



# **2017-2018 Title I Schoolwide Diagnostic**

**L. F. Corley, Sr. Elementary School  
Boaz City School System**

Ms. Allison Haygood  
505 Mount Vernon Rd  
Boaz, AL 35957-3159

# TABLE OF CONTENTS

Introduction.....	1
Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)).....	2
Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)).....	5
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)).....	15
Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV)).....	16
Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)).....	17
Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V)).....	18
Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2)).....	20
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A)).....	21
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V)).....	23
Component 10: Evaluation (Sec.1114(b)(3)):	24

## **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).

DRAFT

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

### How was the comprehensive needs assessment conducted?

The Corley Elementary School comprehensive needs assessment was conducted at the beginning of the 2017-2018 school year after the beginning of year benchmark assessment testing was completed. During data meetings, the faculty reviewed 2016-2017 Dynamic Indicators of Basic

Early Literacy Skills (DIBELS) scores for second grade and GOLD Assessment Scores; Renaissance Learning - Star Reading/Math scores for second grade and third grade; and additional teacher input.

Additionally, an instructional rounding team conducted instructional rounds and held a debriefing meeting afterward. The faculty reviewed and discussed instructional strengths and professional development needs at data meetings, at the instructional rounds debriefing, and at faculty meetings. Administrators then reviewed reports that were generated through the school system's Chalkable database to collect information about student demographics, attendance and discipline. After careful examination of the available data, areas were identified for improvement, and then a continuous improvement plan was created to target these areas. The process used to identify students who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas was to screen every student (unless otherwise indicated by a student's Individualized Education Plan) for early literacy skills, reading and math (second grade only) using Scantron and AIMS WEB. Scores were provided to teachers, and teachers identified students who were below benchmark or below grade level. Additionally, teachers used formal and informal classroom assessments to help identify students who were failing or at risk of failing. We will design classroom action plans for each group of students.

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

Our math data has improved tremendously we scored 19% higher in the area of justification. Ready and Exceeding = 54 -29.5%  
Close = 41- 22.4%

Needs Support = 88- 48%

STAR Reading

Ready and Exceeding = 26% Close = 21%

Needs Support = 52% DIBELS Fall 2016 (3rd)

ORF

Core = 23%

Strategic = 28%

Intensive = 49%

Accuracy

Core = 14% Strategic = 21% Intensive = 65%

Attached is our current AIMS WEB and Scantron Data

### What conclusions were drawn from the results?

Area of Focus Identified needs:

Phonics: Word Recognition----Students reading with accuracy and automatic.

Fluency--Students reading with appropriate phrasing, intonation and pacing. Students building stamina in complex text.

Vocabulary

Increase in word meaning, text features, and point of view as measured by Chalkable Assessment

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

Analysis of the data further revealed that we have a significant issue with foundation reading skills. A clearly aligned K-3 curriculum is important to follow and needs to be monitored.

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

The needs assessment revealed a need for an intense focus on improving student reading skills. The school goals are in the areas of writing, reading, and attendance. The connection of these areas is obvious. We have chosen to focus on improving writing skills for students which will all our teachers to actively reinforce reading skills while building new skills in writing. School attendance has been shown to have a significant effect on student achievement. A collective focus on improving student attendance should have a direct effect on improving student reading skills/comprehension.

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

Our data analysis focused on three particular points of data; ACT Aspire Results, STAR, and DIBELS. However, we are implementing a new assessment district plan. This includes: GOLD, AIMSWEB, and Scantron. Collectively the data from these assessments reveal the need for an increased focus on student reading.

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

The goals of this plan specifically address meeting the needs of the whole school population through improved strategies in Tier I instruction. Special recognition to students who are disadvantaged is given through a focused attention on Tier II & Tier III instruction.

Our goals include:

- Provide explicit and balanced instruction in reading, writing, listening, and speaking in print-rich environments in order to create independent readers, thinkers, and writers.
- Align literacy curriculum that develops thinking and language together through interactive learning in the areas of reading, writing, listening, and speaking. Literacy curriculum will draw from fictional texts, informational texts, and multimedia pieces in order to build academic vocabulary, content knowledge, and writing experiences (core instruction).
- Establish district-wide system of tiered student support for literacy and language development
- Establish meaningful and purposeful academic opportunities in literacy to engage families and community members in the learning of our

students. (Family and Community Involvement)

DRAFT

## 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:**

All students at Corley Elementary School will become more proficient in Reading Comprehension by implementing our school-wide literacy plan which includes a variety of scientifically researched based core and intervention programs.

