



ACIP

Southlawn Elementary School

Montgomery County Board of Education

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Montgomery, AL 36108

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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?

West of the Montgomery Regional Airport and minutes from the historic walking trails of the Selma to Montgomery march lies Southlawn Elementary School. A community school, Southlawn Elementary is nestled in the heart of the Southlawn community, and prides itself in the strength of its home, school, and community connection. This unique partnership plays an integral role in supporting Southlawn Elementary School students a rich and diverse learning environment. Southlawn's partners - The Southlawn Neighborhood Association, Southlawn Baptist Church, Loveless Community Center, and the school's Parent Teacher Association (PTA) are each actively engaged in supporting the school's purpose and direction as evidenced by their involvement by providing tutorial support to students and resources for home and school.

A truly community school, Southlawn Elementary's administrator and staff embrace the importance of parental involvement. Multiple measures are in place to provide meetings and activities on a flexible schedule to meet the needs of our parents. In addition, our parent room offers a variety of parent information and support. Workshops are also provided to assist parents with strategies for helping their students at home. The parent involvement designee and counselor provides assistance with resolving issues related with parents and students. Workshops are provided for parents with instructional strategies to assist students at home.

Southlawn Elementary School has a student population of 300 students. The school's demographics are as follows: 2% of Hispanic students and 98% of African American students. Southlawn Elementary has an aging community that impacts the number of students in the community. Trend data indicates a decline in student enrollment during the previous two academic years (2015-16 and 2016-17); however there was a significant increase in student enrollment this school term.

First through Fifth grades are departmentalized based on identified strengths of the teachers. Grades Pre-K and Kindergarten are self-contained. In 2017-2018, the school was able to add two additional Pre-K units through the Community Action Head Start Program.

The 2017-18 school year began with teacher vacancies. Unfortunately, the research is overwhelming on the impact of having an effective teacher has on student achievement. The school is currently working with a long term substitute until such time that the vacancy is filled. As such, 99% of Southlawn teachers are designated as Highly Qualified.

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 mission of Southlawn Elementary School is to seek to create a challenging learning environment that encourages high expectations to succeed in a global society. The school's vision is to be a place where all students strive for excellence socially, emotionally, and academically in a supportive atmosphere to discover their maximum potential for future endeavors.

Southlawn's instructional plan is aligned to the state approved course of study standards and its purpose and direction. The curriculum is researched-based and ensures that each content area includes essential knowledge and skills. Student performance is routinely monitored through a variety of data sources and used to determine areas of strength and focus. Both formative and summative data is routinely disaggregated and used to drive instructional decisions through a systematic continuous improvement process.

Southlawn students are fully aware of the schools high expectations for teaching and learning. Student outcomes are communicated to parents through signed papers, progress reports, report cards, INOW parent portal, meetings, and parent conferences. Southlawn has seen an increase in its Hispanic student population and works to ensure that equity in its instructional program exist for all learners. The school uses appropriate procedures to ensure full compliance with all federal, state and local mandates.

Southlawn Elementary social studies classes implement literacy skills to support the reading in all grade levels. Also, co-teaching is provided by the Special Education Department in 3rd and 5th grade classrooms.

Technology is incorporated to enhance learning at Southlawn Elementary School. All classrooms are equipped with a Smart board, laptop, document camera, and at least 2 or 3 computers to support instructional delivery. Teachers are provided ongoing professional development to enhance the use of technology as well as increase rigor and relevance in all content areas.

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.

Southlawn Elementary believes in the power of technology to serve as a bridge to increasing equity in education and shrink the accessibility gaps that limit learning experiences for children of poverty. As such, Southlawn is extremely proud of its investment in digital literacy. The school has equipped every classroom with a Smartboard, Chromebooks, laptop, document camera, and at least 2 or 3 computers to engage students with the use of 21st century tools.

Southlawn has also implemented a mentoring program for girls as an extracurricular activity. The girls mentoring group is known as: Mentoring Organization for Exceptional Students (M.O.E.S) - Ruby Chapter. This program is created to empower our young ladies, stimulate their minds, build self-esteem and prepare them for numerous future successes. The organization takes pride in setting the standard in the school as well as in the community. M.O.E.S's goal is to assist students with the comprehension that this world is our world and if you don't take care of it and the people in it, then nobody will. The organization seeks to build the leaders of tomorrow by equipping them with the necessary tools to exceed all expectations and triumph over all trials and tribulations that will be placed in front of them in the future.

Southlawn has experienced instructional gains in reading and math. According to the 2015-2016 ACT Aspire data, Southlawn's 3rd and 4th grade students experienced improvements in the area of reading. In addition, students in grades 2nd, 3rd, and 4th demonstrated growth in reading on the Scantron Performance Series. Additionally, students in grades 2nd - 5th each made statistically significant gains in the area of math.

Southlawn is focused on improving on the academic achievement of all students. Collaborative planning meetings are held weekly with all grade levels to analyze data and target areas of instruction that needs improvement. Professional development opportunities are provided by the school and district level to support the implementation of strategic teaching in the classroom. Members of the Building Leadership Team gathers, analyzes and interprets data from a variety of data sources to evaluate the effectiveness of its instructional program. Chalkable non-academic data is also routinely analyzed to address other factors such as attendance and discipline and its impact of student outcomes.

The Principal, ARI Reading Specialist, Curriculum Instructional Assistant, and teachers collaborate on planning and implementation of research based instructional strategies in the areas of reading and math. Data is gathered, analyzed, and interpreted to plan effective differentiated instruction toward meeting the needs of struggling students for benchmark status. Tiered interventions are identified for targeted students toward benchmark status. Explicit and systematic plans are discussed and tailored for small group instruction. On-going assessment determines the progress of student achievement toward reading and math.

Increasing parental involvement continues to be a challenge; however the school offers workshops that strive to be interesting and stimulating for the parents. Attendance at these workshops has shown an increase, however the number in attendance remains relatively small. In response to low parental involvement the LEA has implemented the Be There Program which encourages parents and guardians to participate in the students' academic development.

Southlawn has used the Local Indicator schoolwide goal to implement strategies and incentives focused on increasing student attendance. The faculty and staff at Southlawn understands the detrimental effect that attendance has on student achievement. The staff works to remove the attendance barrier to student achievement by utilizing Positive Behavior Intervention Support (PBIS), monthly attendance and
SY 2017-2018

parental engagement celebrations. The 2017 goal was partially met by obtaining a 0.75% increase in attendance. Southlawn received 85 out of 100 possible points for its work on last year's Local School Indicator. Southlawn will continue this attendance goal as its 2018 Local School Indicator.

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 2016-2017 state summative assessment, ACT Aspire, indicates a 6% increase on the composite score from 19 to 25. The Southlawn faculty is committed to ensuring that students go beyond mastery of state standards. Additionally, the Southlawn team work to ensure that students identify and appreciate their uniqueness, realize their potential, and develop and learn according to their own style and ability.

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 systematic process was used to engage stakeholders in the Southlawn Elementary improvement plan. Each year, the grade level chairperson is required to serve on a rotating basis on the ACIP committee. This process was designed to provide an opportunity for all teachers to have input on the school improvement planning process. At the beginning and end of each academic year, teachers provide parents with forms for volunteering and to serve on committees. Southlawn Elementary worked closely with the neighborhood organization and its president, Mr. Sharpe to communicate to the stakeholders the needs of the school.

Meetings are held at the school during mutually agreed upon times. Mr. Sharpe allocated time for the administrator and/or PTA members to share information from the faculty while keeping them abreast of activities taking place at Southlawn Elementary. Other interested parties served on the committee are selected from a list of parents or community members who have expressed an interest in volunteering at the school. The roles of the committee members were clearly defined. Each stakeholder group was responsible for an aspect of the plan's development while each ACIP committee member was responsible for the formation of subcommittees. Subcommittees were responsible for providing a thorough analysis of their respective data and developing strategies and action steps to improve student outcomes. Upon completion of the subcommittee work, the ACIP Committee presented its findings to all faculty, staff, parents, and community members. Suggestions, additions and changes are addressed.

