ACIP

Hanceville Elementary School

Cullman County Board of Education

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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?

Hanceville Elementary School (HES) is located in a rural city in Cullman County Alabama. The enrollment for Hanceville Elementary School for the 2018-2019 school year is students. The HES faculty consists of 30 regular certified classroom teachers, three physical education teachers, a speech teacher, a librarian, a counselor, a school nurse, two administrators, two instructional coaches,one intervention teacher, 3 instructional aides, one fine art teacher, one half day ELL teacher, one gifted teacher two days per week and five support staff members. The racial make-up of the student population at HES is 80% White non-Hispanic, 11% Hispanic, 7% African-American, 1% American Indian/Native American, 0.05% Asian, 0.001% Multi-Racial. At Hanceville Elementary School 72% of the students receive free or reduced lunches.

The school is located in the City of Hanceville. It serves the city and the smaller communities of Arkadelphia, Colony, Garden City, Center Hill, Stouts Mountain, Johnson Crossing, and White City. The population of Hanceville is 3,159 with a median household income of $30,672. Twenty-seven percent of the citizens of the City of Hanceville live below the poverty line. Sixty-eight percent of the households in Hanceville have an occupant with a high school diploma or higher. The average age of the citizens in Hanceville is forty, and twenty-eight percent of the households have a person under the age of eighteen.

The community is the home of the largest community college in Alabama - Wallace State Community College. The college boasts numerous associate degree programs, technical programs, and several Bachelor Degree programs (in conjunction with Athens State University and Faulkner University.) In the winter of 2014 a new 30 million dollar Nursing and Science building opened on the Wallace State campus. It houses a state of the art simulation hospital, science labs, classrooms, and a conference center. In the spring of 2017 the new facility, faculty, and students hosted the "Let's Pretend Hospital" for the first grade students in the Cullman County School System. The students in the pediatric nursing program partnered with HES to bring the SWELL program to students in grades K-5. This program exposed students to a variety of safety lessons. The athletic programs at WSCC bring athletes to the HES campus to read with students, to mentor the students, and to interact with them in the areas of health and physical fitness. Last year HES also partnered with the WSCC dental hygiene program to provide free dental care for students in second grade. This included sealants on the first molars, free x-rays, cleanings, fluoride treatments, and basic dental hygiene instruction. Health and wellness are very important to our school and our community. The City of Hanceville has numerous walking trails, parks, a pool, and a spring baseball league to help promote a healthy lifestyle. During the 2015 - 2016 school year the City of Hanceville constructed miles of new sidewalks in the city . These sidewalks connect neighborhoods and connect neighborhoods to downtown, but most importantly surround the school creating safe walk ways for our students. Children can be seen walking together, riding bikes, and riding skateboards on these new sidewalks. The children are walking around the town from place to place with their friends. They City of Hanceville hosts several family-oriented events each year: Fall Fest, the Kids-Fish-O-Rama, the Mud Creek Arts and Crafts Festival, a Veterans Day Program, and a Christmas Parade. They also partner with HES for Kid's Night Out where students can participate in fun activities with community fire departments, HES faculty and staff, and other leaders from the community. They also recieve free food and school supplies. All the proceeds from the Mad Creek Arts and Crafts Festival benefit the fine arts program at the local schools, thereby creating a unique partnership between the City of Hanceville, the Culture Club of Hanceville, Hanceville Civitans, and the local schools. Another unique partnership that is very beneficial to the students at HES involves the City of Hanceville, the Hanceville Police Department, local businesses, local churches, and individuals. On the first day of school, each child is given one of these bags of school supplies. This ensures that all students at HES has their basic school supply needs met. They also purchase items on the teachers' classroom wish list. Daystar House and the Hanceville Culture Club also purchase school supplies and clothing items for students at Hanceville Elementary School throughout the school year. The 2018-20109 school year will see the continuation of the partnership between

concerned community members, local churches, city leaders, and HES faculty members to provide food items for students in need of nutrition over the weekend, "Knapsacks For Kids Food Program." This program will provide these students with six meals, three snacks, and drinks over the weekend. This is a tremendous benefit for our students. Last school year we served twenty - twenty-five family groups. The cost for this program is $200 per child served. As more funds become available more families will be served. Additionally, we are also participating in the after school feeding program which serves to provide ensure students are nourished.

   As previously mentioned, one of the major challenges faced by students and their families at HES is poverty. Poverty touches every aspect of our students' lives. It limits their access to healthcare, nutritious food, after school care, preschool services, cultural experiences, and this greatly impacts their learning. This lack of resources and exposure to many cultural things creates deficits in their experiential knowledge base. We do our best to create experiences for these students that help to bridge this gap.   HES created Career Day to help students think about possible career opportunities, and then students in grades 3 - 5 visited WSCC to see many of the career training programs that WSCC has to offer. The elementary student council also works to provide families with Thanksgiving meals and Christmas presents for students in need. The school counselor coordinates our Christmas Love Program to help provide Christmas gifts and clothing to approximately 30 children in the community. Another challenge faced at HES is the rapid increase of our Hispanic student population. The issue creates multiple issues most of which center around the language barrier between the school and the students and parents as well. The Cullman County School System does provide a community liaison to help with parent conferences, to translate letters home, and to make phone calls to parents when needed. We do use translation apps on our smart phones to assist us with this situation. This year will have the Waterford program available in the classroom to provide additional support to ELL students. We hope to continue to improve our communication with our Hispanic families.

   Bridging the gaps whether culturally, systemically, or between communities is a priority. We will continue to push our motto of, "You Matter, Every Child, Everyday."

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Hanceville Elementary School is to strengthen partnerships among, staff, students, parents, and community members that support teaching and learning. This is evident in our mission statement: The mission of Hanceville Elementary School is to "Help Everyone Succeed." It is our belief that all students can learn, and that they learn best when actively engaged. Therefore, at HES we participate in a variety of programs and initiatives that facilitate hands-on learning and develop critical thinking skills. We are an Alabama Reading Initiative School and an Alabama Math, Science, and Technology Initiative School. Both of these research-based initiatives provided/provide intensive professional development, on-going training and coaching, and critical thinking strategies that are used by our faculty members. We also believe that it is our job to serve the whole child and his/her family. Therefore, we have partnered with outside agencies to provide counseling services to our students on our school campus. We partner with Wellstone Mental Health to have one of their staff therapists work with our students here on-site, so that parents do not have to travel to the mental health clinic in Cullman. We have also partnered with another therapist, who specializes in sand play therapy and art therapy, to work with a very select small group of students who will benefit from this unique type of therapy. We are continuing to address the needs of our students this school year through the Knapsacks For Kids Food Program. This partnership with local churches, civic organizations, and our school provides students with knapsacks of food to take home each weekend. This includes six meals and numerous snacks. Each family that is in the program receives enough food for all the children in the home. This program helps to make sure that our students are not hungry over the weekend when we cannot provide hot meals for them. The belief that we must address the whole child propels us to work to help their parents have better lives as well. If we help our parents develop these skills we in turn help to instill them in our students. Skills that will help our students be better students, and in turn more productive and reliable workers as adults. We are also addressing the needs of the whole child through our Hanceville Elementary Advocacy Program. Each child at Hanceville Elementary School has been paired with an adult mentor/advocate. The advocacy groups will meet every four and half weeks during the progress report period. The advocacy groups will discuss character education, grades, students goals, and celebrate student successes.

   The participation in all these programs and initiatives demonstrates our high expectations for students learning and our belief that our school must serve the whole child. We believe that all children without regard for background and income can learn and achieve, and it is our job as teachers to ensure that they do just that in the safest and most positive environment possible.

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.

HES is also proud to be an Alabama Math, Science, and Technology Initiative School. Being an AMSTI school allows our teachers to receive hands-on science materials throughout the year. Last year the teachers received training on the new science and math standards and will be receiving new science and math kits throughout the year. Principals were also included in training on the new science course of study and what implementation should look like when the engineering practices are included. During the 2018-2019 school year the leadership team voted to spend proceeds from the Cullman County 1/2 cent sales tax and the cookie dough fundraiser to purchase Chromebooks and iPads for HES students, making us the first school in Cullman County to become One-to-One. Teachers in grades four and five are receiving I21 Zone training to assist with the development of a more engaging digital curriculum. Teachers in grades two through five currently use Clikers, Kahoots, Zearn, Core Clicks, and many other digital platforms to enhance their classroom instructions. We will continue to partner with high school math and science teachers to have the advanced students in both disciplines to come and work with elementary students in the BASE and BAM programs.

The HES leadership team has worked to develop a plan for faculty/school improvement that includes monthly leadership team meetings, monthly classroom walk-throughs for data collection, and monthly data meetings. The faculty developed the 2018-2019 school calendar together including activities for Grandparent's Day, Hanceville Heritage Week, Veteran's Day, a special Math Day, a Science Day, and a school-wide Career Day. The system will continue to use early release days four times during the 2018-2019 school year to provide time for monthly professional development. Local Professional development will focus on the classroom management, innovative approaches to teaching all core subject areas, technology in the classrooms, and student improvement. Dr. Turner began a cohort for Hanceville Elementary, Middle, and High School teachers to assist with teachers and administrator going through the National Board Certification process.

The classroom is not the only area in which HES has worked to make great improvements. We have also increased our partnerships with Wallace State Community College, local churches, local businesses, and the Soil and Water Conservation office. Last year WSCC sent Read Across America work study students to work with and mentor numerous students who were in need of academic help or a personal mentor. We work with WSCC dental hygiene program to provide free dental exams and fluoride treatments to all second grade students, whose parents gave consent, free of charge. We also have a local ophthalmologist to provide free eye exams for our students. This year we are continuing our Knapsacks Food program that provides students with a knapsack full of food that they can eat over the weekend. Kids get six meals, three snacks, and drinks for the weekend. HES also has three foster grandparents and two VIPS working side-by-side with our teachers and students. These volunteers offer extra academic help in the classrooms and are just an extra adult advocate for our students. We are attempting to give our students every opportunity to become successful by addressing the needs of the entire child.