**Measurable Objective 1:**

A 5% increase of Third grade Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency of ready in Reading by 07/01/2016 as measured by STAR reading test results.

**Strategy1:**

Student Engagement in Reading - We will focus on high impact instructional strategies to improve student engagement in all content areas measured by ELEOT

Weekly planning meeting for creating action plans for each group of students.

Category: Align Fiscal Resources

Research Cited: Phillip Schlecty

ELEOT

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with our Regional Alabama Reading Initiative Team Member to create a school-wide literacy plan that address each interference Develop a school wide instructional and assessment plan Intervention support	Academic Support Program	08/04/2017	05/25/2018	\$3000 - Title I Part A \$4000 - Title I Part A \$15139 - Title I Part A	Intervention teacher instructional coach principal

**Measurable Objective 2:**

A 5% increase of Third grade students will demonstrate a proficiency in comprehension in Reading by 05/18/2018 as measured by an increase in the Scantron Assessment pre - test base line of 44% to 54% post-test. .

**Strategy1:**

Participate in SBR Training (AIMS Web, Scantron, iReady, Project Lead the Way) - Teachers will use small group instruction (Tier II) 30 minutes a day.

1. Teach, Model, and Probe: Explicitly presents the specific concept or skill to be learned and why learning this concept or skill is important, followed by

## 2017-2018 Title I Schoolwide Diagnostic

L. F. Corley, Sr. Elementary School

- modeling of the expected behavior and monitoring for student understanding;
2. Guided Practice: Provides a limited number of items or short tasks related to the concept or skill for supervised practice and corrective feedback as necessary;
  3. Independent Practice: Reinforces the concept or skill with decreasing amounts of teacher support;
  4. Cumulative Review: Integrates new content with previously learned content so students receive continual practice and reinforcement; and
  5. Assessment: Allows teachers many opportunities within each lesson to assess student responses for content mastery.

Category: Align Fiscal Resources

Research Cited: National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.  
National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

<https://www.curriculumassociates.com/products/ready-research-iRdiag-it-works.aspx>

Activity - Participate in training for Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online Training: Online Webinar. Peer Coaching Teachers will receive training in: Model Lessons Instructional Accommodations Assessment Overview Field Support Services for post-training review Through online training teachers will receive continuous support. Purchases - iReady Program, technology purchase, instructional supplies, substitutes,	Academic Support Program	08/04/2017	05/25/2018	\$2140 - Title I Part A \$11634 - Title I Part A \$5835 - Title I Part A \$20250 - Title I Part A	Catina Hamilton, Instructional Specialist Allison Haygood, Principal Intervention Teachers

Activity - Participate in the AMTESOL conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend conference to learn current EL instructional successes <a href="http://www.amtesol.org/#!conference/citr">http://www.amtesol.org/#!conference/citr</a>	Professional Learning	02/12/2016	02/13/2016	\$63481 - Title III \$55993 - Title II Part A	Lydia Peek Allison Haygood Margaret Mastin

Activity - Academic Vocabulary Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in the implementation of effective vocabulary instruction	Professional Learning	09/01/2015	05/20/2016	\$0 - No Funding Required	Principal Instructional Specialist



**2017-2018 Title I Schoolwide Diagnostic**

L. F. Corley, Sr. Elementary School

Activity - Attend and implement learning from CCRS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on Strategic Teaching Strategies focused on Content Literacy, Science and Literacy Standards	Professional Learning	09/01/2015	04/04/2016	\$0 - No Funding Required	Principal Instructional Specialist Teachers

**Goal 2:**

Since parent and family involvement relates positively to student achievement, Corley Elementary will increase parental and family involvement to strengthen the home-school cooperation to increase student success at all schools

**Measurable Objective 1:**

demonstrate a behavior that ensures that parent and family involvement at Corley Elementary will increase 3% from a baseline of 38% in parent responses by 05/18/2018 as measured by survey data.