ACIP meetings were scheduled at varying times to accommodate the availability of parents. Committee members were solicited via school website, school messenger, newsletters, and progress report/report card announcements.

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

All aspects of students academic growth is represented through a diverse group of stakeholder representation. Southlawn Elementary School's ACIP Committee consists of the principal, curriculum instructional assistant, counselor, ARI specialist, library media specialist, special education facilitator, grade level teachers, and parents. The responsibilities of committee members include dissecting longitudinal data, develop identified targets, strategies, and action steps. ACIP committee members met during the summer at varying times to begin the disaggregation of data from the previous school year. The technology planning committee consists of the following stakeholders: Tamara Winston, principal, Robin Anthony, media specialist, Jennifer Jackson, music teacher, and Sarah Willis, teacher.

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

A draft of the completed plan was presented to the faculty for discussion before the final plan was submitted to the district for review. Upon approval, the continuous improvement plan was then shared to school members via staff meetings, department meetings, PLC meetings,

and curriculum meetings. In addition, the plan was posted onto the school website, and shared at PTA and Annual Title I meetings.

Since the ACIP was a fluid document and changes were made based on the needs of the students. As revisions were made, parental and faculty meetings are held to share changes. In addition to these meeting, Part VI of the parental involvement plan was sent home to inform parents of their rights to be involved.

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	<p>Southlawn Elementary's ACIP committee is a standing committee comprised of the principal, Curriculum Instructional Assistant, ARI Reading Specialist, Media Specialist, Counselor, Special Education Facilitator, and grade level chairs. Data meetings are conducted on a weekly basis to identify strengths and weaknesses on both formative and summative assessments.</p> <p>The following student performance data was uploaded; DIBELS Next, ACT Aspire, Scantron Performance Series and District Benchmarks.</p>	<p>DIBELS 2016-2017 Scantron 2016-2017 2-5 Scantron 2016-2017 2-5 ACT Aspire 2016-2017 3-5 Reading and Math</p>

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

There were no areas in Reading or Math that exceeded the expected level of performance. However, according to the 2016-2017 Alabama State Department of Education A-F report card, 77% of students tested in the area of Reading demonstrated learning gains. In the area of Math 71% of students tested demonstrated learning gains.

Based on the data results of the last 3 years of ACT these are the level of performance for grades 3rd-5th:

3rd Grade: ACT Math	4th Grade ACT Math	5th Grade ACT Math
37% Proficiency (2015)	27% Proficiency (2015)	15% Proficiency (2015)
54% Proficiency (2016)	21% Proficiency (2016)	31% Proficiency (2016)
45% Proficiency (2017)	19% Proficiency (2017)	21% Proficiency (2017)
3rd Grade: ACT Reading	4th Grade ACT Reading	5th Grade ACT Reading
13% Proficiency (2015)	8% Proficiency (2015)	13% Proficiency (2015)
12% Proficiency (2016)	7% Proficiency (2016)	23% Proficiency (2016)
13% Proficiency (2017)	14% Proficiency (2017)	14% Proficiency (2017)

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

Although, there were no areas that showed a positive trend in performance, Fourth grade reading data indicates a 100% increase in proficiency as compared to 2015-2016. For two consecutive years the students reading proficiency increased. In fact, in 2016-2017 Fourth graders had a 100% reading gain.

Which area(s) indicate the overall highest performance?

Fourth grade students demonstrated the overall highest performance on the ACT Aspire in Reading. These students made a 100% increase in Reading on the ACT Aspire in 2016-2017. However, our Reading scores remains significantly suppressed when compared to the state and district performance.

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

The data shows a trend of female students in grades 3rd - 5th demonstrated an increase in performance over male students in the area of reading. Also, female students in 3rd and 4th grade showed growth in the area of math with the exception of 5th grade Math on the ACT Aspire assessment.

Between which subgroups is the achievement gap closing?

The 2016-2017 ACT Aspire data indicates that the achievement gaps are closing in the 3rd -5th Female subgroup in the areas of Reading and Math versus the Male subgroup.

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

Student performance on the 2016-2017 Scantron Performance Series spotlights grades third through fifth with a significant gain in the area of Math. However, grades third and fourth exemplify gains in Reading whereas fifth grade made an insufficient decrease in Reading.

According to the Scantron Performance Series Demographic Report, there were more Females tested than Males which displays a discrepancy on whether one gender outperformed the other.

The 2016-2017 DIBELS NEXT Recommended Goals give an indication and measurement of K-3rd early literacy skills that target and give grouping strategies to produce lifelong fluent readers.

Kindergarten data highlights the student proficiency in the early literacy skills (Letter Naming Fluency (LNF), First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), and Whole Words Read (WWR) that revealed gains from the Fall, Winter, and Spring assessment. First grade extended kindergarten early literacy skills (WWR and PSF) at the beginning of the year with a high proficiency in WWR and DIBELS Oral Reading Fluency (DORF) from the Fall benchmark assessment to the Winter benchmark assessment and a decrease during the Spring assessment in DORF. However, second grade lead in the most gains, during the DORF Spring Assessment. Third grade exhibited a significant gain on Fall and Winter assessment while maintaining skill proficiency during the Spring assessment. Overall, the DIBELS NEXT Data illustrated gains where 26% of the students in grades K-3rd combined are showing early literacy skills and accuracy proficiency in the areas of LNF, FSF, PSF, WWR, DORF, and Accuracy to becoming fluent and established readers.

Areas in Need of Improvement

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

All areas are below the expected levels of performance. However, according to the A-F report card, 77% of students tested in the area of Reading demonstrated learning gains. In the area of Math 71% of students tested demonstrated learning gains.

Based on the data results of the last 3 years of ACT these are the level of performance for grades 3rd-5th:

3rd Grade: ACT Math	4th Grade ACT Math	5th Grade ACT Math
37% Proficiency (2015)	27% Proficiency (2015)	15% Proficiency (2015)
54% Proficiency (2016)	21% Proficiency (2016)	31% Proficiency (2016)
45% Proficiency (2017)	19% Proficiency (2017)	21% Proficiency (2017)
3rd Grade: ACT Reading	4th Grade ACT Reading	5th Grade ACT Reading
13% Proficiency (2015)	8% Proficiency (2015)	13% Proficiency (2015)
12% Proficiency (2016)	7% Proficiency (2016)	23% Proficiency (2016)
13% Proficiency (2017)	14% Proficiency (2017)	14% Proficiency (2017)

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

Although, all areas that showed a negative trend in performance, Fourth grade reading data indicates a 100% increase in proficiency as compared to 2015-2016. For two consecutive years the students reading proficiency increased. In fact, in 2016-2017 Fourth graders had a 100% reading gains.

Which area(s) indicate the overall lowest performance?

Fifth grade students demonstrated the overall lowest performance on the ACT Aspire in Reading and math. These students made a decrease from 23% in 2015-2016 to 14% in 2016-2017 in Reading on the ACT Aspire. Fifth grade students also made a decrease in Math from 31% in 2015-2016 to 21% in 2016-2017 on the ACT Aspire. However, the scores in the area of Reading and Math in all grade levels remains significantly suppressed when compared to the state and district performance.

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

The data shows a trend of Male students decreasing performance over Female students in the areas of reading and math with the exception of Fifth grade Math on the ACT Aspire.

Between which subgroups is the achievement gap becoming greater?

The 2016-2017 ACT Aspire data indicates that the achievement gaps are becoming greater in the Male subgroup in the areas of Reading and Math.

