ACIP

Hatton Elementary School

Lawrence 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?

Located in western Lawrence County, Hatton Elementary is a Pre-K-6 school with approximately 485 students and 50 faculty members. The student demographic population consist of the following: .1% African-American, .4% Multi-Racial, 81.2% Caucasian, 14.8% Native-American, 2.5% Hispanic. Our faculty has an average of 14 years of instructional service. An average of 68% of our faculty have advanced degrees.

Hatton Elementary was established in 1961, with our most recent addition completed in 1996. Our main building houses twenty-one regular classrooms, as well as two special education classrooms, a spacious, well-stocked library, a computer lab and a cafeteria. Other amenities include a gymnasium, speech classes, and Indian Education classes for students with Native American ancestry.

Over the past several years, the unemployment rate in the community has increased due to major layoffs and business closings. Due to the economic challenges faced by students and parents in the Hatton community, our school is provided with a free breakfast and lunch program.All students at HES receive free breakfast and free lunch.

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.

At Hatton Elementary School, we feel that children are our future. We are dedicated to their success. We work together as a community to provide a happy, secure, and stimulating environment where children are motivated to learn, valued as individuals, and encouraged to reach their full potential.

All classes are taught by highly qualified teachers. Most teachers have been trained in Steven Covey's program, "The Seven Habits of Highly Effective People" as well as "Leader in Me." These programs promote leadership qualities in all students and staff. Our motto at HES is "Learning. Leading. Succeeding." This motto is used frequently in parent communications and is recited each morning by our faculty, staff and students.

Teachers use strategic teaching strategies in the classroom, as well as ARI and Project Based Learning to provide a positive learning environment for our students. The Agricultural Initiative also enhances our instruction by encouraging life long learning, and positive self esteem through parent, teacher and community involvement.

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.

Academically, our students have excelled. Examples of academic excellence include 81% of third grade students were deemed proficient on the English Portion of the ASPIRE test, our fifth grade students scored higher on this each section of this same test than their Lawrence County peers. Our students were also the top scorers in Lawrence County in several different areas of the ASPIRE. Generally, Language Arts is a strength.

Every classroom is equipped with a document camera, LCD projector, laptop and several desktop computers. Some teachers use I-Pads, Mobi devices and clickers in their classrooms. These items were purchased with Title I money and PTO fundraisers.

Student achievement and leadership are supported through our physical education program. For 19 years, our students' participation in the Jesse Owens Memorial Run has been the highest of all Lawrence County schools.

We are continuing to improve instruction by implementing strategic instructional strategies to increase student higher order thinking skills.

Additional Information

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

We have two service and leadership organizations, Junior Beta Club and Student Council. Students in grades 1-6 participate in the student council. The student body elects officers from our fifth and sixth grade classes. Each classroom has at least one representative. The Junior Beta Club's mission statement is, "To promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students."

These two organizations work together on a Christmas project. They purchase gifts and collect food for students in need at our 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.

All stakeholders were encouraged to participate in surveys available online to determine needs and successes for the upcoming school year. Stakeholders were notified of the surveys availability through school casts, letters sent home, school website, and Facebook posts. A technology committee was developed and assigned the task of analyzing surveys and identifying the needs and possible purchases to meet those needs. This committee worked closely with the PTO to develop a budget and plan of implementation. We have included stakeholders on our CIP/SACS committees to provide input on improving our school environment and academics. These meetings were held during and after school hours to accommodate all stakeholders.

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

The representation of stakeholders that participated in the surveys to determine needs were as follows: 34 faculty members, 299 students, and 104 parents. The PTO parents assisted in the planning and initial purchasing of equipment to meet instructional technology needs.

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 plan is developed and communicated through a variety of ways. The CIP plan is posted in the office, on the website, and in the library for parents and the community to view. Each member of the faculty is notified during data meetings and monthly faculty meetings.

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		Student Performance Data Document 17-18

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Overall, all HES students performed well on the ASPIRE Our students generally performed at or above the national average in reading, math and English. This was also the same with the fall administration of the Scantron test.

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

ASPIRE data and Scantron data indicate that our older students are performing at or above the national levels. First Grade STAR Early Literacy showed that 85% of students were transitional or probable readers at the end of the year.

Which area(s) indicate the overall highest performance?

In the K-2 level, Kindergarten showed the highest performance in composite DIBELS at 96%. In the 3rd-6th grade level, the sixth grade should the highest performance in Math at 65% on the ASPIRE assessment. Our 3rd grade students scores 81% proficient on the English test.

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

NA

Between which subgroups is the achievement gap closing?

NA

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

Weekly progress monitoring and DIBELS scores were consistent in the K-2 level. ASPIRE scores and Scantron scores were very consistent.

Areas in Need of Improvement

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

In the K-2 Level and in the 3rd - 6th Level reading was consistently below expected performance. The DIBELS data showed that oral reading in the 1st and 2nd grade needs strategic improvement. The 3rd-6th grade ASPIRE assessment data showed that reading skills were also below expected performance levels. Also, writing scores for ASPIRE were very low.

