test. This assessment covers reading inventory surveys, comprehension, phonemic awareness, letter naming, letter sounds, and running records. Another program we use is called ESGI. This is a computer based program that the teachers use to assess students. We also use the STAR Early Literacy computer test to help identify students throughout the year. We take into account other issues such as early/late birthdays, EL students, repeating kindergarten, etc. The intervention teacher looks at all these factors.

### **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?**

At the beginning of each year, students are tested using Next Steps Guided Reading assessment and STAR Early Literacy. Next Steps is administered by the classroom teacher, one-on-one and STAR is administered in the computer lab with the Technology teacher. After these results are gathered, the Title teacher, Instructional Coach, Principal and classroom teacher meet to discuss results to provide assistance to students who had difficulty mastering the standards. The Title teacher then gathers all data on students and compiles a Rank Order of the most neediest. Those students are identified and parents are informed through a phone call from the child's classroom teacher. All parents are then invited to an Annual Title parent workshop. At this workshop, the intervention program is discussed more in depth by the Title teacher. The most neediest are pulled to the Intervention classroom for thirty minutes every day with the Intervention Teacher to work on skills not yet mastered.

### **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.**

The Intervention Teacher sends resources home with Title students to reinforce skills. She meets with parents to train them how to best utilize resources. Howell Graves is offering a free morning tutoring through the Trojan Kids Community Learning Center for some students experiencing academic difficulty.

### **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.**

To identify students in these categories, all parents answer questions on pre-registration forms.

- EL teacher test all non-English speaking students
- Migrant, homeless, economically disadvantaged, and Neglected and/or Delinquent students receive extra points on eligibility for Title I when

looking at serving the most neediest.

- Teachers provide Tier 2 instruction in the classroom.
- Title teacher provides Tier 3 instruction in the Intervention classroom.
- Special Education students receive services by the Special Education teacher who does inclusive and pull out for students in the resource classroom. Regular education students are used as peer partners to model appropriate behavior in the resource room.

**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.**

There are several monetary sources that are integrated into the financial management and instructional program at Howell Graves. Types of funds include Title I, Title II, Title III, and Homeless. All funds support the goals of the CIP and overall student achievement. Please see the Goals and Plans section of the ACIP.

**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)?**

Howell Graves coordinates and integrates funds for the Child Nutrition Program by providing breakfast and lunch to students daily. Parents are given the opportunity to apply for Free/Reduced priced lunches and applications are processed at the central office to determine eligibility. No funds are provided for violence prevention, efforts at the school focus on maintaining healthy and safety environment. All other funding sources mentioned are not applicable to Howell Graves.

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

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

Evaluations of the CIP are systematic, ongoing, and timely. Parents are involved in the joint development of the plan. The central office staff is supportive in assisting the school in planning and implementing parent involvement activities and in the development of our school-wide plan. In August, a meeting is held with our stake holders including representation from the central office, our administrator, all faculty and staff members as well as parent representatives and community members to discuss our school-wide Title I Plan. We celebrate our achievements and address the areas that need improvement. We analyze our data and determine our and determine our goals and or action plan for the year. The Title I Committee then meets to determine eligibility criteria and assessment tools that will be considered when determining participation in the program. The School-Wide plan is viewed and a summary of data, strengths and weaknesses are discussed, school perception, EL curricula, as well as how academic goals will be viewed via PowerPoint. The administrators, Title teachers, Instructional Partner examine the Parental Involvement Plan and the Parent/Teacher/Student Compact. The District Title I Plan is also review and revised. We discuss practical strategies that can be shared with families to help close the academic gap. Open communication is the key. Keeping parents informed of events taking place in the school is of utmost importance. Assessment data is analyzed and compared with previous data to determine adequate progress. Student progress is monitored and parents are kept informed of their child's achievement and are notified when additional academic assistance is necessary. When necessary, Title I personnel is available to help close the achievement gap. The leadership team meets regularly to determine if goals are being met and to determine if goals need to change. An annual evaluation of the content and effectiveness of the Title I program is conducted in May. The Building Leadership Team and Budget Committee plans and makes revisions for the next year.

### **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?**

During the annual schoolwide data analysis/instructional meeting in September, faculty members met in teams to disaggregate data from Next Steps Guided Reading Assessment and STAR Early Literacy to identify areas of strengths and weaknesses for the purpose of developing our action plan for 2018-2019 school year. In order to provide appropriate differentiated instruction for all student's data is analyzed from multiple sources. The School Improvement Plan is revised regularly to reflect school needs. The leadership team meets regularly in determining if goals are being met and in determining if higher goals need to be set to exceed expectations and accountability. The CIP is again revised. The team meets again toward the end of the school year to finalize the plan.

### **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?**

Teachers use high quality, differentiated instruction in the general education classroom. Once Tier I and Tier II instruction is given in the classroom and the teachers determines that the student is not making progress, the teachers refers the student to the PST. The problem solving team assists the classroom teacher in designing and choosing strategies that are research based and have a high probability of success. Classroom teachers continue to monitor students to gather important data that will drive instruction. RTI data is used to determine if the achievement of the students in Tier III intervention is effective. Special Education referral process is initiated when students continue to regress. The Individual Education Plans of these students are evaluated annually to determine progress and revise goals.