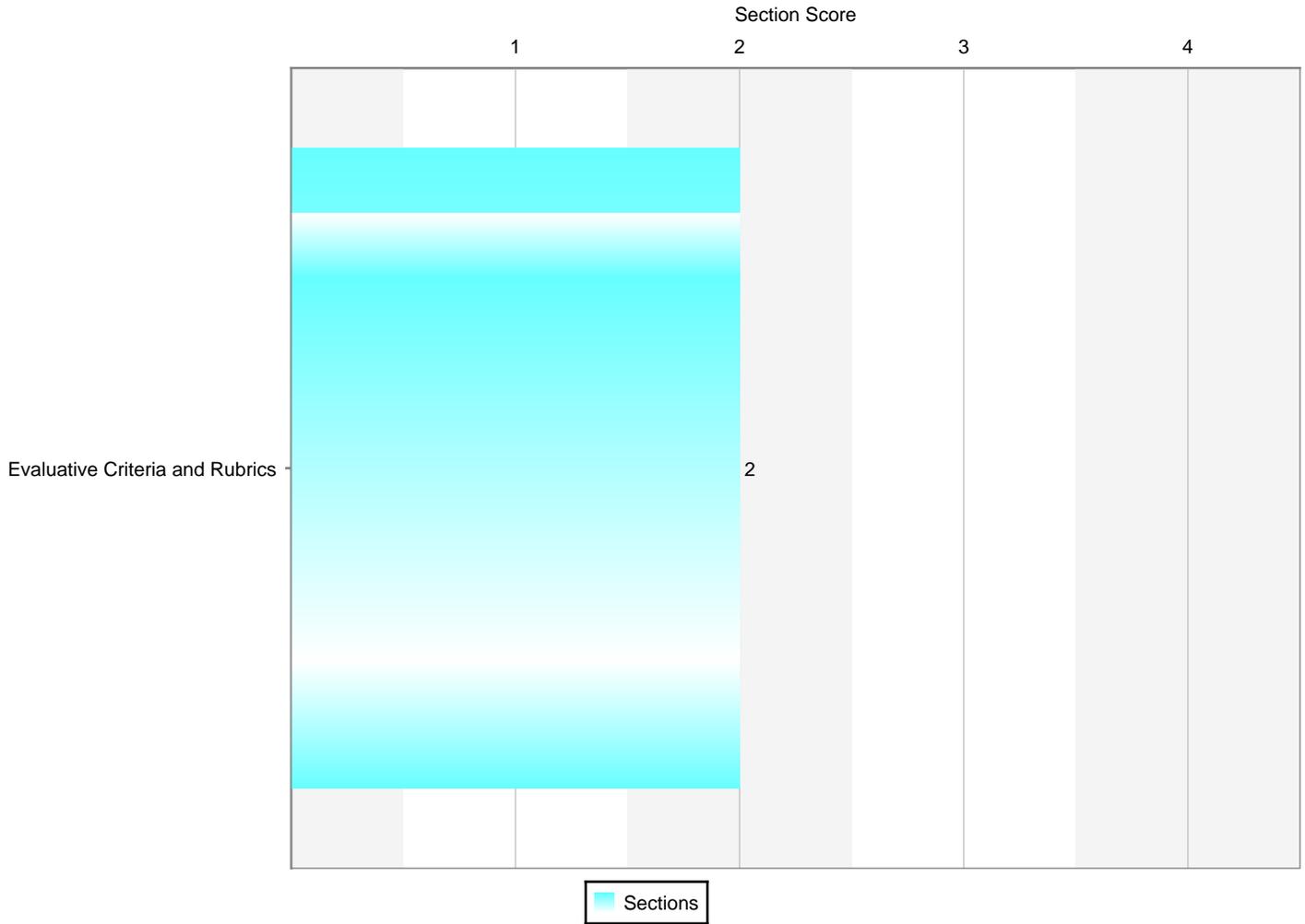
Which of the above reported findings are consistent with findings from other data sources?

Student performance on the 2016-2017 Scantron Performance Series spotlights grades third through fifth with a significant gain in the area of Math. However, grades third and fourth exemplify gains in Reading whereas fifth grade made an insufficient decrease in Reading.

According to the Scantron Performance Series Demographic Report, there were more Females tested than Males which displays a discrepancy on whether one gender outperformed the other.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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	Southlawn Elementary complies with all federal, state, and local mandates as required by law as evidence by; Mandatory Reporting, Jason Flatt Act, Lee vs. Macon, and ELL. All trainings for various staff members are held based on the needs of the school. Reflective of weekly data meetings, collaborative common planning time, and professional development.	

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	Ms. Tamara Winston, Principal Southlawn Elementary School 5225 Patricia Lane Montgomery, AL 36108 334-284-8028	

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	Southlawn Elementary Parental Involvement Policy and Plan.	

ACIP

Southlawn Elementary School

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

2017-2018 Southlawn Elementary Goals

Overview

Plan Name

2017-2018 Southlawn Elementary Goals

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	Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
2	Southlawn Elementary will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$2000
3	Southlawn Elementary will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to improve the culture and climate at Southlawn Elementary by 05/23/2018 as measured by having 30% of our stakeholders express they are satisfied through daily comment cards and monthly surveys for all stakeholders that enter the building.

Strategy 1:

Increase Stakeholder Collaboration - Southlawn Elementary will frequently collaborate and receive stakeholder feedback by implementing daily comment cards and monthly surveys for all stakeholders that enter the building. In addition, Southlawn Elementary will continue to provide opportunities for all stakeholders to visit the school with our open door policy. The school will participate in professional development trainings to increase awareness as it relates to the climate and culture of the school. Also, community based activities will be incorporated to increase the participation from all stakeholders. Recognize students, teachers, and parents who demonstrate exemplary progress in academic performance.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Tim Walker, "By promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility." NEA, Educational Policy, December 5, 2016

Activity - Monitor Stakeholder Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Professional Learning, Parent Involvement, Community Engagement	08/10/2017	05/23/2018	\$2000	Title I School Improvement (ISI)	Faculty Staff Community Parents Students

Goal 2: Southlawn Elementary will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in Reading in Reading by 05/01/2018 as measured by the Scantron State Assessment.

Strategy 1:

Literacy Strategy - Southlawn Elementary will focus on questioning and discussing Text Dependent Questions as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Student Engagement Strategies/ Class Measures Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing professional development on student engagement strategies. Conduct walk-throughs to ensure teacher are effectively incorporating student engagement strategies. Monitor implementation of student engagement strategies.	Academic Support Program	08/10/2017	05/18/2018	\$1500	Title I School Improvement (ISI)	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Activity - Common Planning Time/ Class measures Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate weekly in collaborative planning sessions that requires unpacking the standards, purposeful planning, and providing instructional resources. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0	No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Measurable Objective 2:

40% of Fifth grade students will demonstrate a proficiency in Math in Mathematics by 05/01/2018 as measured by the Scantron State Assessment.

Strategy 1:

Math Strategy - Southlawn Elementary will focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Checking for understanding/ Class Measures Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing professional development Monitor formal and informal assessments utilized by the teacher Conduct walk-throughs to ensure that checking for understanding is being implemented.	Academic Support Program	08/10/2017	05/18/2018	\$500	State Funds	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Activity - Common Planning Time/ Class Measures Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate weekly in collaborative planning sessions that requires unpacking the standards, purposeful planning, and providing instructional resources. Teachers will share data results.	Academic Support Program	08/10/2017	05/18/2018	\$0	No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers
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Goal 3: Southlawn Elementary will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

increase student growth by providing RTI strategies during Tier II and Tier III instruction by 05/18/2018 as measured by a 50% decrease in the number of students being served in Tier III interventions through RTI meetings, PST observations and walk-throughs, teacher gradebooks, tier III intervention pull-outs and student work samples.