**Strategy1:**

Language Specific Information - Language Specific Information for important parent documents and communication tools will be implemented for communicating clear and practical information. Corley Elementary will provide a parent/student handbook in English and Spanish, as well as consider translating notes, newsletters, and social media messages for better parental/family and school cooperation and communication.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Translate parent information for better communication between home and school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Translate parent information for better cooperation and communication between home and school	Parent Involvement	08/13/2015	05/27/2016	\$0 - No Funding Required	All 5 schools

**Strategy2:**

Staff Training - Each school principal will work and meet with his or her staff about the importance of being positive during conferences, home visits, phone calls, and other parent interactions in order to foster parent and family involvement. When educators are considerate and sensitive to a parent's ethnic, cultural, or socioeconomic background, communication and cooperation between school and home can occur.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adelman and Taylor, UCLA

Activity - Translate parent information for better communication between home and school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff on positivity during parent interactions for student led conferences	Parent Involvement	08/11/2017	05/25/2018	\$0 - No Funding Required	Local principal

**Strategy3:**

Time and Location Flexibility - The Boaz City Schools will be sensitive to the areas the schools serve by taking into consideration when planning for parental and family involvement. Being flexible with the time of day and location of meetings and activities will allow all parents

**2017-2018 Title I Schoolwide Diagnostic**

L. F. Corley, Sr. Elementary School

to take part at least occasionally versus rarely.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Corley Career and Parent Information Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Corley Career and Parent Information Day and Night	Community Engagement Parent Involvement	08/04/2017	05/18/2018	\$3000 - Title I Part A \$3703569 - Title I Part A	Counselors

**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:**

All students at Corley Elementary School will become more proficient in Reading Comprehension by implementing our school-wide literacy plan which includes a variety of scientifically researched based core and intervention programs.

**Measurable Objective 1:**

A 5% increase of Third grade Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency of ready in Reading by 07/01/2016 as measured by STAR reading test results.

**Strategy1:**

Student Engagement in Reading - We will focus on high impact instructional strategies to improve student engagement in all content areas measured by ELEOT

Weekly planning meeting for creating action plans for each group of students.

Category: Align Fiscal Resources

Research Cited: Phillip Schlecty

ELEOT

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with our Regional Alabama Reading Initiative Team Member to create a school-wide literacy plan that address each interference Develop a school wide instructional and assessment plan Intervention support	Academic Support Program	08/04/2017	05/25/2018	\$3000 - Title I Part A \$15139 - Title I Part A \$4000 - Title I Part A	Intervention teacher instructional coach principal

**Measurable Objective 2:**

A 5% increase of Third grade students will demonstrate a proficiency in comprehension in Reading by 05/18/2018 as measured by an

**2017-2018 Title I Schoolwide Diagnostic**

L. F. Corley, Sr. Elementary School

increase in the Scantron Assessment pre - test base line of 44% to 54% post-test. .

**Strategy1:**

Participate in SBR Training (AIMS Web, Scantron, iReady, Project Lead the Way) - Teachers will use small group instruction (Tier II) 30 minutes a day.

1. Teach, Model, and Probe: Explicitly presents the specific concept or skill to be learned and why learning this concept or skill is important, followed by modeling of the expected behavior and monitoring for student understanding;
2. Guided Practice: Provides a limited number of items or short tasks related to the concept or skill for supervised practice and corrective feedback as necessary;
3. Independent Practice: Reinforces the concept or skill with decreasing amounts of teacher support;
4. Cumulative Review: Integrates new content with previously learned content so students receive continual practice and reinforcement; and
5. Assessment: Allows teachers many opportunities within each lesson to assess student responses for content mastery.