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

Several grade levels were stagnant on the ASPIRE test. In the area of reading, the fourth grade students regressed from 36% to 30%.

Which area(s) indicate the overall lowest performance?

Writing is the lowest performing overall area for the majority of the school.

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

NA

Between which subgroups is the achievement gap becoming greater?

NA

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

DIBELS and ASPIRE assessments are consistent in determining that reading skills need improvement.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.75
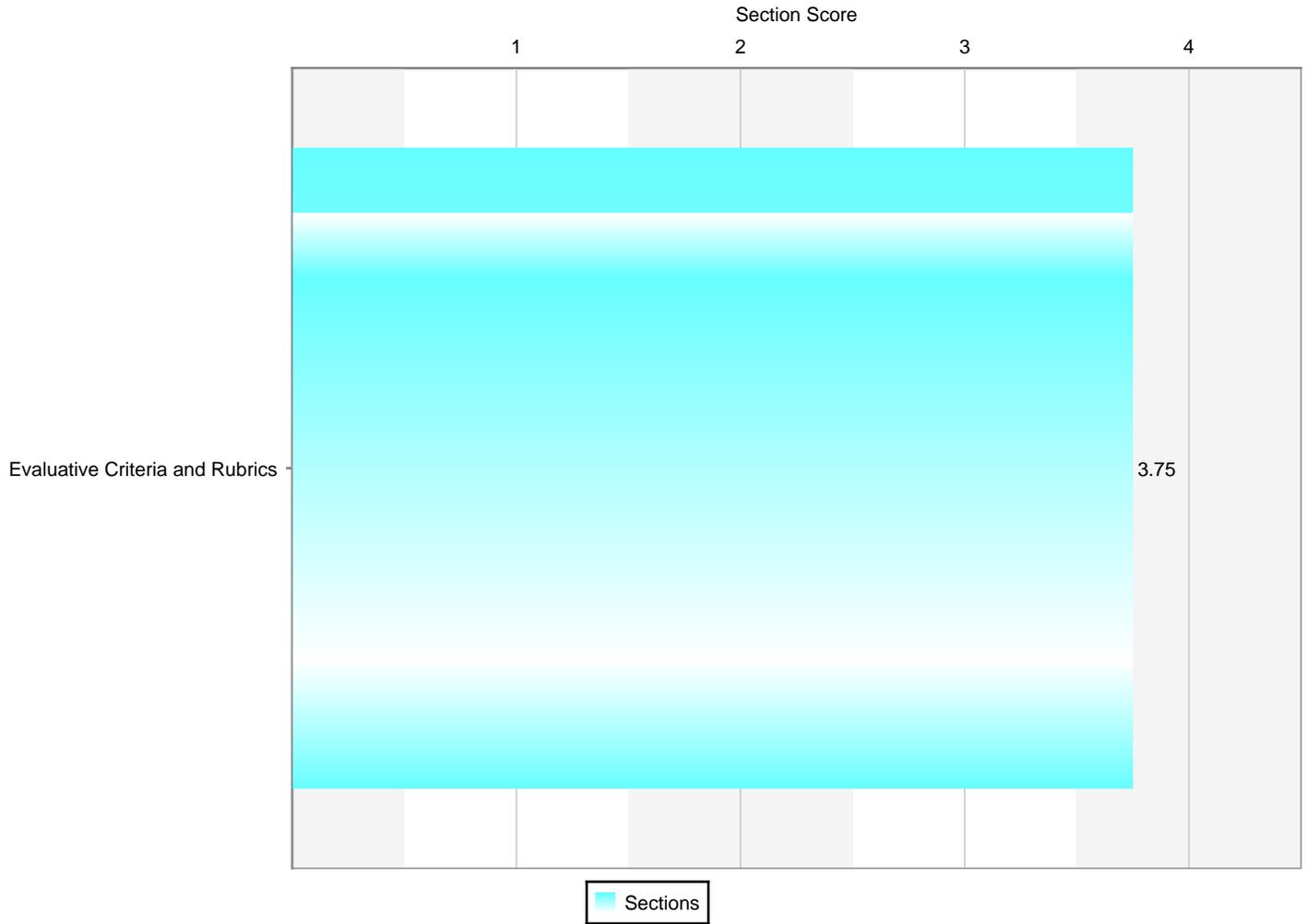
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2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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		District NonDiscriminatory Practices Assurance

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	Donna Flannagan 14131 Market Street Moulton, AL 35650 256-905-2400	District Non Discriminatory Practices Assurance

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

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		2017-2018 School Parent Compact

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve schools and systems to provide a 21st century learning environment for our schools and students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$17984
2	Improve student achievement and parental involvement	Objectives: 1 Strategies: 1 Activities: 2	Academic	$41040
3	Create effective education professionals	Objectives: 1 Strategies: 1 Activities: 2	Academic	$5500
4	Create effective support systems for students	Objectives: 1 Strategies: 1 Activities: 2	Academic	$10502

Goal 1: Improve schools and systems to provide a 21st century learning environment for our schools and students.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the use of different types of technology provided in the classroom, library, and computer lab in Practical Living by 05/25/2018 as measured by observation and reports from programs utilized.