Strategy 1:

RTI/PST Interventions - Southlawn Elementary will focus on Tier II and Tier III interventions by providing intense small group instruction as a priority to ensure mastery of CCRS standards.

Category: Develop/Implement Learning Supports

Research Cited: Provide structured, scientifically-researched based programs for both Tier II and Tier III instruction within the RTI framework.

Activity - Tier II and Tier III Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify targeted students for assists based on data results, anecdotal notes, progress reports, and report cards. Conduct walk-throughs to monitor Tier II instruction. Provide documentation of Tier III intervention	Behavioral Support Program, Academic Support Program	09/18/2017	05/18/2018	\$0	No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Paraprofessionals Teachers Specialists Stakeholders

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Stakeholder Feedback	Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Professional Learning, Parent Involvement, Community Engagement	08/10/2017	05/23/2018	\$2000	Faculty Staff Community Parents Students
Student Engagement Strategies/ Class Measures Action Plan	Provide ongoing professional development on student engagement strategies. Conduct walk-throughs to ensure teacher are effectively incorporating student engagement strategies. Monitor implementation of student engagement strategies.	Academic Support Program	08/10/2017	05/18/2018	\$1500	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers
Total					\$3500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Checking for understanding/ Class Measures Action Plan	Provide ongoing professional development Monitor formal and informal assessments utilized by the teacher Conduct walk-throughs to ensure that checking for understanding is being implemented.	Academic Support Program	08/10/2017	05/18/2018	\$500	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers
Total					\$500	

No Funding Required

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

Southlawn Elementary School

Common Planning Time/ Class Measures Action Plan	Teachers will participate weekly in collaborative planning sessions that requires unpacking the standards, purposeful planning, and providing instructional resources. Teachers will share data results.	Academic Support Program	08/10/2017	05/18/2018	\$0	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers
Common Planning Time/ Class measures Action Plan	Teachers will participate weekly in collaborative planning sessions that requires unpacking the standards, purposeful planning, and providing instructional resources. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers
Tier II and Tier III Interventions	Identify targeted students for assists based on data results, anecdotal notes, progress reports, and report cards. Conduct walk-throughs to monitor Tier II instruction. Provide documentation of Tier III intervention	Behavioral Support Program, Academic Support Program	09/18/2017	05/18/2018	\$0	Principal ARI Reading Specialist Curriculum Instructional Assistant Paraprofessionals Teachers Specialists Stakeholders
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

Areas of Notable Achievement

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

Southlawn Elementary School overall highest level of satisfaction in the areas of Purpose and Direction and Resources and Support Systems. In the area of Purpose and Direction question 3 which relates to goal and a plan for improving student learning is rated at 4.68. In addition, question 1 rated 4.61 it relates to being clearly focused on students' success. In Resources and Support Systems question 26 relates to providing a safe learning environment rated at 4.68.

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

One trend that is noticeable toward an increase in stakeholder satisfaction is the area of Purpose and Direction among parents and staff.

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

No other data sources are available.

Areas in Need of Improvement

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

Southlawn Elementary School overall lowest level of satisfaction in the areas of Purpose and Direction and Resources and Support Systems. In the area of Purpose and Direction question 9 which relates to the school provides opportunity for stakeholders to be involved in the school is rated at 4.36. In addition, question 41 rated 3.67 it relates to the school providing a plan for the acquisition and support of technology to support student learning.

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

There is no data to support a trend toward decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

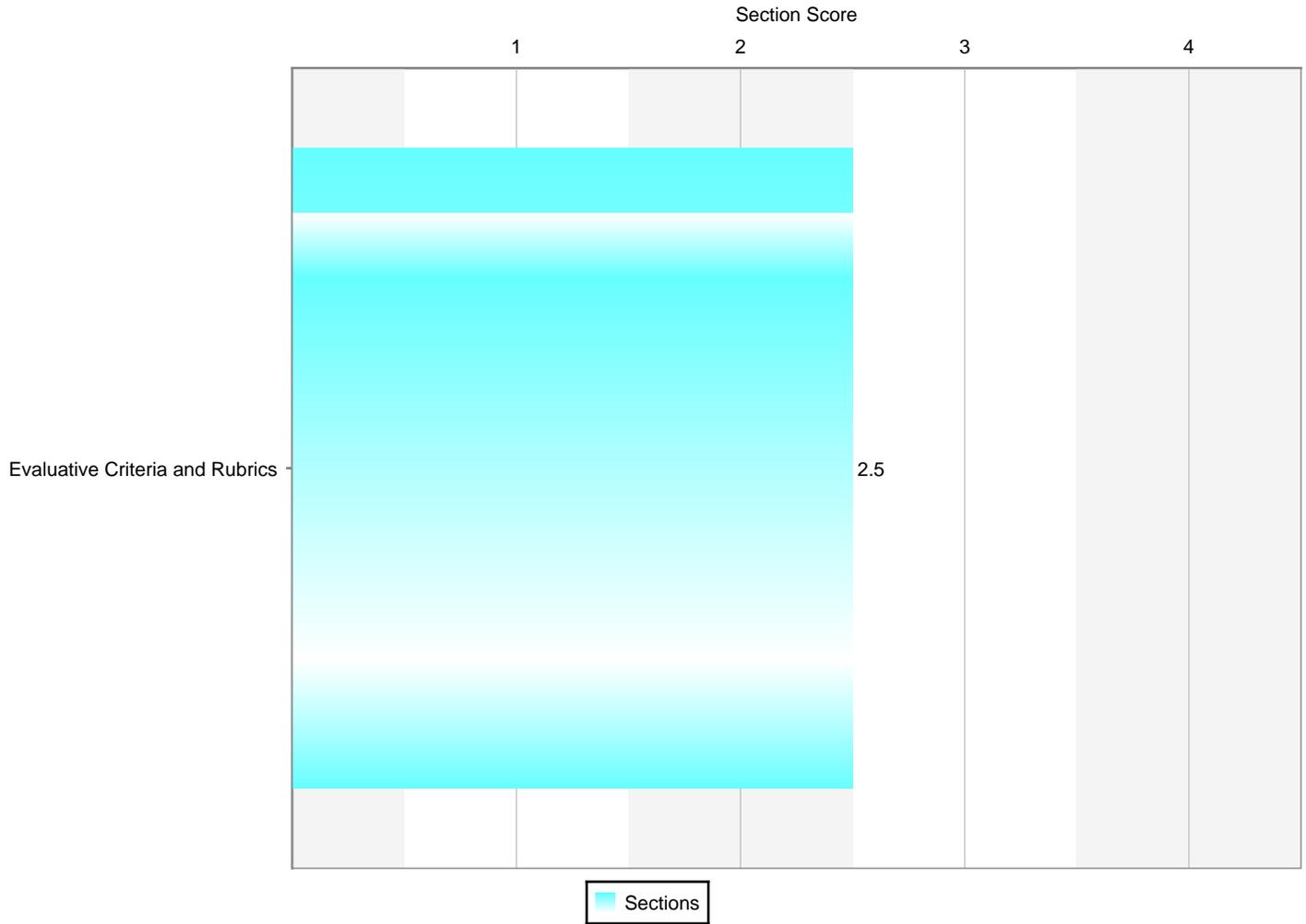
In the parents' survey we can imply an interest in wanting to be more involved in the school.

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

There are no other data sources available at this time. One strategy would be to incorporate more stakeholder feedback which includes frequent surveys and comment cards.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Southlawn Elementary's faculty and staff meet regularly to determine the needs of the students we serve. The building administrator and building leadership team which consist of grade level chairs, media specialist, curriculum instructional assistant, and ARI specialist play a integral part in identified areas of focus in the needs assessment. All faculty members provide feedback and assistance to ensure that the needs assessment is aligned with the mission and vision of the school. Teachers were given a professional learning needs assessment that address a variety of focus areas rated at need in-depth training, need some training, and no training needed.