Category: Align Fiscal Resources

Research Cited: National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading

instruction (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

<https://www.curriculumassociates.com/products/ready-research-iRdiag-it-works.aspx>

Activity - Participate in training for Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online Training: Online Webinar. Peer Coaching Teachers will receive training in: Model Lessons Instructional Accommodations Assessment Overview Field Support Services for post-training review Through online training teachers will receive continuous support. Purchases - iReady Program, technology purchase, instructional supplies, substitutes,	Academic Support Program	08/04/2017	05/25/2018	\$5835 - Title I Part A \$2140 - Title I Part A \$20250 - Title I Part A \$11634 - Title I Part A	Catina Hamilton, Instructional Specialist Allison Haygood, Principal Intervention Teachers

Activity - Participate in the AMTESOL conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend conference to learn current EL instructional successes <a href="http://www.amtesol.org/#!conference/citr">http://www.amtesol.org/#!conference/citr</a>	Professional Learning	02/12/2016	02/13/2016	\$63481 - Title III \$55993 - Title II Part A	Lydia Peek Allison Haygood Margaret Mastin

## 2017-2018 Title I Schoolwide Diagnostic

L. F. Corley, Sr. Elementary School

---

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:

Since parent and family involvement relates positively to student achievement, Corley Elementary will increase parental and family involvement to strengthen the home-school cooperation to increase student success at all schools

### Measurable Objective 1:

demonstrate a behavior that ensures that parent and family involvement at Corley Elementary will increase 3% from a baseline of 38% in parent responses by 05/18/2018 as measured by survey data.

### Strategy1:

Language Specific Information - Language Specific Information for important parent documents and communication tools will be implemented for communicating clear and practical information. Corley Elementary will provide a parent/student handbook in English and Spanish, as well as consider translating notes, newsletters, and social media messages for better parental/family and school cooperation and communication.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Translate parent information for better communication between home and school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Translate parent information for better cooperation and communication between home and school	Parent Involvement	08/13/2015	05/27/2016	\$0 - No Funding Required	All 5 schools

### Strategy2:

Staff Training - Each school principal will work and meet with his or her staff about the importance of being positive during conferences,

## 2017-2018 Title I Schoolwide Diagnostic

L. F. Corley, Sr. Elementary School

home visits, phone calls, and other parent interactions in order to foster parent and family involvement. When educators are considerate and sensitive to a parent's ethnic, cultural, or socioeconomic background, communication and cooperation between school and home can occur.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adelman and Taylor, UCLA

Activity - Translate parent information for better communication between home and school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff on positivity during parent interactions for student led conferences	Parent Involvement	08/11/2017	05/25/2018	\$0 - No Funding Required	Local principal

### Strategy3:

Time and Location Flexibility - The Boaz City Schools will be sensitive to the areas the schools serve by taking into consideration when planning for parental and family involvement. Being flexible with the time of day and location of meetings and activities will allow all parents to take part at least occasionally versus rarely.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Corley Career and Parent Information Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Corley Career and Parent Information Day and Night	Community Engagement Parent Involvement	08/04/2017	05/18/2018	\$3000 - Title I Part A \$3703569 - Title I Part A	Counselors

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

#### Goal 1:

All students at Corley Elementary School will become more proficient in Reading Comprehension by implementing our school-wide literacy plan which includes a variety of scientifically researched based core and intervention programs.

#### Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency in comprehension in Reading by 05/18/2018 as measured by an increase in the Scantron Assessment pre - test base line of 44% to 54% post-test. .

#### Strategy1:

Participate in SBR Training (AIMS Web, Scantron, iReady, Project Lead the Way) - Teachers will use small group instruction (Tier II) 30 minutes a day.

1. Teach, Model, and Probe: Explicitly presents the specific concept or skill to be learned and why learning this concept or skill is important, followed by modeling of the expected behavior and monitoring for student understanding;

## 2017-2018 Title I Schoolwide Diagnostic

L. F. Corley, Sr. Elementary School

2. Guided Practice: Provides a limited number of items or short tasks related to the concept or skill for supervised practice and corrective feedback as necessary;
3. Independent Practice: Reinforces the concept or skill with decreasing amounts of teacher support;
4. Cumulative Review: Integrates new content with previously learned content so students receive continual practice and reinforcement; and
5. Assessment: Allows teachers many opportunities within each lesson to assess student responses for content mastery.