Strategy 1:

Engage Students - HES will continue to build a technology infrastructure that allows students to be empowered and engaged. Students will be taught traditional lessons in non traditional manners by using technology.

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

Research Cited: Hattie (2009)

Activity - Increased Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HES will purchase as many devices as possible to allow students to be engaged in their lessons.	Academic Support Program	08/09/2017	05/25/2018	$17984	Title I Schoolwide	Brittney Morgan, Taffy Pierce, Tara Helms and the technology team

Goal 2: Improve student achievement and parental involvement

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing growth on the Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Scantron Performance Series scores.

Strategy 1:

Computer Lab Instruction - All students at HES will have at least an hour per week in the computer lab. This time will be used for instruction and to supplement the lessons taught by the general education teacher. The general education teacher will identify lessons and/or students who need extra practice and then collaborate with the computer lab paraprofessional to make sure these lessons take place in a timely manner.

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

Research Cited: Hattie (2009)

Activity - Computer Lab Paraprofessional	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HES will employ a computer lab paraprofessional to help monitor the computer based instruction programs and provide the instructional leadership team and school staff with reports of student progress.	Academic Support Program	08/09/2017	05/25/2018	$36040	Title I Schoolwide	Brittney Morgan, Taffy Pierce, Lori Walker, All Certified Staff Members

Activity - Reading Renaissance and Other Program Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read AR books and take tests on them. Students will also use other programs to increase reading and math skills.	Academic Support Program	08/09/2017	05/25/2018	$5000	Title I Schoolwide	Brittney Morgan, Taffy Pierce, Tara Helms, Lori Walker, all certified teachers

Goal 3: Create effective education professionals

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing growth on the Scantron Performance Series assessment and DIBELS assessment in Reading by 05/25/2018 as measured by progress monitoring/assessment data.

Strategy 1:

Assessment Data Review - Teachers will collaborate and evaluate Scantron Performance Series and DIBELS data to guide instruction and professional development.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Berger (2014)

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the HES faculty and staff will attend professional development based on data and achievement gaps. These monies will be used for professional development presentations provided at the local school level, additional professional development, travel, and substitutes.	Professional Learning	08/09/2017	05/25/2018	$3500	Title I Schoolwide	Brittney Morgan, Taffy Pierce, and certified staff

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| These monies will be used to provide teachers with classroom supplies needed to carryout instruction based on data. | Academic Support Program | 08/09/2017 | 05/25/2018 | $2000 | Title I Schoolwide | Brittney Morgan, Taffy Pierce, Judy England, and all certified staff |

Goal 4: Create effective support systems for students

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the HES student attendance rate by 1% in Practical Living by 05/25/2018 as measured by the HES attendance rate.

Strategy 1:

Parental Involvement Aide - Part of the Parental Involvement Aide's duties will be to run weekly attendance reports and look for patterns. The HES staff will follow up and make contact with parents as needed.

Category: Develop/Implement Learning Supports

Research Cited: Hattie (2009)

Activity - Parental Involvement Aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HES student attendance rate will be boosted from the monitoring of a part time, parental involvement aide.	Parent Involvement, Behavioral Support Program	08/09/2017	05/25/2018	$9353	Title I Schoolwide	Brittney Morgan, Taffy Pierce, and Judy England

Activity - Parental Involvement Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Items will be purchased to help improve the attendance rate at HES. Some of these items may include student handbooks, postage, and stationary.	Parent Involvement	08/09/2017	05/25/2018	$1149	Title I Schoolwide	Brittney Morgan, Taffy Pierce, Judy England, Parental Involvement Aide

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement Materials	Items will be purchased to help improve the attendance rate at HES. Some of these items may include student handbooks, postage, and stationary.	Parent Involvement	08/09/2017	05/25/2018	$1149	Brittney Morgan, Taffy Pierce, Judy England, Parental Involvement Aide
Parental Involvement Aide	The HES student attendance rate will be boosted from the monitoring of a part time, parental involvement aide.	Parent Involvement, Behavioral Support Program	08/09/2017	05/25/2018	$9353	Brittney Morgan, Taffy Pierce, and Judy England
Reading Renaissance and Other Program Usage	Students will read AR books and take tests on them. Students will also use other programs to increase reading and math skills.	Academic Support Program	08/09/2017	05/25/2018	$5000	Brittney Morgan, Taffy Pierce, Tara Helms, Lori Walker, all certified teachers
Professional Development	Members of the HES faculty and staff will attend professional development based on data and achievement gaps. These monies will be used for professional development presentations provided at the local school level, additional professional development, travel, and substitutes.	Professional Learning	08/09/2017	05/25/2018	$3500	Brittney Morgan, Taffy Pierce, and certified staff
Increased Technology	HES will purchase as many devices as possible to allow students to be engaged in their lessons.	Academic Support Program	08/09/2017	05/25/2018	$17984	Brittney Morgan, Taffy Pierce, Tara Helms and the technology team
Classroom Supplies	These monies will be used to provide teachers with classroom supplies needed to carryout instruction based on data.	Academic Support Program	08/09/2017	05/25/2018	$2000	Brittney Morgan, Taffy Pierce, Judy England, and all certified staff

Computer Lab Paraprofessional	HES will employ a computer lab paraprofessional to help monitor the computer based instruction programs and provide the instructional leadership team and school staff with reports of student progress.	Academic Support Program	08/09/2017	05/25/2018	$36040	Brittney Morgan, Taffy Pierce, Lori Walker, All Certified Staff Members
				Total	$75026	

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		Stakeholder Feedback Diagnostic 17-18

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?