What were the results of the comprehensive needs assessment?

The results of the needs assessment indicates that the accountability needs to increase student proficiency in the areas of reading and math. The needs assessment displays that students in grades 3rd - 4th demonstrated growth on the ACT Aspire in the area of reading. Also, teachers need to plan and deliver lessons that are accurately matched to the learning needs of students and which engage and motivate students. In addition, the building administrator will hold instructional staff accountable for planning and delivering lessons that feature effective strategies for frequently checking student understanding so that they know more quickly to introduce new learning.

According to the professional learning needs assessment, teachers indicated a great need of training in writing, differentiated instruction, center accountability pieces, developing rubrics, using assessments to plan instruction, and incorporating Depth of Knowledge.

What conclusions were drawn from the results?

The building leadership team and teachers reviewed all strategies and discussed what strategies were beneficial to the academic performance and any additional strategies that should be implemented. Also, as an effort to increase student academic success, the building leadership team established some non-negotiables, additional instructional support, and ongoing job-embedded professional development to be implemented in teachers' daily instructions. In addition, the teachers will participate in weekly collaborative planning sessions and side-by-side coaching to improve instructional practices in the classroom.

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

Southlawn Elementary has a good perception from parents and stakeholders. The mission and vision of the school is shared during morning announcements each day. Administration ensures that the school is orderly, well maintained and welcoming. The principal greets each student by name upon arrival and manages her time to enable her to be interacting with students and teachers throughout the day. Based on responses from parents, students, and stakeholders the level of communication from faculty and staff is commendable. Parents, students, and community leaders also feel comfortable in using resources that are available at the school. Southlawn Elementary has 2% Hispanic and 98% African American student population.

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

The goals of Southlawn Elementary are connected to priority needs and the needs assessment because they are based on data. Data is reviewed in multiple formats to determine the best action steps in improving the performance of the students. Weekly data meetings are conducted to provide the opportunity for leadership team members and teachers to discuss the progress of the students and to adjust instruction. While all areas are addressed, areas of focus are given top priority. All stakeholders are involved in the data review as well as the strategic planning process.

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

All goals are data driven and research-based. Data from the previous year(s) are compared to universal and benchmark screenings to provide ongoing instructional strategies to address the needs of all students. Data is analyzed from DIBELS Next, Scantron, ACT Aspire, district benchmark assessments, and classroom data. Also, progress reports, signed papers, and report cards are monitored to ensure mastery of the standards. Student daily outcomes and benchmarks are measured by utilizing school and district formative and summative data.

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

The goals reflect the academic and social needs of all students. Tiered interventions are provided for those students who are targeted once data is disaggregated. Students not demonstrating adequate progress are provided additional instruction by the classroom teacher, ARI Specialist, Curriculum Instructional Assistant, and tutors. Data is analyzed on a weekly, monthly and yearly basis by the building leadership team and teachers. Data from the previous years is analyzed and reviewed by teachers to establish goals to meet and/or exceed student performance for the new school term. Goals are developed based on daily outcomes, standard based practices, teacher observation, and according to the students' performance on formative and summative assessments. Small group instruction and other strategies are used to increase student engagement.

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:
Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:
collaborate to improve the culture and climate at Southlawn Elementary by 05/23/2018 as measured by having 30% of our stakeholders express they are satisfied through daily comment cards and monthly surveys for all stakeholders that enter the building.

Strategy1:
Increase Stakeholder Collaboration - Southlawn Elementary will frequently collaborate and receive stakeholder feedback by implementing daily comment cards, suggestion box, stakeholder spotlight, digital signage, and monthly surveys for all stakeholders that enter the building. In addition, Southlawn Elementary will continue to provide opportunities for all stakeholders to visit the school with our open door policy. The school will participate in professional development trainings to increase awareness as it relates to the climate and culture of the school. Also, community based activities will be incorporated to increase the participation from all stakeholders. Recognize students, teachers, and parents who demonstrate exemplary progress in academic performance.
Category: Develop/Implement Student and School Culture Program
Research Cited: According to Tim Walker, "By promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility." NEA, Educational Policy, December 5, 2016

Activity - Monitor Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Professional Learning Community Engagement Parent Involvement	08/10/2017	05/23/2018	\$2000 - Title I School Improvement (ISI)	Faculty Staff Community Parents Students

Goal 2:
Southlawn Elementary will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:
40% of Third grade students will demonstrate a proficiency in Reading in Reading by 05/01/2018 as measured by the Scantron State

Assessment.

Strategy1:

Literacy Strategy - Southlawn Elementary will focus on questioning and discussing Text Dependent Questions as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Activity - Student Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional development on student engagement strategies. Conduct walk-throughs to ensure teacher are effectively incorporating student engagement strategies. Monitor implementation of student engagement strategies.	Academic Support Program	08/10/2017	05/18/2018	\$1500 - Title I School Improvement (ISI)	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Measurable Objective 2:

40% of Fifth grade students will demonstrate a proficiency in Math in Mathematics by 05/01/2018 as measured by the Scantron State Assessment.

Strategy1:

Math Strategy - Southlawn Elementary will focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Checking for understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional development Monitor formal and informal assessments utilized by the teacher Conduct walk-throughs to ensure that checking for understanding is being implemented.	Academic Support Program	08/10/2017	05/18/2018	\$500 - State Funds	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

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Southlawn Elementary School

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Goal 3:

Southlawn Elementary will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

increase student growth by providing RTI strategies during Tier II and Tier III instruction by 05/18/2018 as measured by a 50% decrease in the number of students being served in Tier III interventions through RTI meetings, PST observations and walk-throughs, teacher gradebooks, tier III intervention pull-outs and student work samples.

Strategy1:

RTI/PST Interventions - Southlawn Elementary will focus on Tier II and Tier III interventions by providing intense small group instruction as a priority to ensure mastery of CCRS standards.

Category: Develop/Implement Learning Supports

Research Cited: Provide structured, scientifically-researched based programs for both Tier II and Tier III instruction within the RTI framework.

Activity - Tier II and Tier III Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify targeted students for assists based on data results, anecdotal notes, progress reports, and report cards. Conduct walk-throughs to monitor Tier II instruction. Provide documentation of Tier III intervention	Behavioral Support Program Academic Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Paraprofessionals Teachers Specialists Stakeholders

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:

Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to improve the culture and climate at Southlawn Elementary by 05/23/2018 as measured by having 30% of our stakeholders express they are satisfied through daily comment cards and monthly surveys for all stakeholders that enter the building.

Strategy1:

Increase Stakeholder Collaboration - Southlawn Elementary will frequently collaborate and receive stakeholder feedback by implementing daily comment cards, suggestion box, stakeholder spotlight, digital signage, and monthly surveys for all stakeholders that enter the building. In addition, Southlawn Elementary will continue to provide opportunities for all stakeholders to visit the school with our open door policy. The school will participate in professional development trainings to increase awareness as it relates to the climate and culture of the school. Also, community based activities will be incorporated to increase the participation from all stakeholders. Recognize students, teachers, and parents who demonstrate exemplary progress in academic performance.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Tim Walker, "By promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility." NEA, Educational Policy, December 5, 2016

Activity - Monitor Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Parent Involvement Community Engagement Professional Learning	08/10/2017	05/23/2018	\$2000 - Title I School Improvement (ISI)	Faculty Staff Community Parents Students

Goal 2:

Southlawn Elementary will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

40% of Fifth grade students will demonstrate a proficiency in Math in Mathematics by 05/01/2018 as measured by the Scantron State Assessment.