Over the next three years HES is striving to increase students achievement as demonstrated by scores on Scantron Reading, Math, and Science assessments and the State Assessment Standardized Scantron test in math, reading, and science. We want to see an increase in our Scantron scores in reading, math, and science of 5 percent in the spring of 2019. We want to see an increase in the use of strategic teaching strategies, technology, and small group instruction that includes differentiated groups on a daily basis. We also need to work toward student engagement in all curricular areas. Parents need to understand that their children are missing vital pieces of information even if they are fifteen minutes late to school. We are advocating the motto, "You Matter, Every Child, Everyday."

Additional Information

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

The faculty, staff, parents, and community involved with students at Hanceville Elementary School work together for the betterment of each and every student. The teachers share the success in the classroom with parents by sending home papers, using parental contact methods such as Remind 101, Seesaw, and Class Dojo, sending weekly newsletters, first through fifth grade planners and making positive phone calls on a regular basis. All teachers also made positive parent contacts within the first eight days of the 2018-2019 school year. We have also been using social media to reach out to our parents over the last year with very positive results. We have a Hanceville Elementary School website and a PTO Facebook page. Administration send positive emails to all parents throughout the year. Students are encouraged to attend school every day and make each day an excellent day of learning. We continue to look for innovative ways to deliver our curriculum and to meet the academic and social needs of our students. This year many teachers are using Google Classroom and Seesaw. We have teachers that are trying a variety of innovative approaches to curriculum deliveries. Teachers have researched ways to more effectively present the standards. Several math teachers are using a standards based spiral review in conjunction with small group instruction and a computer-based instructional programs, such as Reflex Math and Zearn. Kindergarten through second grade received six IPads for their classroom and attended Seesaw training to enhance small group instruction. Our school is one-to-one with individual devices. All students in grades Kindergarten through five have access to a Chromebook or iPads in every class. This allows students to use digital textbooks and digital resources on a daily basis in all subjects. Furthermore, science teachers are using various outside resources like the Cullman County Soil and Water Conservation Program to provide enrichment in content related curriculum areas. Students participate in the Liberty's Legacy program, Pioneer Day, Career Day, Johnny Appleseed Day, visits to local government agencies, tour historic downtown Hanceville, and visit many other interesting places. We partner with various community agencies to provide unique learning opportunities for our students. We have had visits from Hanceville, Garden City, and Colony Mayors, President of WSCC, State Representative Cory Harbison, Dr. Shane Barnett, and various other leaders throughout Cullman County. All the things that we do at HES are undertaken with one goal in mind - the well-rounded development of each and every child at Hanceville Elementary School.

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.

A variety of stakeholders were engaged in the school improvement process. The stakeholders included community members, civic leaders, parents, faculty members, and students. The stakeholders were invited to attend a meeting with the leadership team to discuss specific parts of the school improvement process. The stakeholders were selected because of their willingness and desire to help improve the educational process, program, and climate at Hanceville Elementary School. The stakeholders were contacted by members of the school's administrative staff and leadership team, and their roles in the school improvement process were explained to them at that time. The meetings were scheduled at a variety of times during and after the school day to accommodate as many stakeholders as possible.

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

The members of the stakeholder group came together with the leadership team and shared their beliefs, ideas, innovative thoughts, feelings and vision for the educational process at Hanceville Elementary School. Stakeholders were asked for ideas to improve student achievement, communication, parental involvement, and the school's culture and climate. The stakeholders responsibilities were to complete a survey, attend meetings, brainstorm improvement ideas, assist with the development of the school improvement plan, and to review and revise the plan as needed.

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 CIP goals were presented at the September 2018 PTO meeting.   The goals were explained and parents were given the opportunity to ask questions and to give suggestions. The final school improvement plan for Hanceville Elementary will be presented at the October 2018 PTO meeting. The goals will be presented in a power point and handed out to parents in attendance at the meeting. The CIP goals will be posted on the school's Facebook page. The plan will be posted on the school's website, on file for review in the principal's office, and at the Cullman County Board of Education. Stakeholders will receive information throughout the year on the school's progress toward the CIP goals through newsletters, PTO meetings, Facebook posts, and the school website.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See Student Performance Data Document	HES 18-19 Data Comparison

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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?

In the area of Math Scantron Performance Series as a school we scored 53% proficient in comparison to the district average of 51% proficient.

In the area of Reading Scantron Performance Series as a school we increased from 35% proficient (2016-17) to 36% proficient (2017-18.)

In the area of Math Scantron Performance Series as a school we increased from 39% proficient (2016-2017) to 53% proficient (2017-18.)

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

First grade Scantron Performance Series in math increased from 55% proficient in 2016-17 to 85% proficient in 2017-18.

Second grade Scantron Performance Series in math increased from 56% proficient in 2016-17 to 59% proficient in 2017-18.

Third grade Scantron Performance Series in reading increased from 32% proficient in 2016-17 to 40% proficient in 2017-18.

Fourth grade Scantron Performance Series in reading increased from 29% proficient in 2016-17 to 35% proficient in 2017-18.

Fourth grade Scantron Performance Series in math increased from 27% proficient in 2016-17 to 47% proficient in 2017-18.

These findings are consistent with the data results from Reflex Math Fluency Program on a daily basis.

Fifth grade Scantron Performance Series in math increased from 26% proficient in 2016-17 to 28% proficient in 2017-18.

On the DIBELS LNF Assessment Kindergarten increased from 55% in 2016-17 Core to 70% Core in 2017-18.

There was a positive trend with the 3rd grade (2016-17) to 4th grade (2017-18) cohort. These students increased from 32% proficient to 35% proficient in reading Scantron Performance Series. These students increased from 29% proficient to 47% proficient in math Scantron Performance Series.

Which area(s) indicate the overall highest performance?

First grade increased 30% in the area of math on the Scantron Performance Series from 55% 2016-17 to 85% 2017-18 school year.

Kindergarten increased 15% on the DIBELS LNF assessment from 55% 2016-17 to 70% 2017-18 school year.

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

Fall 2017-18 to Fall 2018-19 Scantron data shows the following:

Male students' math data shows 34% proficient (17-18) to 37% proficient (18-19.)

Female students' reading data shows 33% proficient (17-18) to 43% proficient (18-19.)

LEP reading student data shows 12% proficient (17-18) to 18% proficient (18-19.)

LEP math student data shows 25% proficient (17-18) to 34% proficient (18-19.)

Meal Assistance reading data shows 28% proficient (17-18) to 31% proficient (18-19.)

Between which subgroups is the achievement gap closing?

Fall 2017-18 to Fall 2018-19 Scantron data shows the following:

Female students' reading data shows that the achievement gap has closed and that they have scored 6% higher than the school percent proficient.

Male math data shows that the achievement gap has closed and that they have scored 1% higher than the school percent proficient.

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

Reflex Math Program showed consistency in 4th grade math compared to Scantron Math Performance Series.

Areas in Need of Improvement

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

In the area of Reading Scantron Performance Series as a school we scored 36% proficient in comparison to the district average of 50% proficient.

In the area of Reading Scantron Performance Series as a school we did not meet our CIP goal of 5% increase of percent proficient. From (2016-17) to (2017-18) our school only increased by 1% increase of percent proficient.

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

Fifth grade reading Scantron Performance Series decreased from 44% proficient in 2016-17 to 35% proficient in 2017-18.

There was a negative trend with the 2nd grade (2016-17) to 3rd grade (2017-18) cohort. These students decreased from 56% proficient to 45% proficient on math Scantron Performance Series.

Which area(s) indicate the overall lowest performance?

Fifth grade reading Scantron Performance Series decreased 11% from 2016-17 to 2017-18.

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

Fall 2017-18 to Fall 2018-19 Scantron data shows the following:

Male students' reading data shows 35% (17-18) to 32% proficient (18-19).

Between which subgroups is the achievement gap becoming greater?

Fall 2017-18 to Fall 2018-19 Scantron data shows the following:

Male reading data shows that the achievement gap is increasing by a 3% deficit and that they have scored 5% lower than the school percent proficient.

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

Findings are consistent with classroom formative assessment and RTI data.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
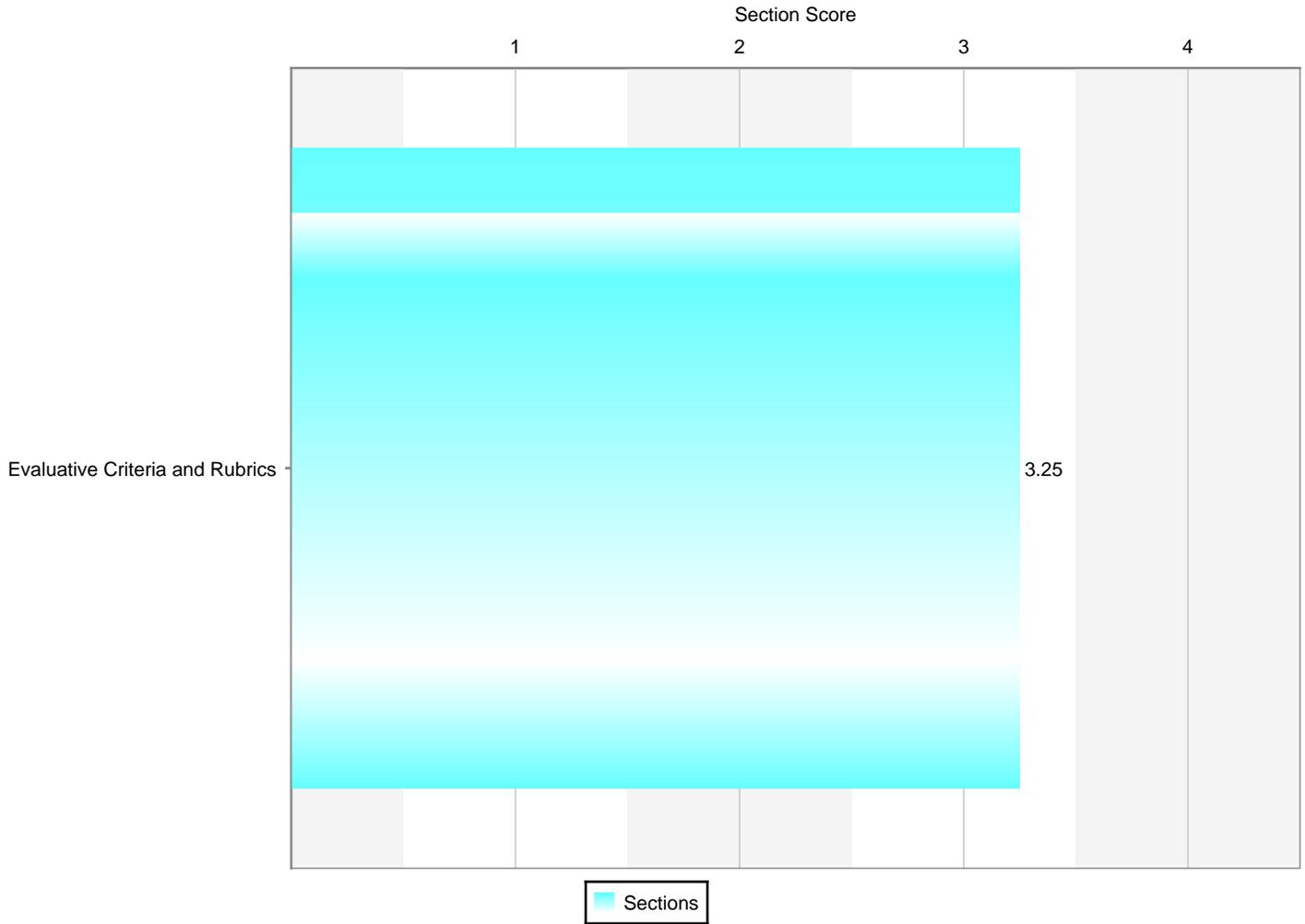
Sections