The overall highest level of approval in the parental and student surveys was the safe learning environment provided by the faculty. Additionally, the teachers and principal wants every student to learn. The teacher surveys also pointed to the safe learning environment provided as an area of high approval.

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

The increasing trend of stakeholder satisfaction involves the maintenance of facilities that provide students with a safe school environment.

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

The maintenance of the safe school environment is consistent between feedback sources.

Areas in Need of Improvement

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

The overall lowest level of satisfaction identified in the student surveys was the individualization of instruction and keeping parents informed of their students' progress.

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

The need for updated technology available in the classrooms is a decreasing trend in stakeholder satisfaction at Hatton Elementary School.

What are the implications for these stakeholder perceptions?

The implications for not providing routine feedback is a loss of learning (Hattie, 2009).

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

The teachers and administration have noted the need to keep students and parents informed of student progress.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
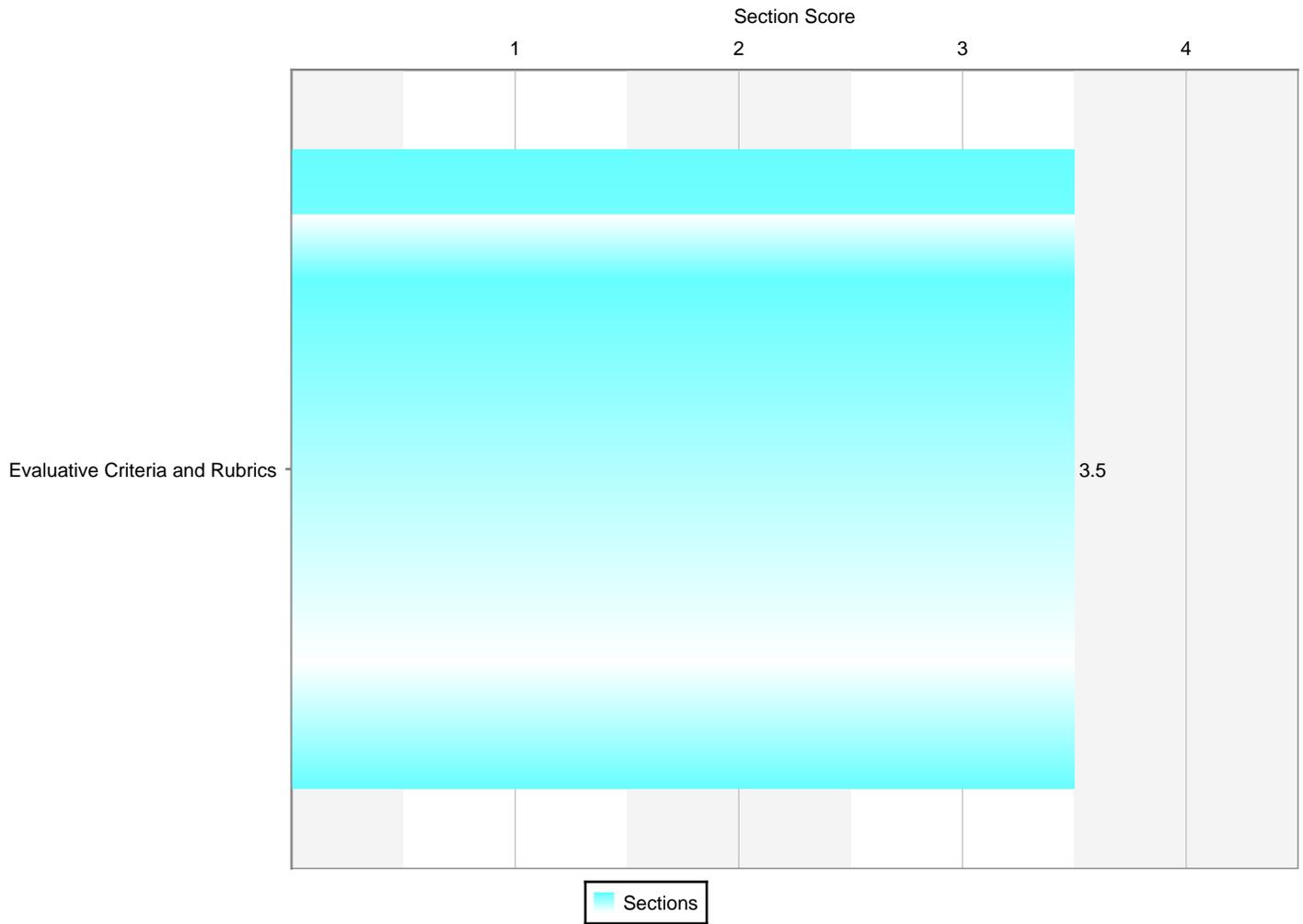
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The school leadership team met to suggest strategies, professional development and budget requirements for the CIP plan. Parent, Student, and Faculty Surveys were administered through the school website, Facebook, and hard copies. Data collection was analyzed from Scantron Performance Series, STAR Early Literacy, and ASPIRE to determine strengths and weaknesses by the Leadership Team. All data was reviewed at grade level meetings, data meetings, and faculty meetings.