Strategy1:

Math Strategy - Southlawn Elementary will focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

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Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Activity - Checking for understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional development Monitor formal and informal assessments utilized by the teacher Conduct walk-throughs to ensure that checking for understanding is being implemented.	Academic Support Program	08/10/2017	05/18/2018	\$500 - State Funds	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Measurable Objective 2:

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Strategy1:

Literacy Strategy - Southlawn Elementary will focus on questioning and discussing Text Dependent Questions as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Student Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional development on student engagement strategies. Conduct walk-throughs to ensure teacher are effectively incorporating student engagement strategies. Monitor implementation of student engagement strategies.	Academic Support Program	08/10/2017	05/18/2018	\$1500 - Title I School Improvement (ISI)	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Goal 3:

Southlawn Elementary will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

increase student growth by providing RTI strategies during Tier II and Tier III instruction by 05/18/2018 as measured by a 50% decrease in the number of students being served in Tier III interventions through RTI meetings, PST observations and walk-throughs, teacher gradebooks, tier III intervention pull-outs and student work samples.

Strategy1:

RTI/PST Interventions - Southlawn Elementary will focus on Tier II and Tier III interventions by providing intense small group instruction as a priority to ensure mastery of CCRS standards.

Category: Develop/Implement Learning Supports

Research Cited: Provide structured, scientifically-researched based programs for both Tier II and Tier III instruction within the RTI framework.

Activity - Tier II and Tier III Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify targeted students for assists based on data results, anecdotal notes, progress reports, and report cards. Conduct walk-throughs to monitor Tier II instruction. Provide documentation of Tier III intervention	Academic Support Program Behavioral Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Paraprofessionals Teachers Specialists Stakeholders

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:

Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to improve the culture and climate at Southlawn Elementary by 05/23/2018 as measured by having 30% of our stakeholders express they are satisfied through daily comment cards and monthly surveys for all stakeholders that enter the building.

Strategy1:

Increase Stakeholder Collaboration - Southlawn Elementary will frequently collaborate and receive stakeholder feedback by implementing daily comment cards, suggestion box, stakeholder spotlight, digital signage, and monthly surveys for all stakeholders that enter the building. In addition, Southlawn Elementary will continue to provide opportunities for all stakeholders to visit the school with our open door policy. The school will participate in professional development trainings to increase awareness as it relates to the climate and culture of the school. Also, community based activities will be incorporated to increase the participation from all stakeholders. Recognize students, teachers, and parents who demonstrate exemplary progress in academic performance.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Tim Walker, "By promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility." NEA, Educational Policy, December 5, 2016

Activity - Monitor Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Professional Learning Community Engagement Parent Involvement	08/10/2017	05/23/2018	\$2000 - Title I School Improvement (ISI)	Faculty Staff Community Parents Students

Goal 2:

Southlawn Elementary will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in Reading in Reading by 05/01/2018 as measured by the Scantron State Assessment.

Strategy1:

Literacy Strategy - Southlawn Elementary will focus on questioning and discussing Text Dependent Questions as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

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Activity - Student Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Measurable Objective 2:

40% of Fifth grade students will demonstrate a proficiency in Math in Mathematics by 05/01/2018 as measured by the Scantron State Assessment.

Strategy1:

Math Strategy - Southlawn Elementary will focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Checking for understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Goal 3:

Southlawn Elementary will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

increase student growth by providing RTI strategies during Tier II and Tier III instruction by 05/18/2018 as measured by a 50% decrease in the number of students being served in Tier III interventions through RTI meetings, PST observations and walk-throughs, teacher gradebooks, tier III intervention pull-outs and student work samples.

Strategy1:

RTI/PST Interventions - Southlawn Elementary will focus on Tier II and Tier III interventions by providing intense small group instruction as a priority to ensure mastery of CCRS standards.

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

Goal 1:

Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to improve the culture and climate at Southlawn Elementary by 05/23/2018 as measured by having 30% of our stakeholders express they are satisfied through daily comment cards and monthly surveys for all stakeholders that enter the building.

Strategy1:

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Category: Develop/Implement Student and School Culture Program

Research Cited: According to Tim Walker, "By promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility." NEA, Educational Policy, December 5, 2016

Activity - Monitor Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Professional Learning Community Engagement Parent Involvement	08/10/2017	05/23/2018	\$2000 - Title I School Improvement (ISI)	Faculty Staff Community Parents Students

Goal 2:

Southlawn Elementary will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in Reading in Reading by 05/01/2018 as measured by the Scantron State Assessment.

Strategy1:

Literacy Strategy - Southlawn Elementary will focus on questioning and discussing Text Dependent Questions as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Activity - Student Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional development on student engagement strategies. Conduct walk-throughs to ensure teacher are effectively incorporating student engagement strategies. Monitor implementation of student engagement strategies.	Academic Support Program	08/10/2017	05/18/2018	\$1500 - Title I School Improvement (ISI)	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Measurable Objective 2:

40% of Fifth grade students will demonstrate a proficiency in Math in Mathematics by 05/01/2018 as measured by the Scantron State Assessment.

Strategy1:

Math Strategy - Southlawn Elementary will focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Highly Engage Classroom by Robert J. Marzano and Debra Pickering, September 28, 2010

Activity - Checking for understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional development Monitor formal and informal assessments utilized by the teacher Conduct walk-throughs to ensure that checking for understanding is being implemented.	Academic Support Program	08/10/2017	05/18/2018	\$500 - State Funds	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Goal 3:

Southlawn Elementary will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

increase student growth by providing RTI strategies during Tier II and Tier III instruction by 05/18/2018 as measured by a 50% decrease in the number of students being served in Tier III interventions through RTI meetings, PST observations and walk-throughs, teacher gradebooks, tier III intervention pull-outs and student work samples.

Strategy1:

RTI/PST Interventions - Southlawn Elementary will focus on Tier II and Tier III interventions by providing intense small group instruction as a priority to ensure mastery of CCRS standards.

Category: Develop/Implement Learning Supports

Research Cited: Provide structured, scientifically-researched based programs for both Tier II and Tier III instruction within the RTI framework.

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Southlawn Elementary School

Activity - Tier II and Tier III Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify targeted students for assists based on data results, anecdotal notes, progress reports, and report cards. Conduct walk-throughs to monitor Tier II instruction. Provide documentation of Tier III intervention	Academic Support Program Behavioral Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Paraprofessionals Teachers Specialists Stakeholders

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.

Southlawn Elementary will provide achievement results to English Language parents on as needed basis using TransACT and district personnel. Annually meetings are conducted with the counselor, teachers, and EL parents to review the assessment results from the previous years to discuss the areas of strength and areas to target to devise a plan to support the success of the students. Also, the counselor and EL teacher will communicate data results individually by the request of the 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	All of Southlawn Elementary instructional paraprofessionals meet the state requirements.	

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?	No	All teachers do not meet the state requirements. Southlawn Elementary has one long term substitute. Candidates are reviewed daily on SearchSoft to ensure that they meet all state requirements before hiring.	

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

All teachers and staff must be highly qualified to be employed by the district.

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?

Southlawn Elementary does not have a turn over rate. We have 2 additional veteran faculty members and 2 novice faculty members assigned to the school. Most teachers have been here at least 5 years or more.

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

The experience level of key teaching and learning personnel is four years or more.

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).

Some specific initiatives set in place by Southlawn Elementary to attract and retain highly qualified teachers are as follows: teacher of the week parking space, teacher recognition on the intercom, birthday celebrations, duty free lunch, frequent teacher shout-outs, and teacher appreciation week with lunch provided by the PTA.

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.**

Southlawn Elementary reviews the data to determine the needs for professional development. In addition, the building leadership team analyzed the results of the Class Measures Audit to create a list of professional learning opportunities to train the teachers to improve classroom instruction. The Principal, ARI Reading Specialist, Curriculum Instructional Assistant, Librarian, and district personnel provided trainings to keep teachers abreast of the current trends as it relates to academics. In addition, a survey was provided to the faculty and staff to determine next steps for academic needs.