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		Leadership Team members

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		Mr. Johnson

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Tony Johnson Principal 799 Commercial Street SE Hanceville, Al 35077 256-352-9196	HVE Designated Employee

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		Family Engagement Plan flyer

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Parent Compact 2018-2019

2018-2019 Hanceville Elementary ACIP

Overview

Plan Name

2018-2019 Hanceville Elementary ACIP

Plan Description

2018-2019 Hanceville Elementary ACIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
2	Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers	Objectives: 1 Strategies: 3 Activities: 17	Organizational	$13362
3	Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$27547
4	Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

Goal 1: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

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

teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure

attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

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

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

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

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

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

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

Goal 2: Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers

Measurable Objective 1:

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

Strategy 1:

Professional Learning and Support - Teachers and support staff will participate in professional development designed to increase both knowledge and skills. All teachers will complete the Educator Effectiveness program which will help provide accountability to the staff of Hanceville Elementary. This accountability helps ensure that all students graduate ready for college or to begin a career.

Category: Develop/Implement Professional Learning and Support

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

Activity - Technology integration training/support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanceville Elementary School implements professional learning opportunities for both teachers and support staff. -Teachers attended the CCETC preservice. -Hanceville Elementary school has an e5LET team comprised of a representative from each grade level as well our instructional coaches. This team receives trainining through out the school year and provides turn around technology training for teacher. -All K-2 classrooms received enough IPAD's for each students and utilize the SeeSaw program. - Additionally monthly technology training is provided by our assistant principal. Topics will include Reflex, the ABE program, et cetera.	Technology, Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Technology Director,Technology Integration Specialist, Technology Department, Principals, Classroom Teachers

Activity - Principal Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following attending district provided meetings, our principal will lead a faculty meeting designed to educate and guide teachers and staff based on latest information provided by central office.	Academic Support Program, Behavioral Support Program, Policy and Process, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Principal

Activity - Blue Ribbon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanceville Elementary School is participating the Blue Ribbon School of Excellence process for the 2018- 2019 school year. The school will be receiving data from surveys which guide our planning for next school year.	Community Engagement, Academic Support Program, Parent Involvement, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Assistant Principal, Counselor, Teachers, and Staff

Activity - Specialist Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will attend trainings to help develop their skills in the areas of effective lesson planning, coaching cycle, technology integration, and data analysis and then communicate this to the classroom teachers.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Reading Specialists and Instruction Coaches.

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanceville Elementary School teachers participate in new teacher orientation from the district. Additionally, Hanceville Elementary School provides support for new teachers through the extensive faculty training provided by administration. New teachers are also paired with veteran teachers to help guide and assist them.	Academic Support Program, Policy and Process, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	Administration, classroom teachers, and instructional coaches.

Activity - Continuous Improvement of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers, Coaches and Administrators will attend training to better serve the instructional needs of students that leads to continuous improvement in the school. | Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction | 08/09/2018 | 05/24/2019 | $10662 | Title I Schoolwide | Administration, Coaches, and Teachers |

Activity - Science Standards Training		Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from grades three through five will be trained in Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effective classroom instruction and increase student achievement.		Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Classroom teachers

Activity - AMSTI Math Standards		Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers from Hanceville Elementary School will participate in training on Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.		Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Classroom teachers

Activity - ARI Training		Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K- 3 reading teachers will receive on going professional develop through the Alabama Reading Initiative. Teachers will be learning best practices for literacy instruction. This will be implemented through multiple coaching cycles as well as opportunities for professional development with the reading specialists.		Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Reading Specialists and Classroom Teachers

Strategy 2:

Culture - Hanceville Elementary will support practices that encourage a positive school culture. The elements that will be considered are safety, relationships,teaching and learning, and the institutional environments.

Category: Develop/Implement Student and School Culture Program

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

Activity - Advocacy Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanceville Elementary School students will participate in the Advocacy Groups. The students will provided with an adult mentor different than their classroom teacher. The students will meet with this mentor monthly. This enables the students to form a supportive relationship with a another faculty member other than their classroom teacher. As part of this program, the students will receive lessons that align with the ASCA school counseling competencies and standards. These lessons focus on such topics as preventing bullying, study skills, friendship, et cetera.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administration , Counselor, Teachers, and Support Staff

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanceville Elementary School will provide biannual parent trainings to increase awareness and knowledge of pertinent topics in educations. These will occur after PTO meetings as break out sessions and will be available to any interested parent or guardian.	Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$0	No Funding Required	Classroom teachers, Administration , and Support Staff

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

| Hanceville Elementary supports the transition of students from one grade level to the next starting with kindergarten open house and continuing to fifth grade student middle school orientation.

-Kindergarten students and parents will first attend a meeting led by the principal where they will receive orientation and other important information. Then the students and parents will adjourn to their classroom to meet with their classroom teacher.
-First through fourth grade students will participate in a transition activity which will occur in May. The students will be given the opportunity to visit a classroom in the grade which they will be attending next year. They will meet a classroom teachers and be invited to ask questions.
-Hanceville Elementary School will coordinate with the middle school to provide fifth grade students the opportunity to visit the middle school campus.

These programs serve to help students feel confident about the transition to their next school year. | Academic Support Program, Behavioral Support Program | 08/08/2018 | 05/24/2019 | $0 | No Funding Required | Administration, Counselor, Teachers. |

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and counseling will closely monitor attendance and will communicate with parents via phone calls and face to face conferences. Hanceville Elementary will participate in incentive programs provided by the district and will recognize students with excellent attendance as part of our awards day. Principal will conference with parents/ guardians who are at risk for truancy. Counselor will provide small group guidance to at risk students on the importance of attendance and strategies to prepare for school to encourage punctuality such as preparing for the school day the night before.	Academic Support Program, Recruitment and Retention, Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administration, Counselor

Activity - Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanceville Elementary school counselor will work to improve the culture of the school through the implementation of guidance lessons designed to contribute to student academic, career, and personal/ social development. Topics will include communication strategies, conflict resolution, coping skills, academic improvement and test taking strategies, et cetera. These lessons will be provide weekly for grade K-2 and biweekly for grades 3-5.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Counselor

Strategy 3:

Student Support - Hanceville Elementary school will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Team: RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanceville Elementary School will follow the system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning.	Tutoring, Technology, Behavioral Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Administrators, Reading Specialists, Instructional Coach, Intervention Teacher, Counselor, Classroom Teachers

Activity - Dyslexic Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Tutoring, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	RTI Coordinator, classroom teachers, reading specialists

Activity - ABE Behavioral Intervention Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A software program that is designed to modify behaviors through the instruction of character education modules. Teachers and Administrators will assign modules according to the behavioral needs of the students.	Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	$2700	Title I Schoolwide	Administrators, Classroom teachers, Intervention teacher, Support Staff

Goal 3: Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 53% to 58%, Scantron Reading from 36% to 41%, by 05/24/2019 as measured by state assessments.

Strategy 1:

Effective Instruction - Hanceville Elementary School has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

1) What do I want my students to know and be able to do?

2) How will I know if they know it?

3) What will I do if they don't?

4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Implementing the Instructional Framework K-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Hanceville Elementary School Lesson Plan Templates have been created to provide teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template.	Direct Instruction	08/09/2018	05/24/2019	$0	No Funding Required	District Leadership Team, Principal, Assistant Principal, Teachers

Activity - Instructional Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for and implementation of Frontline Education will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$0	No Funding Required	District Leadership, Administrators, and Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Small group instruction will be provided to meet the needs of individual learners. AMSTI lessons will be provided for hands-on Science lessons in K-5. - Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades K-5.	Academic Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$0	No Funding Required	District Leadership, Administrators, Teachers, Reading Specialist

Activity - Reading Horizons Discovery Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. The administrators will monitor the implementation of the instructional strategies through walk throughs. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies	Academic Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$0	No Funding Required	District Leadership, Administrators, Teachers, Reading Specialist

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

-Audio Enhancement devices will be purchased for K-1 teachers; have already been provided for 2-5 to enhance the audio availabilities for all students. -Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, admininstrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. -i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-5 through modeled lessons and by working side-byside with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches. -Digital Curriculum Implementation - District will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. -K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a studentdriven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communicationtool to allow parents to be more involved in their students learning. -Tuesday Technology Training - Technology training will be offered each Tuesday after school in areas of needs, such as: Compass Learning, Standard Based Report Card, Smartboards, Ipad, Chromebook, Google Classroom, etc.	Academic Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$27547	Title I Schoolwide	e District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist.