What were the results of the comprehensive needs assessment?

There was a trend that identified the necessity for increased reading fluency in all grade levels. The student, parent and teacher surveys showed an overwhelming desire for additional extracurricular activities to increase student participation. These surveys also determined that technology use for instruction and hands-on learning should be increased.

What conclusions were drawn from the results?

Explore grant opportunities for instructional technology. Increase RTI and work collaboratively across grade levels. Outside resources will be sought from the Regional Training Center for professional development.

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

Overall, the school's perception was favorable. Students could continue to increase reading fluency skills in all grade levels. Student achievement may also be increased with instructional technology, RTI, and collaborative work.

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

The school goals were determined after analyzing data from surveys, academic assessments, ASPIRE, STAR Reading, STAR Early Literacy, and Scantron Performance Series.

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

Data taken from STAR reading, STAR Early Literacy, Scantron Performance Series, and ASPIRE were compared with the results from the parent, teacher, and student surveys to create goals that directly benefit student learning and interaction.

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

Increasing reading fluency instruction and practice in grades K-2 will positively add to student success in the upper grades. Differentiating small RTI groups and implementing the use of technology daily, will allow disadvantaged students to excel socially and academically.

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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Improve schools and systems to provide a 21st century learning environment for our schools and students.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the use of different types of technology provided in the classroom, library, and computer lab in Practical Living by 05/25/2018 as measured by observation and reports from programs utilized.

Strategy1:

Engage Students - HES will continue to build a technology infrastructure that allows students to be empowered and engaged. Students will be taught traditional lessons in non traditional manners by using technology.

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

Research Cited: Hattie (2009)

Activity - Increased Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HES will purchase as many devices as possible to allow students to be engaged in their lessons.	Academic Support Program	08/09/2017	05/25/2018	$17984 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Tara Helms and the technology team

Goal 2:

Create effective education professionals

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing growth on the Scantron Performance Series assessment and DIBELS assessment in Reading by 05/25/2018 as measured by progress monitoring/assessment data.

Strategy1:

Assessment Data Review - Teachers will collaborate and evaluate Scantron Performance Series and DIBELS data to guide instruction and professional development.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Berger (2014)

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These monies will be used to provide teachers with classroom supplies needed to carryout instruction based on data.	Academic Support Program	08/09/2017	05/25/2018	$2000 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Judy England, and all certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the HES faculty and staff will attend professional development based on data and achievement gaps. These monies will be used for professional development presentations provided at the local school level, additional professional development, travel, and substitutes.	Professional Learning	08/09/2017	05/25/2018	$3500 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, and certified staff

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

Goal 1:

Improve schools and systems to provide a 21st century learning environment for our schools and students.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the use of different types of technology provided in the classroom, library, and computer lab in Practical Living by 05/25/2018 as measured by observation and reports from programs utilized.

Strategy1:

Engage Students - HES will continue to build a technology infrastructure that allows students to be empowered and engaged. Students will be taught traditional lessons in non traditional manners by using technology.

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

Research Cited: Hattie (2009)

Activity - Increased Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HES will purchase as many devices as possible to allow students to be engaged in their lessons.	Academic Support Program	08/09/2017	05/25/2018	$17984 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Tara Helms and the technology team

Goal 2:

Create effective education professionals

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing growth on the Scantron Performance Series assessment and DIBELS assessment in Reading by 05/25/2018 as measured by progress monitoring/assessment data.

Strategy1:

Assessment Data Review - Teachers will collaborate and evaluate Scantron Performance Series and DIBELS data to guide instruction and professional development.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Berger (2014)

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These monies will be used to provide teachers with classroom supplies needed to carryout instruction based on data.	Academic Support Program	08/09/2017	05/25/2018	$2000 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Judy England, and all certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the HES faculty and staff will attend professional development based on data and achievement gaps. These monies will be used for professional development presentations provided at the local school level, additional professional development, travel, and substitutes.	Professional Learning	08/09/2017	05/25/2018	$3500 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, and certified staff

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

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

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

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

Goal 1:

Improve student achievement and parental involvement

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing growth on the Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Scantron Performance Series scores.

Strategy1:

Computer Lab Instruction - All students at HES will have at least an hour per week in the computer lab. This time will be used for instruction and to supplement the lessons taught by the general education teacher. The general education teacher will identify lessons and/or students who need extra practice and then collaborate with the computer lab paraprofessional to make sure these lessons take place in a timely manner.