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

Southlawn Elementary has provided the following professional development: strategic teaching, CCRS-strategies (on-going), Webb's DOK, phonics/phonemic awareness, student engagement (turn and collaborate and exit slips), unpacking the standard, small group and center rotation, formative assessment using technology, whole brain teaching, vertical planning, content & grade level planning, and weekly data and grade level meetings with the curriculum instructional assistant and ARI Reading Specialist.

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

New teachers are paired with mentors which includes the ARI Reading Specialist, and Curriculum Instructional Assistant, and librarian for support. Also, grade level chairs are responsible for providing assistance in areas of need for classroom instruction. New and/or inexperienced teachers are also given support in the areas of planning and classroom management on an as needed basis.

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

All professional development is on-going and sustained during weekly collaborative meetings and monthly meetings as driven by the results from Southlawn Elementary's Class Measures Instructional Audit, formative and summative data, teacher needs assessments, and surveys.

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:
Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:
collaborate to improve the culture and climate at Southlawn Elementary by 05/23/2018 as measured by having 30% of our stakeholders express they are satisfied through daily comment cards and monthly surveys for all stakeholders that enter the building.

Strategy1:
Increase Stakeholder Collaboration - Southlawn Elementary will frequently collaborate and receive stakeholder feedback by implementing daily comment cards, suggestion box, stakeholder spotlight, digital signage, and monthly surveys for all stakeholders that enter the building. In addition, Southlawn Elementary will continue to provide opportunities for all stakeholders to visit the school with our open door policy. The school will participate in professional development trainings to increase awareness as it relates to the climate and culture of the school. Also, community based activities will be incorporated to increase the participation from all stakeholders. Recognize students, teachers, and parents who demonstrate exemplary progress in academic performance.
Category: Develop/Implement Student and School Culture Program
Research Cited: According to Tim Walker, "By promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility." NEA, Educational Policy, December 5, 2016

Activity - Monitor Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Parent Involvement Community Engagement Professional Learning	08/10/2017	05/23/2018	\$2000 - Title I School Improvement (ISI)	Faculty Staff Community Parents Students

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Assessment.

Strategy1:

Literacy Strategy - Southlawn Elementary will focus on questioning and discussing Text Dependent Questions as a priority in planning and instruction.

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Teachers will participate weekly in collaborative planning sessions. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

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Southlawn Elementary School

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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?

Southlawn Elementary holds weekly faculty meetings, teacher lead data meetings, collaborative grade level meetings and additional opportunities for teachers to provide feedback on any issues regarding assessments. The administration has an open door policy to allow teachers to express their questions, concerns, and suggestions. Also, administration allows teachers per grade level to provide input and share solutions to various academic issues and concerns encountered.

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?

Teachers participate in weekly collaborative grade level meeting and teacher lead data meetings. Areas of weakness are identified in the data and adjust their instruction to meet the challenging academic needs of students. Plans are also provided to assist with intervention during tiered instruction. In addition, teachers ensure CCRS standards are taught across the curriculum to increase student mastery.

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 work daily with students to monitor mastery of the CCRS standards. Students are given tiered instruction based on skill mastery by the classroom teacher and interventionists. Web-based programs are used with purposeful targeted instruction to allow for additional practice at school and at home. Re-teaching and co-teaching strategies are reflected in the lesson plans to ensure students receive instruction based on their academic needs.

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 provide grade level appropriate explicit tiered instructions daily. Struggling students receive a double dose and/or Tier III instruction daily. Also, tutors provide additional support to address areas of focus. In addition, some teachers allow students to come to their classroom in the morning to receive additional support. Southlawn Elementary provides an extended learning day program three days a week to the identified students that need assistance academic support.

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.

Southlawn Elementary offers before and after-school tutoring opportunities for resource and students who are not making adequate progress. The EL teacher visits the school weekly to provide assistance to the EL students. Southlawn Elementary has two special education teachers and two paraprofessional aides that provides additional support daily to the special education population.

Understanding the detrimental impact of childhood hunger on student achievement, Montgomery Public Schools (MPS) has increased student access to school meals through the Community Eligibility Provision (CEP) of the Healthy Hunger-Free Kids Act of 2010. Participation in CEP allows MPS to offer healthy, free breakfast and lunch to all students. Also, the counselor is responsible for monitoring the Neglected and/or Delinquent and Homeless Students and provides resources as it relates to instructional materials and clothes. In addition, the Food Bank has partnered with Southlawn Elementary to provide food items for identified families.

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

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

All programs implemented are designed to meet the needs of the students. Southlawn Elementary utilizes the following resources to support instruction: EdGenuity, Zaner-Bloser Cursive Writing, Social Studies Weekly, Stemsopes, Scott Foresman, Go Math, and Scantron, All programs are implemented schoolwide by the teachers to provide assistance daily to increase the academic achievement for students. Also, the Teacher receive system wide and site based training on research based curriculum that will assist students with achieving mastery on all grade level standards.

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)?

Southlawn Elementary does not receive these funds.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

The school-wide program is reviewed/revised annually based on student performance. Also, Southlawn provides opportunities for parents to have input on the development and revisions of the plans through random surveys, community meetings, and parent workshops. The team consisting of building leadership team, parents and community stakeholders meet in August to discuss our growth as well as areas of improvement. Due to the fact that the plan is ongoing and data driven, meetings are planned at various times of the day to provide all stakeholders with an amicable amount of time to attend and provide input.

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?

Southlawn Elementary building leadership team and teachers analyze results from the state summative assessment-ACT Aspire, summative/formative assessments such as Scantron Performance Series, Think Central, ELA standards based assessments, etc., to develop instructional strategies that will address areas in need of support. Teachers analyze grade level and below grade level data to look for instructional weakness and areas of strengths for incoming students. Schedules are designed to accommodate tutors and co-teaching efforts to assist with students who need additional support in tiered instruction and intervention.

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 wide plan is data driven and continuous. The building leadership team and teachers meet weekly to collaborate, analyze data and monitor student progress. If instructional strategies are not effective they are revised/replaced according to the needs of the students. If they are working, no changes are made.

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?

Purposeful collaborative planning meetings are held with the teachers to analyze the data and determine if strategies are working. Parents are kept abreast of student performance based on daily homework folders, INOW parent portal, bi-weekly signed papers, and mid nine weeks progress reports. Parents are also extended the opportunity to arrange teacher, parent, and student conferences to provide input on next steps of their child's educational process. After revisions are made to the plan they are shared with faculty and staff for review and suggestions.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

N/A

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

N/A

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

N/A

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii)).

N/A

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

N/A

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

N/A

4. How are students with the greatest needs receiving services?

N/A

5. What are the multiple criteria by which students may exit the program?

N/A

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

N/A

Component 3: Incorporated Into Existing School Program Planning

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

N/A

Component 4: Instructional Strategies

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

N/A

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

N/A

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

N/A

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

Goal 1:

Southlawn Elementary will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to improve the culture and climate at Southlawn Elementary by 05/23/2018 as measured by daily comment cards, suggestion box, stakeholder spotlight, digital signage, and monthly surveys for all stakeholders that enter the building.