Activity - Mathmatics in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

K-5 students will learn engaging math strategies through meaningful movement during Physical Education class. The "Math-N-Motion" program will help children reinforce and practice math concepts through activities that relate number sense to movement.	Tutoring, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	"Math-N-Motion" PE Teacher

Activity - STEAM Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Library and Media Specialist will engage K-5 students with instructional centers that focus on Science, Technology, Engineering, Arts, and Math (STEAM). These centers will included coding with robots, engineering/ structural problem solving, and various other technology programs. Alabama ELA speaking and listening standards will be reinforced as well.	Career Preparation/Orientation, Technology, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Library and Media Specialist

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

Measurable Objective 1:

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

Strategy 1:

Collect and Utilize Data Sources - Hanceville Elementary School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

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

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate throughout the year to guide the continuous improvement process. The leadership will help analyze data and determine next steps in order to prepare for the district mid-year review.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/08/2018	05/24/2019	$0	No Funding Required	Leadership Team

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, classroom teachers, and support staff will collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings. Teachers will conduct data meeting a minimum of 5 times throughout the year. Data boards will be created to document ongoing data discussions and student achievement for Scantron scores for Math and Reading as well as DIBELS for Reading in K-2. Individual student data will also be discussed in monthly RTI meetings and during weekly grade level meetings. Subs will be paid for teachers to attend data meetings.	Academic Support Program, Behavioral Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	District Leadership, Administration, Classroom Teachers, Reading Specialists, Instructional Coach, Intervention Teacher

Activity - ELEOT Observations/Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observations will be conducted throughout the school year. Observation data will be analyzed to determine next steps for continuous improvement for student engagement in classroom lessons.	Technology, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	District Leadership, Administrators, Classroom Teachers

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cullman County employees will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	District Leadership, Administrators, and Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Support	Following attending district provided meetings, our principal will lead a faculty meeting designed to educate and guide teachers and staff based on latest information provided by central office.	Academic Support Program, Behavioral Support Program, Policy and Process, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	Principal
Student Support Team: RTI	Hanceville Elementary School will follow the system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning.	Tutoring, Technology, Behavioral Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Administrators, Reading Specialists, Instructional Coach, Intervention Teacher, Counselor, Classroom Teachers
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, EL and Classroom Teachers

Specialist Training	Instructional coaches will attend trainings to help develop their skills in the areas of effective lesson planning, coaching cycle, technology integration, and data analysis and then communicate this to the classroom teachers.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Reading Specialists and Instruction Coaches.
AMSTI Math Standards	K-5 teachers from Hanceville Elementary School will participate in training on Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Classroom teachers
Dyslexic Screening and Intervention	Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Tutoring, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	RTI Coordinator, classroom teachers, reading specialists
Blue Ribbon	Hanceville Elementary School is participating the Blue Ribbon School of Excellence process for the 2018- 2019 school year. The school will be receiving data from surveys which guide our planning for next school year.	Community Engagement, Academic Support Program, Parent Involvement, Direct Instruction	08/08/2018	05/24/2019	$0	Principal, Assistant Principal, Counselor, Teachers, and Staff
Attendance	Administration and counseling will closely monitor attendance and will communicate with parents via phone calls and face to face conferences. Hanceville Elementary will participate in incentive programs provided by the district and will recognize students with excellent attendance as part of our awards day. Principal will conference with parents/ guardians who are at risk for truancy. Counselor will provide small group guidance to at risk students on the importance of attendance and strategies to prepare for school to encourage punctuality such as preparing for the school day the night before.	Academic Support Program, Recruitment and Retention, Behavioral Support Program	08/08/2018	05/24/2019	$0	Administration, Counselor
Implementing the Instructional Framework K-5	Hanceville Elementary School Lesson Plan Templates have been created to provide teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template.	Direct Instruction	08/09/2018	05/24/2019	$0	District Leadership Team, Principal, Assistant Principal, Teachers

Educator Effectiveness	Cullman County employees will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	District Leadership, Administrators, and Classroom Teachers
ARI Training	K- 3 reading teachers will receive on going professional develop through the Alabama Reading Initiative. Teachers will be learning best practices for literacy instruction. This will be implemented through multiple coaching cycles as well as opportunities for professional development with the reading specialists.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Reading Specialists and Classroom Teachers
ELEOT Observations/Classroom Observations	Observations will be conducted throughout the school year. Observation data will be analyzed to determine next steps for continuous improvement for student engagement in classroom lessons.	Technology, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	District Leadership, Administrators, Classroom Teachers
Leadership Teams	Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate throughout the year to guide the continuous improvement process. The leadership will help analyze data and determine next steps in order to prepare for the district mid-year review.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/08/2018	05/24/2019	$0	Leadership Team
Guidance	Hanceville Elementary school counselor will work to improve the culture of the school through the implementation of guidance lessons designed to contribute to student academic, career, and personal/ social development. Topics will include communication strategies, conflict resolution, coping skills, academic improvement and test taking strategies, et cetera. These lessons will be provide weekly for grade K-2 and biweekly for grades 3-5.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	$0	Counselor

Instructional Effectiveness	Training for and implementation of Frontline Education will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$0	District Leadership, Administrators, and Teachers
Data Meetings	Administrators, classroom teachers, and support staff will collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings. Teachers will conduct data meeting a minimum of 5 times throughout the year. Data boards will be created to document ongoing data discussions and student achievement for Scantron scores for Math and Reading as well as DIBELS for Reading in K-2. Individual student data will also be discussed in monthly RTI meetings and during weekly grade level meetings. Subs will be paid for teachers to attend data meetings.	Academic Support Program, Behavioral Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	District Leadership, Administration, Classroom Teachers, Reading Specialists, Instructional Coach, Intervention Teacher

Professional Development	Activity Description: EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing. Activity Description: EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	District support, EL and Classroom Teachers
New Teacher Support	Hanceville Elementary School teachers participate in new teacher orientation from the district. Additionally, Hanceville Elementary School provides support for new teachers through the extensive faculty training provided by administration. New teachers are also paired with veteran teachers to help guide and assist them.	Academic Support Program, Policy and Process, Professional Learning	08/08/2018	05/24/2019	$0	Administration, classroom teachers, and instructional coaches.
Advocacy Groups	Hanceville Elementary School students will participate in the Advocacy Groups. The students will provided with an adult mentor different than their classroom teacher. The students will meet with this mentor monthly. This enables the students to form a supportive relationship with a another faculty member other than their classroom teacher. As part of this program, the students will receive lessons that align with the ASCA school counseling competencies and standards. These lessons focus on such topics as preventing bullying, study skills, friendship, et cetera.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	$0	Administration, Counselor, Teachers, and Support Staff
Overview of EL Program	Activity Description: An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	District support, Administration, EL and Classroom Teachers
Parent Engagement	Hanceville Elementary School will provide biannual parent trainings to increase awareness and knowledge of pertinent topics in educations. These will occur after PTO meetings as break out sessions and will be available to any interested parent or guardian.	Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$0	Classroom teachers, Administration, and Support Staff

Standards Based Instruction	- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Small group instruction will be provided to meet the needs of individual learners. AMSTI lessons will be provided for hands-on Science lessons in K-5. - Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades K-5.	Academic Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$0	District Leadership, Administrators, Teachers, Reading Specialist
Science Standards Training	Teachers from grades three through five will be trained in Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effective classroom instruction and increase student achievement.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Classroom teachers
Technology integration training/support	Hanceville Elementary School implements professional learning opportunities for both teachers and support staff. -Teachers attended the CCETC preservice. -Hanceville Elementary school has an e5LET team comprised of a representative from each grade level as well our instructional coaches. This team receives trainining through out the school year and provides turn around technology training for teacher. -All K-2 classrooms received enough IPAD's for each students and utilize the SeeSaw program. - Additionally monthly technology training is provided by our assistant principal. Topics will include Reflex, the ABE program, et cetera.	Technology, Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	$0	Technology Director,Technology Integration Specialist, Technology Department, Principals, Classroom Teachers

Student Transition	Hanceville Elementary supports the transition of students from one grade level to the next starting with kindergarten open house and continuing to fifth grade student middle school orientation. -Kindergarten students and parents will first attend a meeting led by the principal where they will receive orientation and other important information. Then the students and parents will adjourn to their classroom to meet with their classroom teacher. -First through fourth grade students will participate in a transition activity which will occur in May. The students will be given the opportunity to visit a classroom in the grade which they will be attending next year. They will meet a classroom teachers and be invited to ask questions. -Hanceville Elementary School will coordinate with the middle school to provide fifth grade students the opportunity to visit the middle school campus. These programs serve to help students feel confident about the transition to their next school year.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	$0	Administration, Counselor, Teachers.
Mathmatics in Motion	K-5 students will learn engaging math strategies through meaningful movement during Physical Education class. The "Math-N-Motion" program will help children reinforce and practice math concepts through activities that relate number sense to movement.	Tutoring, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	"Math-N-Motion" PE Teacher
Reading Horizons Discovery Implementation	Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. The administrators will monitor the implementation of the instructional strategies through walk throughs. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies	Academic Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$0	District Leadership, Administrators, Teachers, Reading Specialist