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

Research Cited: Hattie (2009)

Activity - Reading Renaissance and Other Program Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and take tests on them. Students will also use other programs to increase reading and math skills.	Academic Support Program	08/09/2017	05/25/2018	$5000 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Tara Helms, Lori Walker, all certified teachers

Activity - Computer Lab Paraprofessional	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HES will employ a computer lab paraprofessional to help monitor the computer based instruction programs and provide the instructional leadership team and school staff with reports of student progress.	Academic Support Program	08/09/2017	05/25/2018	$36040 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Lori Walker, All Certified Staff Members

Goal 2:

Create effective support systems for students

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the HES student attendance rate by 1% in Practical Living by 05/25/2018 as measured by the HES attendance rate.

Strategy1:

Parental Involvement Aide - Part of the Parental Involvement Aide's duties will be to run weekly attendance reports and look for patterns. The HES staff will follow up and make contact with parents as needed.

Category: Develop/Implement Learning Supports

Research Cited: Hattie (2009)

Activity - Parental Involvement Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Items will be purchased to help improve the attendance rate at HES. Some of these items may include student handbooks, postage, and stationary.	Parent Involvement	08/09/2017	05/25/2018	$1149 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Judy England, Parental Involvement Aide

Activity - Parental Involvement Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES student attendance rate will be boosted from the monitoring of a part time, parental involvement aide.	Parent Involvement Behavioral Support Program	08/09/2017	05/25/2018	$9353 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, and Judy England

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

Goal 1:

Improve schools and systems to provide a 21st century learning environment for our schools and students.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the use of different types of technology provided in the classroom, library, and computer lab in Practical Living by 05/25/2018 as measured by observation and reports from programs utilized.

Strategy1:

Engage Students - HES will continue to build a technology infrastructure that allows students to be empowered and engaged. Students will be taught traditional lessons in non traditional manners by using technology.

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

Research Cited: Hattie (2009)

Activity - Increased Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HES will purchase as many devices as possible to allow students to be engaged in their lessons.	Academic Support Program	08/09/2017	05/25/2018	$17984 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Tara Helms and the technology team

Goal 2:

Create effective support systems for students

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the HES student attendance rate by 1% in Practical Living by 05/25/2018 as measured by the HES attendance rate.

Strategy1:

Parental Involvement Aide - Part of the Parental Involvement Aide's duties will be to run weekly attendance reports and look for patterns. The

HES staff will follow up and make contact with parents as needed.

Category: Develop/Implement Learning Supports

Research Cited: Hattie (2009)

Activity - Parental Involvement Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES student attendance rate will be boosted from the monitoring of a part time, parental involvement aide.	Behavioral Support Program Parent Involvement	08/09/2017	05/25/2018	$9353 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, and Judy England

Activity - Parental Involvement Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Items will be purchased to help improve the attendance rate at HES. Some of these items may include student handbooks, postage, and stationary.	Parent Involvement	08/09/2017	05/25/2018	$1149 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Judy England, Parental Involvement Aide

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.

Mrs. Helms can provide assistance to parents of English Learners regarding individual student academic achievement results.The Lawrence

County School System also has a translating service that can be used to communicate effectively with EL parents.

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

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

The Central Office ensures that all teachers are highly qualified, well trained by verifying their certificate and assign schedules to match their certification as reported in LEAPS. This process is monitored throughout the hiring procedures per board policy and highly qualified and certification status is checked by the Alabama State Department of Education website.

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?

There was a 12% rate in 2016-2017. We had one teacher to retire and one teacher took a promotion at another school in the system.

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

100% of teachers are highly qualified. 65% of teachers hold master's degrees and 35% have bachelor's degrees.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

NA

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.

Data is used in grade level meetings to drive instruction. Areas of weakness are discussed and plans of action are implemented in the classroom and in professional development.

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

Technology training will be provided for paraprofessionals for their specific area. Teachers are provided with opportunities based on subject areas taught and achievement gaps. PLU opportunities through the state and local level are provided for the principal.

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

Experienced teachers are paired with incoming teachers to provide support and guidance.

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

Professional development is based on academic and professional needs as noted in the learning targets. Also, the needs assessment drives the academic training.

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:

Improve schools and systems to provide a 21st century learning environment for our schools and students.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the use of different types of technology provided in the classroom, library, and computer lab in Practical Living by 05/25/2018 as measured by observation and reports from programs utilized.

Strategy1:

Engage Students - HES will continue to build a technology infrastructure that allows students to be empowered and engaged. Students will be taught traditional lessons in non traditional manners by using technology.

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

Research Cited: Hattie (2009)

Activity - Increased Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HES will purchase as many devices as possible to allow students to be engaged in their lessons.	Academic Support Program	08/09/2017	05/25/2018	$17984 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Tara Helms and the technology team

Goal 2:

Create effective support systems for students

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing the HES student attendance rate by 1% in Practical Living by 05/25/2018 as measured by the HES attendance rate.