Strategy1:

Increase Stakeholder Collaboration - Southlawn Elementary will frequently collaborate and receive stakeholder feedback by implementing daily comment cards, suggestion box, stakeholder spotlight, digital signage, and monthly surveys for all stakeholders that enter the building. In addition, Southlawn Elementary will continue to provide opportunities for all stakeholders to visit the school with our open door policy. The school will participate in professional development trainings to increase awareness as it relates to the climate and culture of the school. Also, community based activities will be incorporated to increase the participation from all stakeholders. Recognize students, teachers, and parents who demonstrate exemplary progress in academic performance.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Tim Walker, "By promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility." NEA, Educational Policy, December 5, 2016

ACIP

Southlawn Elementary School

Activity - Monitor Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct stakeholder surveys on a frequent basis. Monitor responses from the surveys that were conducted by stakeholders. Monitor stakeholder feedback from various sources.	Professional Learning Parent Involvement Community Engagement	08/10/2017	05/23/2018	\$2000 - Title I School Improvement (ISI)	Faculty Staff Community Parents Students

Goal 2:

Southlawn Elementary will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in Reading in Reading by 05/01/2018 as measured by the Scantron State Assessment.

Strategy1:

Literacy Strategy - Southlawn Elementary will focus on questioning and discussing Text Dependent Questions as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to

Activity - Student Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional development on student engagement strategies. Conduct walk-throughs to ensure teacher are effectively incorporating student engagement strategies. Monitor implementation of student engagement strategies.	Academic Support Program	08/10/2017	05/18/2018	\$1500 - Title I School Improvement (ISI)	Principal ARI Reading Specialist Curriculum Instructional Assistant Teachers

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate weekly in collaborative planning sessions. Teachers will share classroom data results.	Academic Support Program	08/10/2017	05/18/2018	\$0 - No Funding Required	Principal ARI Reading Specialist Curriculum Instructional Assistant Leadership Team Teachers

Measurable Objective 2:

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discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to

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Goal 3:

We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

increase student growth by providing RTI strategies during Tier II and Tier III instruction by 05/18/2018 as measured by RTI meetings, PST observations and walk-throughs, teacher gradebooks, tier III intervention pull-outs and student work samples.

Strategy1:

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Research Cited: Provide structured, scientifically-researched based programs for both Tier II and Tier III instruction within the RTI framework.

Activity - Tier II and Tier III Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Component 5: Title I and Regular Education Coordination

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

N/A

Component 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	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		

Component 7: High Quality and Ongoing Professional Development

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

N/A

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

1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

N/A

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

Component 10: Evaluation

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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.	19.6

Provide the number of classroom teachers.

17.10

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	19.6

Total

19.60

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.	1.0

Total

1.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.5

Total

0.50

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.	1.0

Total

1.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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.

0.0

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.	3722.58

Total

3,722.58

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.	1520.57

Total

1,520.57

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.	8261.6

Total

8,261.60

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.	596.62

Total

596.62

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	127061.42

Provide a brief explanation and breakdown of expenses.

The Curriculum Instructional Assistant will be utilized to support the teachers in all content areas to target areas of focus and build on strengths. The CIA will provide job-embedded professional development and conduct data meetings. Also, the CIA will assist with additional instructional needs to ensure the success of the school.

Personnel Total \$79,601.30

Curriculum Instructional Assistant (1)

All expenses will be used to support the teachers, students, parents, and administration with the daily operations and functions of the school. In addition, the funds will enhance the climate and culture of the school and improve student achievement.

Professional Development Total \$16,115.04

Parental Involvement Total \$1,961.42

Instructional Materials Total \$5,000.66

Non Capitalized Equipment Total \$8,660.00

Audio/Visual Equipment Total \$6,827.00

Equipment Maintenance Total \$8,500.00

Non-Instructional Equipment \$396.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	6599.1

Provide a brief explanation and a breakdown of expenses.

Professional Development Activities will provide additional support based on the areas of focus from the data results. Also, the Professional Development will support the teachers and leadership team in gaining additional knowledge to enhance student learning. It will keep the leadership team and teachers abreast of current research-based trends and effective strategies in all content areas.

Registration \$1,000.00

In State PD Travel \$2,000.00

Professional development Stipends 3,599.10

Title III

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

Provide a brief explanation and a breakdown of expenses.

Southlawn Elementary will provide additional support at no cost.

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	15000.0

Provide a brief explanation and breakdown of expenses.

Southlawn Elementary will utilize local funds for instructional materials, resources, professional development, school improvement and travel.

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))

Southlawn Elementary will notify parents and other stakeholders of the annual Title I meeting via, school messenger, school newsletters, school marquee, school website, and flyers.

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))

Southlawn Elementary will conduct both morning and afternoon meetings to accommodate all parents and stakeholders. Parents are encouraged to participate in the planning and review of the Title I Program by attending committee meetings, parent meetings, and PTA meetings. Funds allocated for parental involvement are used for the school handbook, professional development, instructional materials, and technology.

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))

Southlawn Elementary sends home information via newsletters, progress reports, report cards, school messenger, flyers, school website, grade level calendars, Remind 101 app, Class Dojo, and the school marquee. Also, EL parents will receive in a language they can understand from TransACT and district personnel on an as needed basis.

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))

Southlawn Elementary conducts a series of meeting beginning in September to develop the school-parent compact. Parents are informed during PTA meeting, school newsletters, progress reports, school website, Remind 101 app as well as the school messenger about meeting times and dates.

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

Southlawn has an "open door" policy and welcomes the input of parents into the instructional and operational aspects of the school. In addition to the "open door" policy, a suggestion box is maintained in the foyer for parents to submit suggestions and communicate their concerns. Plus/Delta surveys are completed following all parent meetings to elicit feedback as well as other types of survey tools. Copies of the ACIP will be made available on the website, in the library media center, parent center, and the front office for review.

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)

Southlawn Elementary will offer training to parents in the areas of literacy, technology, and curriculum. Parental workshops are scheduled to inform parents of their access to the school computer lab or library media center. They are encouraged to come in to use the lab and media center to assist with homework, to get acclimated to web-based programs or to even have access to the school's website and it's contents.

Members of the leadership team, the Principal, teachers set aside time to provide the parents with the necessary training to help encourage their interest and involvement in the their child's education. Training is also scheduled per parent request in an effort to work around any scheduling issues.

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)

Southlawn Elementary has a special events committee composed of teachers, the principal and other personnel. The committee coordinates

events to involve parents and community leaders. Activities such as parent meetings, International Walk to School Day, Grandparents' Day, Parents' Visitation Day, Veteran's Day, Parents' Night Out, Fall Festival, and MayFest are designed to bring together the faculty, parents and community stakeholders while providing educational and recreational learning opportunities for students. Notices regarding each of these events are sent out via, school messenger, flyers in the front office, school newsletters, school website, and the school marquee.

Southlawn Elementary will provide the faculty and staff professional learning sessions that will enhance the knowledge to bridge the relationships with all stakeholders. In addition, implement a parent program to assist parents with ways to improve their support to the school.

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)

Southlawn Elementary has a parent resource room. This area is set aside for parents, members of the PTA, and community stakeholders to use for event planning, resources, and trainings. In addition, information on bullying, homelessness, drug abuse, child abuse, behaviors, various hotlines etc. is provided by the counselor for any parents that feel the need for such assistance.

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)

Southlawn Elementary communicates with parents via school messenger, school newsletters, bi-weekly signed papers, progress reports, report cards, parent-teacher conferences, school website, and the school marquee. On an as needed basis, documents are also available in Spanish for parents of EL students.

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)

Southlawn Elementary seeks to provide activities of interest to parents that will increase parental and school involvement. For example, Grandparents Day, Walk to School Day, Fall Festival, Veteran's Day, Black History Program, and MayFest are annual programs requested by parents. Parent meetings are forums also used to solicit feedback from parents on activities they would like to participate in or activities they would like to see take place at the school.

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))

Southlawn Elementary receives assistance from the LEA in communicating with parents of EL students. Important forms are also printed in other languages on an as needed basis to accommodate EL parents. The counselor and EL teacher provides assistance with migratory students. Southlawn Elementary fully adheres to all federal, state and local guidelines pertaining to EL students.