STEAM Centers	The Library and Media Specialist will engage K-5 students with instructional centers that focus on Science, Technology, Engineering, Arts, and Math (STEAM). These centers will included coding with robots, engineering/ structural problem solving, and various other technology programs. Alabama ELA speaking and listening standards will be reinforced as well.	Career Preparation/O rientation, Technology, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Library and Media Specialist
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

| Technology Integration | -Audio Enhancement devices will be purchased for K-1 teachers; have already been provided for 2-5 to enhance the audio availabilities for all students.
-Technology Conference - Cullman County Technology Department has
held the CCETC since 2010 as an optional training for teachers and
administrators to attend during the summer months. The last two years,
CCETC was held on a teacher preservice day for all teachers,
administrators, counselors, and staff. Over 70 of the presenters at the
conference were local classroom teachers which encouraged other
teachers in the district to rise to the challenge of student engagement
through the use of technology in the classroom.
-i21Zone Implementation - i21Zone provided Professional learning for
educators in grades 4-5 through modeled lessons and by working side-byside
with teachers to develop and deliver engaging technology-based
instruction to students during the 2016-17 school year. Job embedded
professional learning occurred as feedback was provided to include
instructional design, delivery, content, standards and technology
integration. District instructional and technology coaches will continue
coaching teachers throughout the school year. Implementation will also
begin this year for third grade teachers and will be supported by technology
coaches.
-Digital Curriculum Implementation - District will become a more
performance based school system by increasing student engagement and
rigorous classroom instruction through using digital resources in daily
lessons. Implementation will be evaluated through the use of Instructional
Framework and Educator Effectiveness walk throughs. Teachers will be
utilizing MacBook Air computers as they investigate digital curriculum such
as Compass/Edgenuity Learning, iCurio, and Discovery Education.
Science teachers in grades 3 - 12 will utilize Discovery Education Science | Academic Support Program, Professional Learning, Direct Instruction | 08/09/2018 | 05/24/2019 | $27547 | e District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist. |

	Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. -K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a studentdriven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communicationtool to allow parents to be more involved in their students learning. -Tuesday Technology Training - Technology training will be offered each Tuesday after school in areas of needs, such as: Compass Learning, Standard Based Report Card, Smartboards, Ipad, Chromebook, Google Classroom, etc.					
Continuous Improvement of Instruction	Teachers, Coaches and Administrators will attend training to better serve the instructional needs of students that leads to continuous improvement in the school.	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	08/09/2018	05/24/2019	$10662	Administration, Coaches, and Teachers
ABE Behavioral Intervention Software	A software program that is designed to modify behaviors through the instruction of character education modules. Teachers and Administrators will assign modules according to the behavioral needs of the students.	Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	$2700	Administrators, Classroom teachers, Intervention teacher, Support Staff
				Total	$40909	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Stakeholder surveys reveal a high level of approval in the area of student engagement. This trend was indicated across all the different groups survey: teachers, students, and parents.Teachers plan with high expectations for the students and provide opportunities for the students to be actively engaged in their learning. When surveyed, the majority of students described the activities they complete in class as "ones they like." The results of the parent survey also revealed engagement as a strength of the school. When asked about teacher communication to students, what parents described was teachers stating and posting objectives. The specific statements chosen by surveyed parents including "You are learning" and "We will be working on" reflect student ownership and engagement in activities. Parents responses also show teachers providing opportunities for students to work cooperatively, and teachers providing positive reinforcement to students.

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

Satisfaction in student engagement continues to rise. This, in part, due to teacher collaboration across grade levels. 92% of teacher frequently and regularly participate in collaborative planning. Parent surveys indicate that students are actively engaged in learning and like their teachers work collaboratively in partners or small groups. 58% of parents said that "working with others" was something that describes what their students were doing at school. A majority of students reported positive feelings at the end of the school day.

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

The parent, teacher, and student feedback consistently show that Hanceville Elementary is focused on engaging students and helping students aspire to the high expectations of our school. These findings are also supported by parent conferences as well as the school counselor needs assessment.

Areas in Need of Improvement

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

Information from parent surveys suggest some confusion about what type of activities students participate in at school. 48% of parents choose "completing worksheets"; however, students are often engaged in hands on activities across the curriculum. We plan to utilize communication strategies to improve parent perception by helping them to be more knowledgeable about classroom activities.

One area that we are addressing is student attendance. On the question at the end of the day I feel, 26% of students survey indicated that they "wish they could stay home tomorrow." We are working on this through incentives from both county board and local school as well as working to improve the climate of our school.

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

One area that shows a trend in declining stakeholder satisfaction is the area of teachers providing multiple opportunities for families and guardians to engage in meaningful activities that support student success with only 57 percent stating that they regularly provide these opportunities.

Another area that stood out as needing improvement was the area of student motivation. Students responses communicate that they will need to apply the skills they are learning through out their life. 38 percent of students stated that when in class they "do enough to make a good grade." When asked when they use the what they have learned 20 percent indicated they "only use it to get a good grade." While we want our students to get good grades, our goal is instill a desire to be a lifelong learner. We use creative methods and varied hands on activities to work towards this goal.

What are the implications for these stakeholder perceptions?

Our stakeholder feedback surveys suggests we need to continue to communicate to parents and families as well as provide opportunities for family engagement. Parents often describe the interactions with the school in a positive light using such words as "trusting", "respectful", "supportive", and "helpful." We would like to improve communication and engagement by allowing the families and guardians to take more ownership of the their child's education. A low percentage (6%) of parents stated they found their interactions with staff to be empowering. By providing more opportunities for meaningful opportunities for parents and guardians to support their students success, we can help parents feel more empowered.

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

The parent, teacher, and student feedback consistently show that Hanceville Elementary is focused on engaging students and helping students aspire to the high expectations of our school. These findings are also supported by parent conferences as well as the school counselor needs assessment.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
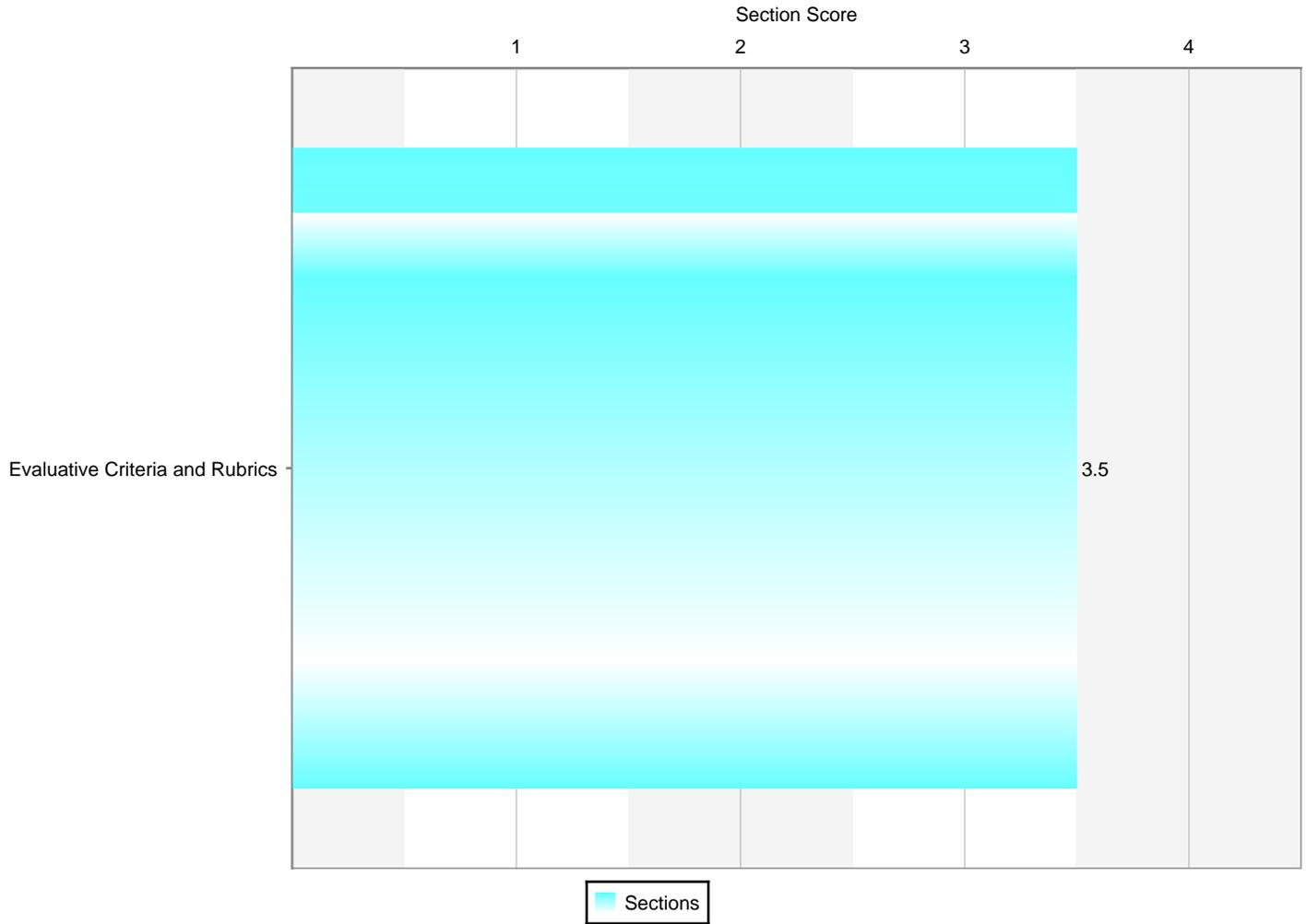
Sections

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?

A review of the CIP from 2017-2018 school year by the CIP Committee and the school leadership team was conducted to determine if the goals of the CIP Plan were achieved. This information was shared with staff members, parents, and community stakeholders. The staff members, parents, and community stakeholders provided input on the areas of strength and areas that need to be improved. Members of the leadership team met during the summer to identify specific areas of focus for the 2018-2019 school year. The team reviewed ASPIRE data from the spring 2018. The leadership team met during the summer of 2018 to analyze the data and discuss implications for instruction. At a faculty meeting in August 2018 the teachers analyzed the data and identified specific grade level and subject specific goals and action steps. Teachers also looked at individual student data to determine groups for tiered instruction. Parents and community members were asked for input regarding school perception, school safety, parental involvement plans, school/parent communication, and academic goals. The school leadership team met to develop strategies, parental involvement plans, the requirements for the Advisory Program, and the school's focus for instructional improvement for the 2018-2019 school year.

What were the results of the comprehensive needs assessment?

Upon the completion of the data analysis, the leadership team and faculty developed a school wide focus for 2018 - 2019. The focus areas of the educational practices, instruction, and goals for HES for the 2018 - 2019 school year are instructional rigor in reading and math, small group instruction, differentiated instruction, student engagement, the development of critical/higher order thinking skills, a curriculum aligned to the College and Career Readiness Standards, and the further development of the students' ability to justify their thought processes and answers.