Strategy1:

Parental Involvement Aide - Part of the Parental Involvement Aide's duties will be to run weekly attendance reports and look for patterns. The HES staff will follow up and make contact with parents as needed.

Category: Develop/Implement Learning Supports

Research Cited: Hattie (2009)

Activity - Parental Involvement Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Items will be purchased to help improve the attendance rate at HES. Some of these items may include student handbooks, postage, and stationary.	Parent Involvement	08/09/2017	05/25/2018	$1149 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, Judy England, Parental Involvement Aide

Activity - Parental Involvement Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HES student attendance rate will be boosted from the monitoring of a part time, parental involvement aide.	Behavioral Support Program Parent Involvement	08/09/2017	05/25/2018	$9353 - Title I Schoolwide	Brittney Morgan, Taffy Pierce, and Judy England

Narrative:

Hatton Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered: Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers and possibly discuss any special needs that the student may have. A supply list is given to students at the end of the academic year informing them of materials needed for the next school year. The parents/students of first grade attend a session with their teacher on the first day of school. They discuss student and parent expectations for the school year. Kindergarten parents/students attend a modified school day in which they practice routines and procedures. To establish classroom procedures and routines, Kindergarten students attend a full day in small groups before they are combined as a full class. An open house for all grades will be held at the beginning of the new school year at which time students and parents may meet teachers and visit classrooms. Sixth grade students will visit Hatton High School during the spring. They tour the school which includes visiting seventh grade classes, meeting seventh grade teachers and learning about the courses offered. When a student transfers to Hatton Elementary School, he/she is given a tour of the school by the school counselor and introduced to the teacher(s).

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?

Grade level, faculty, data team meetings are held to review data and assess needs. Instruction is adjusted to meet these needs and improve weaknesses. Professional development is provided for teachers to close the achievement gaps.

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?

Weekly grade level assessments, formative assessments, data meetings, PST team meetings, and RTI instruction.

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

Teachers will immediately adjust classroom instruction then refer the student to PST when necessary to provide additional interventions.

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.

Teachers recommend strategies and websites to support classroom instruction.

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.

The ELL component of the core Scott Foresman Reading Program is used to build background, increase concept vocabulary and scaffold student's language development.

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.

NA

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 computer lab is used weekly with various programs to provide reinforcement of classroom instruction and meet individual needs. Common Core Reading and Math Programs are implemented to increase critical thinking skills. STAR Reading, STAR Early Literacy, Scantron Achievement Series, and DIBELS are used throughout the year to determine individual student progress.

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)?

The Life Skills program and Mendez program provides drug and bully prevention. Pre-K provides an early educational support system for parents. Healthy Snacks/Lunch programs provide nutritional meals for students. Students are provided free breakfast and lunch to meet their nutritional needs during the school day. The backpack program provides needy students with food for the weekend.

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

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

Data collection and analysis, teacher assessment and observations, and surveys.

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?

Grade level meetings are held to thoroughly review data and modify instruction.

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?

State assessments, progress monitoring, weekly assessments, and grades on the report cards.

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?

Interventions are reviewed regularly and modified when necessary.

2017-2018 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.	27.81

Provide the number of classroom teachers.

28.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1334012.0

Total   1,334,012.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	80000.0

Total   80,000.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	52232.0

Total   52,232.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	57818.0

Total   57,818.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	50622.0

Total   50,622.00

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.

0.0

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.	6768.32

Total 6,768.32

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.	2481.6

Total   2,481.60

EL Teachers

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

Provide the number of EL Teachers.

0.0

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

Total   0.00

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.	13488.32

Total   13,488.32

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.	974.08

Total   974.08

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	75024.47

Provide a brief explanation and breakdown of expenses.

Salaries and Benefits = $ 36,040.00

Classroom Supplies = $2,000.00

Instructional Software = $5,000.00

Non-Capitalized Computers = $17,983.79

Parental Involvement Aide PT (Thalia Yarbrough @ $12.70/hour PT) = $9,352.21

Parental Involvement Supplies = $1,148.47

Staff Development Subs = $2,000.00

Staff Development Travel = $1,500.00

Total = $75,024.47

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	204927.0

Provide a brief explanation and a breakdown of expenses.

Salaries and Benefits (CSR) = $199,155.21

Instructional Staff Development Salaries and Benefits = $2,154.00

Instructional Purchased Services = $749.79

Indirect Cost = $2,868.00

Total = $204,927.00

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	7842.0

Provide a brief explanation and a breakdown of expenses.

FLORENCE CITY IS FISCAL LEAD

Salaries and Benefits for two Family Literacy Facilitators ($25/hour @ 2hr/wk x 46 weeks) = $5,515.40

Classroom Supplies = $1,583.60

Staff Development Subs = $243.00

Staff Development Travel = $500.00

Total = $7,842.00

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	68437.0

Provide a brief explanation and breakdown of expenses.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education (CTE) programs. The funds are supplemental to state funds and are used to support high-quality career and technical education programs. The funds are to used for program improvement and expansion, not program maintenance (consumables, etc.). The FY18 funds will be utilized for professional development (ALACTE Summer Conference, CTE New Teacher Training, BIC, etc.), instructional equipment (BIC requirements, program improvement), guidance & counseling (CTE counselor, CTE Career Coach) and administrative support.