**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 faculty and staff meet in August to review and revise the previous year's plan. The plan is continually updated throughout the year. Meetings are held mid-year and in the spring to address any revisions that need to be made in the ACIP. Parent and teacher surveys are conducted in the spring to evaluate the effectiveness of the program. The results of the surveys are analyzed and the information that is obtained is used to address any concern of stakeholders. Multiple assessment results are monitored to ensure continuous improvement.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	15.45

Provide the number of classroom teachers.

15.45

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	784031.0

Total

784,031.00

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	94174.0

Total

94,174.00

### Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

### Counselor

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

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	29258.0

Total

29,258.00

### Librarian

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

Provide the number of Librarians.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	28368.0

Total

28,368.00



### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5235.0

Total

5,235.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1571.0

Total

1,571.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	9354.0

Total

9,354.00

### Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1678.0

Total

1,678.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A



**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

**Provide a brief explanation and breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

## Local Funds

Label	Question	Value
1.	Provide the total	533001.0

**Provide a brief explanation and breakdown of expenses.**

	FTE Earned	Units Placed
Salaries	154267.00	0.73 teachers
Benefits	116624.00	6.30 support
Substitutes	31700.00	
Purchase Services	117696.00	
Material & Supplies	94284.00	
Other	18460.00	

Total Units: 7.03



# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

During the first month that the school is in session, Howell Graves hold its annual meeting for all parents of children. Parent are notified of the meeting through 1) teacher contact 2) notices sent home by Title I teacher 3) school messenger system.

Using the ALSDE PowerPoint template, the following topics will be addressed:

- Continuous Improvement Plan
- An explanation of the school's curriculum and the state content standards.
- Title I Program and participation, its services, and parental rights
- School/Parent Compacts
- Parent Involvement
- 1% set aside
- Parent Survey

**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) Parents are given opportunities to attend meetings/conferences with teachers before, during, and after school. They are notified through weekly newsletters.
- 2) We have parent representatives on our ACIP committee who review, evaluate, and work to help improve the plan. All parents are given the opportunity to review the plan. All parents are asked to complete a survey that is used to plan for the following year.
- 3) Funds are used to purchase materials for workshops, and to purchase student manipulatives and check-out materials from Title I classroom for home use.

**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))**

At the beginning of the year, Howell Graves Preschool will hold an Annual Title I meeting where information will be presented about its Title I program, kindergarten curriculum, and various academic assessments (DIBELS and classroom assessments). Each week a newsletter will be sent home informing parents of meetings, conferences, and workshops. It will also include information about how parents can help their children improve reading skills. Howell Graves Preschool issues a progress report supplemental to the student report cards outlining

student's progress. The Title I teacher conferences with parents to discuss individual students' progress and needs to make instructional decisions. Our system EL coordinator translates documents to be sent home to parents of EL students as needed.

**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 Howell Graves Home-School Compact outlines a shared responsibility from all stakeholders including teachers/staff, parents, administration for improving student achievement. Title I parents sign and retain a copy of the compact. Title I teachers maintains a signed compact for future reference. The ACIP committee which includes teachers, principal, and parent representatives will review and update the compact yearly.

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

Howell Graves Preschool holds meetings throughout the year with its ACIP committee to review, evaluate, and revise the Continuous Improvement Plan. There are parents on the committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home in student folders. These notices make parents aware that the plan is under review, that a copy of the plan is available in the library, and that parents have the right to give input regarding the revision of the plan. The notice also states once the plan is finalized and improved, if a parent find the plan unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the time that the CIP is submitted.

**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)**

Howell Graves Preschool will accomplish much of this through its annual parent meetings held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children education. Howell Graves Preschool will offer Parent Night during the first week of school, to provide parents the opportunity to meet their child's teacher and learn about individual class assessments and what their role will be in helping their child succeed.

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

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

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Parents will be provided with materials and training in a variety of ways:

-Weekly newsletters will contain information concerning the week's lessons and instructions for home review.

- Newsletters will also provide educational websites.

-There will be bi-annual workshops for parents to improve their children's reading achievement. Materials and training will be provided at these workshops.

**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)**

N/A

**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)**

Our system EL coordinator translates documents to be sent home to parents of EL students as needed.

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

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

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

All students' parents of Howell Graves Preschool are encouraged to make contact for specific needs and questions that arise throughout the school year. Staff contact email and phone extension numbers can be found in their child's daily take home folder. Additionally, teachers provide home phone numbers to parents when circumstances warrant. Teacher use the following apps to communicate with parents and ensure effective parent involvement:

- 1) Remind 101
- 2) SeeSaw
- 3) Homeroom

**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))**

Howell Graves Preschool makes the following provisions for parents (as needed):

- Written communication is available in Spanish
- Spanish interpreter
- Sign language interpreter
- Handicapped parking and wheel chair ramps
- Reasonable time limitations are allowed for submission of required forms and paperwork associated with certain programs.