What conclusions were drawn from the results?

The leadership team at Hanceville Elementary School deduced the following based on the school's focus, leadership team walk-throughs, and research-based standardized assessments:
- Students need to be actively engaged, have differentiated and small group skills-specific instruction, have conversations with peers and teachers, and have explicit rigorous instruction in reading and math
- Some of the weaknesses were: literary elements in reading and basic mathematical concepts in math

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

In the analysis of standardized testing data, specific demographic information, and attendance data of the students and the teachers we saw a pattern that is still continuing related to attendance, punctuality, and student achievement. In 2014 - 2015 there were there were 3881.5 absences (96.05% attendance rate) which was an increase of 244 days over 2013 - 2014. In 2015 - 2016 there were 3504.5 absences (95.79% attendance rate). While the number of absences decreased the percentage of days present actually decreased by 0.26%. In 2016-2017 there were 4,586 absences (95.46 attendance rate). In 2017-2018 there were 4,517 (96.14 attendance rate). Students also must arrive

at school at school on time and stay at school all day to receive the full benefit on the educational program. In 2013 - 2014 there were 5240 tardies, and that number decreased in 2014 - 2014 by 1,771 tardies. In 2015 - 2016 there were 1,550 tardies. In 2016-2017 there were 4,350 tardies. In 2018-2019 there were 4,430. We have numerous referrals for attendance because students have missed more than five days.

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

The goals of Hanceville Elementary all focus on meeting the needs of our students using small group instruction, content differentiation, and technology with a focus on student engagement, a curriculum aligned with the College and Career Readiness Standards, and higher order/critical thinking skills. It is the belief of the stakeholders and the faculty that for the students to achieve benchmark level on Scantron in reading, math, and science they must be engaged, receive rigorous instruction, and be challenged daily for excellence and to attend school all day, every day.

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

The goals of Hanceville Elementary address the areas in which improvement is needed as evidenced by the Scantron data from the spring of 2018. This is a researched-based standardized assessments that is aligned with the College and Career Readiness Standards. During the data analysis process the leadership team and faculty members worked to analyze standardized test scores and local data to determine the strengths and weaknesses from multiple data sources, thereby ensuring that the goals correlated with the assessment data.

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

All students at Hanceville Elementary School including those identified as migrant, Limited English Proficient, homeless, economically disadvantaged, neglected/delinquent, and those identified as a member of any specially served population have access to all services and programs available at Hanceville Elementary School, including free/reduced lunch, school wide services, ELL services, Special Education services, and counseling services. Also, Hanceville Elementary School uses the Department of Human Resources, Wellstone Behavioral Mental Health, the Link, Cullman Caring for Kids, Daystar House, the Knapsack for Kids feeding Program, and various other community resources to provide students with needed services, supplies, food, clothing, and shelter. All homeless, migratory, and limited English proficient students have equal access to the same free and appropriate public education, including public school preschool services provided to other children and youth. All homeless, migratory, and limited English proficient students are provided with the opportunity to meet the same challenging state content and student performance standards to which all students are being held without being stigmatized or isolated. The administrators, counselor, and
administrative assistant identify migrant students upon enrollment.

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:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0.
Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

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

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

Goal 2:

Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers

Measurable Objective 1:

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

Strategy1:

Culture - Hanceville Elementary will support practices that encourage a positive school culture. The elements that will be considered are safety, relationships,teaching and learning, and the institutional environments.

Category: Develop/Implement Student and School Culture Program

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

Activity - Advocacy Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary School students will participate in the Advocacy Groups. The students will provided with an adult mentor different than their classroom teacher. The students will meet with this mentor monthly. This enables the students to form a supportive relationship with a another faculty member other than their classroom teacher. As part of this program, the students will receive lessons that align with the ASCA school counseling competencies and standards. These lessons focus on such topics as preventing bullying, study skills, friendship, et cetera.	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administration, Counselor, Teachers, and Support Staff

Activity - Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary school counselor will work to improve the culture of the school through the implementation of guidance lessons designed to contribute to student academic, career, and personal/ social development. Topics will include communication strategies, conflict resolution, coping skills, academic improvement and test taking strategies, et cetera. These lessons will be provide weekly for grade K-2 and biweekly for grades 3-5.	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Counselor

Strategy2:

Student Support - Hanceville Elementary school will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Team: RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary School will follow the system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning.	Direct Instruction Behavioral Support Program Tutoring Technology	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators, Reading Specialists, Instructional Coach, Intervention Teacher, Counselor, Classroom Teachers

Activity - Dyslexic Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Academic Support Program Direct Instruction Tutoring	08/08/2018	05/24/2019	$0 - No Funding Required	RTI Coordinator, classroom teachers, reading specialists

Activity - ABE Behavioral Intervention Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A software program that is designed to modify behaviors through the instruction of character education modules. Teachers and Administrators will assign modules according to the behavioral needs of the students.	Academic Support Program Technology Behavioral Support Program	08/08/2018	05/24/2019	$2700 - Title I Schoolwide	Administrators, Classroom teachers, Intervention teacher, Support Staff

Strategy3:

Professional Learning and Support - Teachers and support staff will participate in professional development designed to increase both

knowledge and skills. All teachers will complete the Educator Effectiveness program which will help provide accountability to the staff of

Hanceville Elementary. This accountability helps ensure that all students graduate ready for college or to begin a career.

Category: Develop/Implement Professional Learning and Support

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

effectiveness. Teachers who set

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

skill

Activity - ARI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K- 3 reading teachers will receive on going professional develop through the Alabama Reading Initiative. Teachers will be learning best practices for literacy instruction. This will be implemented through multiple coaching cycles as well as opportunities for professional development with the reading specialists.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Reading Specialists and Classroom Teachers

Activity - Specialist Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will attend trainings to help develop their skills in the areas of effective lesson planning, coaching cycle, technology integration, and data analysis and then communicate this to the classroom teachers.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Reading Specialists and Instruction Coaches.

Activity - AMSTI Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers from Hanceville Elementary School will participate in training on Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom teachers

Activity - Continuous Improvement of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Coaches and Administrators will attend training to better serve the instructional needs of students that leads to continuous improvement in the school.	Direct Instruction Professional Learning Behavioral Support Program Academic Support Program	08/09/2018	05/24/2019	$10662 - Title I Schoolwide	Administration, Coaches, and Teachers

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 53% to 58%, Scantron Reading from 36% to 41%, by 05/24/2019 as measured by state assessments.

Strategy1:

Effective Instruction - Hanceville Elementary School has adopted the Instructional Framework. Teachers will implement the Instructional Framework as

they teach the college and career readiness standards across all content areas.

1) What do I want my students to know and be able to do?

2) How will I know if they know it?

3) What will I do if they don't?

4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Implementing the Instructional Framework K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary School Lesson Plan Templates have been created to provide teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template.	Direct Instruction	08/09/2018	05/24/2019	$0 - No Funding Required	District Leadership Team, Principal, Assistant Principal, Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Small group instruction will be provided to meet the needs of individual learners. AMSTI lessons will be provided for hands-on Science lessons in K-5. - Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Direct Instruction Professional Learning Academic Support Program	08/09/2018	05/24/2019	$0 - No Funding Required	District Leadership, Administrators, Teachers, Reading Specialist

Activity - Reading Horizons Discovery Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. The administrators will monitor the implementation of the instructional strategies through walk throughs. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies	Academic Support Program Professional Learning Direct Instruction	08/09/2018	05/24/2019	$0 - No Funding Required	District Leadership, Administrators, Teachers, Reading Specialist

Goal 4:

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

satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by

05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy1:

Collect and Utilize Data Sources - Hanceville Elementary School will implement processes to collect, analyze, and apply findings from

various data sources in order to continuously improve student and teacher achievement.

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

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

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, classroom teachers, and support staff will collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings. Teachers will conduct data meeting a minimum of 5 times throughout the year. Data boards will be created to document ongoing data discussions and student achievement for Scantron scores for Math and Reading as well as DIBELS for Reading in K-2. Individual student data will also be discussed in monthly RTI meetings and during weekly grade level meetings. Subs will be paid for teachers to attend data meetings.	Direct Instruction Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	District Leadership, Administration, Classroom Teachers, Reading Specialists, Instructional Coach, Intervention Teacher

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:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0.

Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

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

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

Category: Develop/Implement College and Career Ready Standards

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

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

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

Goal 2:

Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers

Measurable Objective 1:

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

Strategy1:

Professional Learning and Support - Teachers and support staff will participate in professional development designed to increase both knowledge and skills. All teachers will complete the Educator Effectiveness program which will help provide accountability to the staff of Hanceville Elementary. This accountability helps ensure that all students graduate ready for college or to begin a career.

Category: Develop/Implement Professional Learning and Support

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

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

Activity - Blue Ribbon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary School is participating the Blue Ribbon School of Excellence process for the 2018- 2019 school year. The school will be receiving data from surveys which guide our planning for next school year.	Community Engagement Parent Involvement Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Principal, Assistant Principal, Counselor, Teachers, and Staff

Activity - Continuous Improvement of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Coaches and Administrators will attend training to better serve the instructional needs of students that leads to continuous improvement in the school.	Academic Support Program Behavioral Support Program Direct Instruction Professional Learning	08/09/2018	05/24/2019	$10662 - Title I Schoolwide	Administration, Coaches, and Teachers

Activity - Technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary School implements professional learning opportunities for both teachers and support staff. -Teachers attended the CCETC preservice. -Hanceville Elementary school has an e5LET team comprised of a representative from each grade level as well our instructional coaches. This team receives trainining through out the school year and provides turn around technology training for teacher. -All K-2 classrooms received enough IPAD's for each students and utilize the SeeSaw program. - Additionally monthly technology training is provided by our assistant principal. Topics will include Reflex, the ABE program, et cetera.	Direct Instruction Academic Support Program Technology Professional Learning	08/08/2018	05/24/2019	$0 - No Funding Required	Technology Director,Technology Integration Specialist, Technology Department, Principals, Classroom Teachers

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary School teachers participate in new teacher orientation from the district. Additionally, Hanceville Elementary School provides support for new teachers through the extensive faculty training provided by administration. New teachers are also paired with veteran teachers to help guide and assist them.	Professional Learning Policy and Process Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administration, classroom teachers, and instructional coaches.