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

2017-2018 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))

On October 24th, Hatton Elementary will hold it's annual meeting. Parents will be notified through the school's automated messaging system and letters sent home. Topics to be discussed at this year's meeting are: Continuous Improvement Plan, School-wide Title I Program (participation, parent rights, services, and money set aside), SACS, Parent Survey, Student Handbook, Promotion Standards, and an explanation of the school's curriculum and the state's content standards.

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))

Hatton Elementary School faculty and staff believe in involving parents in all aspects of our school-wide Title I Program. Our CIP committee includes four parent representatives who were active participants in the development of the plan. Meetings were held during the school day and afternoons to accommodate all stakeholders involved in the planning process. Parents are also given the opportunity to offer their input as the plan is reviewed and revised. As part of the Parental Involvement Plan, parents conpleted surveys. These surveys sought their input on items such as: school activities, Title I Programs, Parental Involvement, as well as other academic programs. Funds in the school are being used to provide parent-student handbook, stamps, stationary, and emergency cards.

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))

Hatton Elementary faculty and staff presents information about the forms of academic assessments and results to the parents through: PTO meetings, school based website, school newsletters, and public postings. Parents will be informed of information of all curricula. Parents are given a copy of the student handbook, the Hatton Elementary Parental Involvement Plan, and the promotion standards at the beginning of the school year. The Hatton Elementary Parental Involvement Plan may be accessed on the Lawrence County Board of Education website. If Hatton Elementary School has an ELL student, all written communication will be translated into the native language.

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

updated). (Sec.1116(d))

The School-Parent Compact is developed at the district level based on local stakeholder feedback. It is distributed to the schools and dispersed to parents with beginning of the year paper work. It is reviewed and edited throughout the year by teachers when meeting with parent stakeholders about various academic and behavioral issues.

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

Hatton Elementary School has four parents on the CIP committee who represent all the parents of the school. Annual surveys were given to parents during the first semester. The plan is available at Hatton Elementary School library and on the HES school website for review. The parents have the right to give input in the revision of review of the CIP plan.

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

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

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

Parents are provided with information relating to available services both within the school and local LEA. These include the Migrant Program, McKinney-Vento Program, Pre-K Program and community education classes and training. School newsletter, school calendar, lunch menus, school website, phone calls, displays, and other information is relayed to the parent. Parents and students are encouraged to utilize our school resources, which include our school website, media center, and counseling program. Our school reading coach is available to assist parents with literacy training.

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

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

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

Hatton Elementary School will continue to work with its teachers through in-service, faculty meetings, CIP/SACS leadership team meetings,

and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. Our school library, counselor's office, and public library offer materials to parents and teachers on various topics including Dyslexia, ADD/ADHD, discipline, etc. The LEA offers community and adult education classes. Parents are also encouraged to participate in our interactive website to attain school information. Parents may access Renaissance Home Connection to track their child's reading progress with the Accelerated Reading program. School Cast phone system informs parents of upcoming events and/or early dismissals. School Health Services also coordinates with parents. The Migrant Program and the McKinney Vento Program provides outreach services for students. The Hatton Elementary PTO collaborates with the school staff throughout the school year in a variety of programs and activities.

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 LEA shall promote parent involvement programs and activities that encourage and support parents in participation in the education of their children. The school library, the public library, and counselor offer materials to parents and teachers on various topics including discipline, ADD/ADHD, Dyslexia, etc. The LEA offers community and adult education classes. The Hatton Elementary PTO collaborates with the school staff throughout the school year in a variety of programs and activities. Some of the activities include: Homecoming, Santa Shop, Grandparents Day, and Student Awards Day. The school provides many opportunities for the parents and community to participate. These include the Fall Festival, Spring Fling, book fairs, field trips, and Award's Day. The school-wide Title I media center is available for parent use.

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)

Hatton Elementary School sends out numerous newsletters that inform the parents of upcoming events at the school. These documents are translated into the appropriate language when necessary. Interpreters are also available if needed. The LEA has purchased the translating program Rosetta Stone to help meet the needs of any ELL students and parents. County-wide training is provided for teachers with students in the ELL program.

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

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

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

The school and LEA shall provide reasonable support for parental involvement activities at parents' request. This is accomplished through the PST committee and the use of our facilities for youth activities and functions. A county wide Parent-Teacher Conference Day is held at time that accommodatesall parents' work schedules. The parents were given a variety of surveys. The survey results were used to identify parental concerns. These concerns are considered and are addressed on a school-wide basis

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))

Hatton Elementary School sends out numerous newsletters that inform the parents of upcoming events at the school. These documents are translated into the appropriate language when necessary. Interpreters are also available if needed. The LEA has purchased the translating program Rosetta Stone to help meet the needs of any ELL students and parents. County-wide training is provided with teachers with students that in the ELL program. Hatton Elementary is a handicap accessible facility.