Activity - AMSTI Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers from Hanceville Elementary School will participate in training on Alabama Math critical areas of focus Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom teachers

Activity - Specialist Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will attend trainings to help develop their skills in the areas of effective lesson planning, coaching cycle, technology integration, and data analysis and then communicate this to the classroom teachers.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Reading Specialists and Instruction Coaches.

Activity - Science Standards Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from grades three through five will be trained in Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effective classroom instruction and increase student achievement.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom teachers

Activity - ARI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K- 3 reading teachers will receive on going professional develop through the Alabama Reading Initiative. Teachers will be learning best practices for literacy instruction. This will be implemented through multiple coaching cycles as well as opportunities for professional development with the reading specialists.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Reading Specialists and Classroom Teachers

Goal 3:

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

content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 53% to 58%, Scantron Reading from 36% to 41%,

by 05/24/2019 as measured by state assessments.

Strategy1:

Effective Instruction - Hanceville Elementary School has adopted the Instructional Framework. Teachers will implement the Instructional

Framework as

they teach the college and career readiness standards across all content areas.

1) What do I want my students to know and be able to do?

2) How will I know if they know it?

3) What will I do if they don't?

4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Reading Horizons Discovery Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. The administrators will monitor the implementation of the instructional strategies through walk throughs. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies	Direct Instruction Professional Learning Academic Support Program	08/09/2018	05/24/2019	$0 - No Funding Required	District Leadership, Administrators, Teachers, Reading Specialist

Goal 4:

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

Measurable Objective 1:

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

Strategy1:

Collect and Utilize Data Sources - Hanceville Elementary School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

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

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cullman County employees will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	District Leadership, Administrators, and Classroom Teachers

Activity - ELEOT Observations/Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Observations will be conducted throughout the school year. Observation data will be analyzed to determine next steps for continuous improvement for student engagement in classroom lessons.	Direct Instruction Technology Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	District Leadership, Administrators, Classroom Teachers

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

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

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

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

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0.

Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

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

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

Goal 2:

Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers

Measurable Objective 1:

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

Strategy1:

Student Support - Hanceville Elementary school will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Team: RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary School will follow the system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning.	Technology Direct Instruction Behavioral Support Program Tutoring	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators, Reading Specialists, Instructional Coach, Intervention Teacher, Counselor, Classroom Teachers

Activity - ABE Behavioral Intervention Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A software program that is designed to modify behaviors through the instruction of character education modules. Teachers and Administrators will assign modules according to the behavioral needs of the students.	Behavioral Support Program Technology Academic Support Program	08/08/2018	05/24/2019	$2700 - Title I Schoolwide	Administrators, Classroom teachers, Intervention teacher, Support Staff

Strategy2:

Culture - Hanceville Elementary will support practices that encourage a positive school culture. The elements that will be considered are safety, relationships,teaching and learning, and the institutional environments.

Category: Develop/Implement Student and School Culture Program

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

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary supports the transition of students from one grade level to the next starting with kindergarten open house and continuing to fifth grade student middle school orientation. -Kindergarten students and parents will first attend a meeting led by the principal where they will receive orientation and other important information. Then the students and parents will adjourn to their classroom to meet with their classroom teacher. -First through fourth grade students will participate in a transition activity which will occur in May. The students will be given the opportunity to visit a classroom in the grade which they will be attending next year. They will meet a classroom teachers and be invited to ask questions. -Hanceville Elementary School will coordinate with the middle school to provide fifth grade students the opportunity to visit the middle school campus. These programs serve to help students feel confident about the transition to their next school year.	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administration, Counselor, Teachers.

Activity - Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary school counselor will work to improve the culture of the school through the implementation of guidance lessons designed to contribute to student academic, career, and personal/ social development. Topics will include communication strategies, conflict resolution, coping skills, academic improvement and test taking strategies, et cetera. These lessons will be provide weekly for grade K-2 and biweekly for grades 3-5.	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Counselor

Goal 3:

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

Measurable Objective 1:

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

Strategy1:

Collect and Utilize Data Sources - Hanceville Elementary School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

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

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, classroom teachers, and support staff will collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings. Teachers will conduct data meeting a minimum of 5 times throughout the year. Data boards will be created to document ongoing data discussions and student achievement for Scantron scores for Math and Reading as well as DIBELS for Reading in K-2. Individual student data will also be discussed in monthly RTI meetings and during weekly grade level meetings. Subs will be paid for teachers to attend data meetings.	Direct Instruction Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	District Leadership, Administration, Classroom Teachers, Reading Specialists, Instructional Coach, Intervention Teacher

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

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0.

Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

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

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

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

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

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

Hanceville Elementary School provides student achievement results in three ways. First, progress reports, parent notes, and parent letters are translated into the home language. Second, we at HES provides a translator for parent teacher conferences of ELL students. Third, ACCESSS testing results are disseminated in the ELL student's home language.

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	All Hanceville Elementary teachers are highly qualified. Among those, Hanceville Elementary has one Doctorate level administrator, and one who has achieved National Board Certification.	

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	All Hanceville Elementary teachers are certified and are teaching in-field. All new teachers are required to attend the Cullman County School's New Teacher Academy. New teachers are also assigned an experience Mentor their first year.	

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

An earnest attempt is made to fill all positions with the highest quality of teachers, who are well trained to provide high quality instruction to meet the academic needs of all students. The school board policy stipulates practices for attracting teachers of the highest quality. The school board will continue to implement this policy and require that all newly hired faculty members be highly qualified. Hanceville Elementary School will continue to seek the most highly qualified applicants with certification in the available positions.

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?

Hanceville Elementary has a low teacher turn-over rate. At the end of the 2017-2018 school year, Hanceville Elementary had three teacher to retire that was replaced with a qualified teacher and two teachers transferred to another school due to location.

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

Hanceville Elementary has one administrator with a doctorate degree, 6 teachers and 1 administrator with an Educational Specialist degree, 25 teachers with Master degrees, and 13 teachers/1 nurse with a BS degree. One administrator holds National Board Certification.

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).

Not applicable

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.

Teachers analyze the results of statewide academic data. They use the data to identify curricular strengths and weaknesses. A data board displays current Scantron and DIBELS data on all students for reading and math. Teachers review previous test results and any other pertinent information which would help the teachers determine the strengths and weaknesses. Timely discussions are made to determine intervention strategies. The curricular strengths and weaknesses are addressed in the grade level meetings, data meetings, RTI/PST meetings, professional development sessions, and strategic planning sessions which guide professional development needs. Teachers also receive 2.5 hours of professional development during Early Release days that are determine either by the central office or local needs assessments.

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

Teachers receive 2.5 hours of professional development four times per year on the Early Release Days provided by the district. Teachers also are provided technology training weekly after school that addresses technology implementation, device training, software training, Chrome book training, etc. Professional development at HES offers a variety of topics including classroom management, student engagement, differentiated instruction, state assessment scores, local indicators, data analysis, and technology. Teachers are encouraged to share ideas and resources during these professional development sessions. Teachers and administrators also attend outside sessions to improve student achievement. Teacher are offered professional development through the NBCT cohort at Hanceville Schools presented by Dr. Turner, a certified NBCT trainer.

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

All new teachers are assigned a mentor that is a veteran teacher. The mentor and teacher attend the district Mentor training. Teachers are given release time to visit each other's classroom and to reflect on best practices. New teachers are also supported by the administrator and grade level teachers during weekly grade level meetings and individual conferences.

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

Teachers receive three hours of professional development once a month on the Early Release Days provided by the district. Teacher also are provided technology training weekly after school that addresses technology implementation, device training, software training, Chrome book training, etc. Professional development at HES offers a variety of topics including classroom management, student engagement, differentiated instruction, state assessment scores, local indicators, data analysis, and technology. Teachers are encouraged to share ideas and resources during these professional development sessions. Teachers and administrators also attend outside sessions to improve student achievement.

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

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

Goal 1:

Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers

Measurable Objective 1:

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

Strategy1:

Culture - Hanceville Elementary will support practices that encourage a positive school culture. The elements that will be considered are safety, relationships,teaching and learning, and the institutional environments.

Category: Develop/Implement Student and School Culture Program

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

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanceville Elementary supports the transition of students from one grade level to the next starting with kindergarten open house and continuing to fifth grade student middle school orientation. -Kindergarten students and parents will first attend a meeting led by the principal where they will receive orientation and other important information. Then the students and parents will adjourn to their classroom to meet with their classroom teacher. -First through fourth grade students will participate in a transition activity which will occur in May. The students will be given the opportunity to visit a classroom in the grade which they will be attending next year. They will meet a classroom teachers and be invited to ask questions. -Hanceville Elementary School will coordinate with the middle school to provide fifth grade students the opportunity to visit the middle school campus. These programs serve to help students feel confident about the transition to their next school year.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administration, Counselor, Teachers.

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

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

Teachers analyze the results of statewide academic data. They use the data to identify curricular strengths and weaknesses The curricular strengths and weaknesses are addressed in the grade level meetings, professional development sessions, problem solving team meetings, and are displayed on data board for reading and math. During all of these meetings the input of the teachers is welcomed and vital to successful planning and decision making. Teachers also have input in budget decisions on professional development to improve achievement gaps identified from statewide assessments.

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 who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, intervention and additional instructional assistance. This will be accomplished by: teacher review of previous test results and any other pertinent information which would help the teacher determine the strengths and weaknesses; daily small group instruction and intervention for students experiencing difficulty; special programs such as speech therapy, occupational therapy, special education services, and English Language Learner classes. Monthly PST meetings are held to identify, discuss, and plan for students struggling to meet the academic standards at the proficient level.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are provided with extra reading instruction daily during Tier II and Tier III time. Students on PST receive intensive small group and/or one-on-one instruction daily. The intervention teacher provides intervention daily for students identified as At Risk. This is correlated through the PST meetings. HES also partners with The Link to provide Volunteers In Public schools for one-on-one tutoring during school hours for At Risk students.

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.

Some teachers provide free tutoring weekly for students identified as At Risk. HES also provides several academic software sites such as Reflex, Core Clicks and Compass Learning for students to have access to reading materials at home. Information for Free Academic tutoring is provided to parents on the website and through weekly newsletters.

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.

Hanceville Elementary School subscribes to Scholastic Core Clicks so that students would have access to reading materials at home. HES also partners with Hanceville High School to provide one-on-one tutoring to our English Language Learners using high school students fluent in Spanish.

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.

Not applicable

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.

The budget at Hanceville Elementary School reflects all federal, state, and local monetary sources. The State of Alabama School Foundation Program sends the basic programming in terms of teacher units based on student enrollment. Any additional funds received through Title I will be used to fund three teacher units, one intervention aide, provide substitutes in order for our teachers to hold data meetings during school hours, ABE software for improvements in character/behavior strategies, provide Parent informational meetings once per month, student planners for 2-5, K-5 student/parent communication folders, and provide materials and supplies in technology, such as projectors, iPads, and Audio Enhancement devices.

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)?

Hanceville Elementary School coordinates and integrates a variety of Federal, State, and local services to support the goals of the educational program of our school. the school coordinates with local agencies for child abuse prevention education programs, suicide prevention, and anti bullying programs and curricula. HES also partners with Wellstone Behavioral Mental Health to provide students and their families with access to appropriate mental health services at the local school site.

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

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

The CIP plan is reviewed by the leadership team, faculty and parent representatives annually. Administrators, teachers, and faculty analyze the appropriate data to discuss if goals were accomplished.

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?

Administrators, leadership team members, and faculty analyzes student performance data from the states assessments and local research based assessments to determine if students have achieved the goals set in the CIP plan. Data is also analyzed to compare year to year trends to see if the appropriate gains are being made.

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

The school's leadership team looks at the data from the formal assessments to see if student make the appropriate gains. Students who continue to have weaknesses are placed on the school's Problem Solving Team to develop appropriate intervention strategies to help them improve. The PST meets monthly to discuss appropriate gains or additional intervention strategies in the areas of reading and math.

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 CIP plan will be reviewed by the administrators, leadership team and faculty members after the required Scantron assessments for reading and math. DIBELS assessments will also be reviewed. The data will be analyzed to see if the areas of critical needs have improved. If there is not improvement in the areas the CIP plan will be revised to address the areas of need.

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.	38.41

Provide the number of classroom teachers.

38.41

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1940755.0

Total   1,940,755.00

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.	95004.0

Total   95,004.00

Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	35742.0

Total   35,742.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	45204.0

Total   45,204.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57360.0

Total   57,360.00

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 Adminstrators.

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.	12573.0

Total   12,573.00

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.	3772.0

Total   3,772.00

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.	22467.0

Total   22,467.00

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.	4029.0

Total   4,029.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	195364.0

Provide a brief explanation and breakdown of expenses.

T-1 (192,270.00)

P/I (3094.00)

1100 - Teacher = 3   FTE = 2.24   Salary and Benefits (010),(200 - 299) = 127,623.00

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

1100 - Classroom Materials and Supplies - (400 - 499) = 27,547.00

1100 - SPUR Aide (319) = 1 = 23,738.00

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

(413) = 5794.00

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

(300 - 399) = 10,662.00 (Blue Ribbon, other PD)

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Annually, Hanceville Elementary School hosts its required Title I Parent Meeting. This year the meeting was held on Monday, August 27, 2018 in the Hanceville Elementary Library. There were two meeting times offered this year for parent convenience one at 8:30 AM and one at 6:00 PM. Parents were notified of the meeting through: (1) flyers sent home in the Parent Communication Folders, (2) the Hanceville Elementary School website, (4) the outside marquee sign at Hanceville Elementary School, (5) flyers posted around the school, (6) the newspaper, and (7) the Hanceville Elementary Facebook page. During the meetings parents were shown a Power Point presentation that explained: (1) What it means to be a Title I school, (2) the 1% set-aside, (3) School-Parent Compacts, (4) a Parent's right to know, (5) Parents' right to be involved, and (6) How to find out if your child's teacher is highly qualified. Parents were also given information about recent advancements at HES in the areas of technology, ACIP survey results from the Spring of 2017. Several parents were in attendance.

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))

Parents were asked in the spring of 2018 to give their opinion on the best times for PTO meetings to be held. The overwhelming choice among the parents was to have the meetings in the afternoon between the hours of 5:00 and 6:00. Monthly PTO meetings will be held in the Hanceville School Library. Hanceville Elementary will also have a PTO Facebook page. Parents may also attend the Parent Involvement Meetings held on Monday, August 27, 2018. Parents will be given copies of the CIP goals , including strategies and activities, and the Parental Involvement Plan. Parents can also access the CIP goals on the schools website. Parental feedback on the CIP goals was encouraged and welcomed. Parents will be informed of the ways HES spends its Title Parental Involvement Funds at both Parental Involvement Meetings. These funds will be spent in the following ways: (1) the purchasing of parental communication folders, and (2) Local Parent Connection Meetings.

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))

All students and parents have access to the Cullman County Schools Handbook. These handbooks describe the school's curriculum, assessments, student achievement expectations, and board and local policies on a variety of topics. When practical, documents sent home are translated into the home language of the students. Other methods that the school uses to communicate with parents include a monthly newsletter, Seesaw, School Messenger calls, Remind 101, Class Dojo, Twitter messages, our school Facebook page, Instagram, our school marquee, the parent communication folders, teacher phone calls, and through text and e-

mails. Hanceville Parent and Family Engagement Hanceville Elementary School Elementary has an open door policy that encourages parents to join in and take an active role in their child's education. Teachers are available to meet with parents during their daily planning times and either before or after school. Parent/Teacher conferences are formallyheld during on Parent/Teacher Conference Day scheduled annually in October from 12:00 - 7:00.

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

Parents, teachers, and students of Hanceville Elementary School will develop and sign a compact each year to identify the responsibilities each party has in the educational process. This will show how the responsibility will be shared for improvement in all students' academic achievement. A partnership will be developed and fostered that is committed to helping participating students meet and/or exceed the state's academic content standards. The school-parent compacts are kept in each teacher's classroom and used as a working document. This document is also reviewed and updated annually. All parents are given a copy of the new compact at our annual Open House in August. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will also be used during parent/teacher conferences as a beginning point for conversations about educational practice, expectations, and procedures.

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

Any parent who disagrees with any aspect of the Hanceville Elementary Continuous Improvement Plan can make his/her complaints know by sending them in writing to the Cullman County Board of Education's Central Office. Comments of dissatisfaction with the plan should be made directly to the Federal Programs Coordinator, Ms. April Tucker or the Superintendent of Education Dr. Shane Barnette. As a means of providing a prescribed course for parental comments, parents should contact the LEA Federal Programs Coordinator for assistance in contacting the appropriate person at the State Department of Education. Parents and the public should follow this prescribed course to submit concerns.

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)

The Cullman County School System, in consultation with its parents and community stakeholders, chooses to undertake the following activities to build parents' capacities for involvement in the school and the school system to support their child's academic achievement, such

Parent and Family Engagement Hanceville Elementary School

-involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

-providing necessary literacy training for them from Title 1 Part A funds, if the school district had exhausted all other reasonably available sources of funding for that training;

-enable parents to participate in school-based meeting and training sessions;

-training parents to enhance the involvement of other parents;

-in order to maximize parental-involvement and participation in the children's education, arranging school meeting at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

-adopting and implementing model approaches to improving parental involvement;

-establishing a LEA parent advisory council to provide advice on all matters related to parental involvement Title 1, Part A programs;

-developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

-providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

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)

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:

-Will conduct parenting connection workshops;

-Partner together to coordinate communication through the following avenues: Title 1 Parent Night, monthly newsletters, Facebook, Twitter, and Instagram;

-Parents will be given a survey in the spring to provide information on topics that need to be addressed through classroom guidance visits and small group setting.

-Parents are encouraged to participate in our school PTO. Hanceville Elementary School invites parents and extended family members to participate in various special occasions such as Grandparent's Day, Boo-Hoo Breakfast, Hanceville Heritage Day, Johnny Appleseed Day, Veterans' Day, Career Day, and Field Day.

-Send parent notes, calendars, school function announcements, parent/teacher conference forms, parent letters, PTO communications, and progress reports home in Spanish when applicable.

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)

The faculty and staff of Hanceville Elementary School will:
-Designate an area in the library that provides numerous copies of parental resource materials on a variety of topics.
-Parents will be afforded the opportunity to attend a series of parental involvement 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 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)

Hanceville Elementary School will ensure that parents are informed of all school events, programs, and parental workshops through the use of parental notes/flyers, school calendars, school newsletters, Twitter messages, Remind 101, Class Dojo, the school's website, the school's Facebook page, Instagram, Twitter, automated call outs, text and emails, Seesaw, and the school's marquee sign. Information, when practical, will be translated into the child's home language.

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)

Hanceville Elementary School will provide other parental support programs and/or workshops at the request of parents. This information will be obtained during parental involvement meeting, PTO meeting, and through surveys.

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))

Hanceville Elementary School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. With assistance and support from the LEA, Hanceville Elementary School will provide full opportunities for participation of of parents with limited-English proficiency, parents with disabilities, and parents of migratory students, including information and school reports in a format and, to the extent practical, in a language that the parents can understand. All parent notifications, district handbooks, lunch forms, and important school information are sent to parents of non-English speaking students in Spanish. In addition, we have a parent liaison who is bilingual and who communicates with parents when necessary and is also available to attend conferences to discuss student progress, to attend referral meetings, and to act as a mediator between the school and the parents. Additional support for parental involvement will be developed at the request of the parents. Every effort is made to accommodate parents with disabilities. Handicapped parking is clearly marked, there are handicapped ramps leading into the buildings with stairs, there are handicapped accessible restrooms in the school, and the library is handicapped accessible.