Category: Align Fiscal Resources

Research Cited: National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading

instruction (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

<https://www.curriculumassociates.com/products/ready-research-iRdiag-it-works.aspx>

Activity - Academic Vocabulary Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in the implementation of effective vocabulary instruction	Professional Learning	09/01/2015	05/20/2016	\$0 - No Funding Required	Principal Instructional Specialist

Activity - Participate in training for Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online Training: Online Webinar. Peer Coaching Teachers will receive training in: Model Lessons Instructional Accommodations Assessment Overview Field Support Services for post-training review Through online training teachers will receive continuous support. Purchases - iReady Program, technology purchase, instructional supplies, substitutes,	Academic Support Program	08/04/2017	05/25/2018	\$11634 - Title I Part A \$2140 - Title I Part A \$20250 - Title I Part A \$5835 - Title I Part A	Catina Hamilton, Instructional Specialist Allison Haygood, Principal Intervention Teachers

Activity - Participate in the AMTESOL conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend conference to learn current EL instructional successes <a href="http://www.amtesol.org/#!conference/citr">http://www.amtesol.org/#!conference/citr</a>	Professional Learning	02/12/2016	02/13/2016	\$55993 - Title II Part A \$63481 - Title III	Lydia Peek Allison Haygood Margaret Mastin

### Measurable Objective 2:

A 5% increase of Third grade Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency of ready in Reading by 07/01/2016 as measured by STAR reading test results.

## 2017-2018 Title I Schoolwide Diagnostic

L. F. Corley, Sr. Elementary School

### Strategy1:

Student Engagement in Reading - We will focus on high impact instructional strategies to improve student engagement in all content areas measured by ELEOT

Weekly planning meeting for creating action plans for each group of students.

Category: Align Fiscal Resources

Research Cited: Phillip Schlecty

ELEOT

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with our Regional Alabama Reading Initiative Team Member to create a school-wide literacy plan that address each interference Develop a school wide instructional and assessment plan Intervention support	Academic Support Program	08/04/2017	05/25/2018	\$3000 - Title I Part A \$4000 - Title I Part A \$15139 - Title I Part A	Intervention teacher instructional coach principal

### Goal 2:

Since parent and family involvement relates positively to student achievement, Corley Elementary will increase parental and family involvement to strengthen the home-school cooperation to increase student success at all schools

### Measurable Objective 1:

demonstrate a behavior that ensures that parent and family involvement at Corley Elementary will increase 3% from a baseline of 38% in parent responses by 05/18/2018 as measured by survey data.

### Strategy1:

Staff Training - Each school principal will work and meet with his or her staff about the importance of being positive during conferences, home visits, phone calls, and other parent interactions in order to foster parent and family involvement. When educators are considerate and sensitive to a parent's ethnic, cultural, or socioeconomic background, communication and cooperation between school and home can occur.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adelman and Taylor, UCLA

Activity - Translate parent information for better communication between home and school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff on positivity during parent interactions for student led conferences	Parent Involvement	08/11/2017	05/25/2018	\$0 - No Funding Required	Local principal

### Strategy2:

Language Specific Information - Language Specific Information for important parent documents and communication tools will be implemented for communicating clear and practical information. Corley Elementary will provide a parent/student handbook in English and Spanish, as well as consider translating notes, newsletters, and social media messages for better parental/family and school cooperation and

**2017-2018 Title I Schoolwide Diagnostic**

L. F. Corley, Sr. Elementary School

communication.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Translate parent information for better communication between home and school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Translate parent information for better cooperation and communication between home and school	Parent Involvement	08/13/2015	05/27/2016	\$0 - No Funding Required	All 5 schools

**Strategy3:**

Time and Location Flexibility - The Boaz City Schools will be sensitive to the areas the schools serve by taking into consideration when planning for parental and family involvement. Being flexible with the time of day and location of meetings and activities will allow all parents to take part at least occasionally versus rarely.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Corley Career and Parent Information Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Corley Career and Parent Information Day and Night	Community Engagement Parent Involvement	08/04/2017	05/18/2018	\$3703569 - Title I Part A \$3000 - Title I Part A	Counselors

**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.**

Our EL teacher meets with the parents to explain the ACCESS data and STAR scores. We send progress reports and report cards home.

They have access to Chalkable Parent Portal. Our school using Transact as well.



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

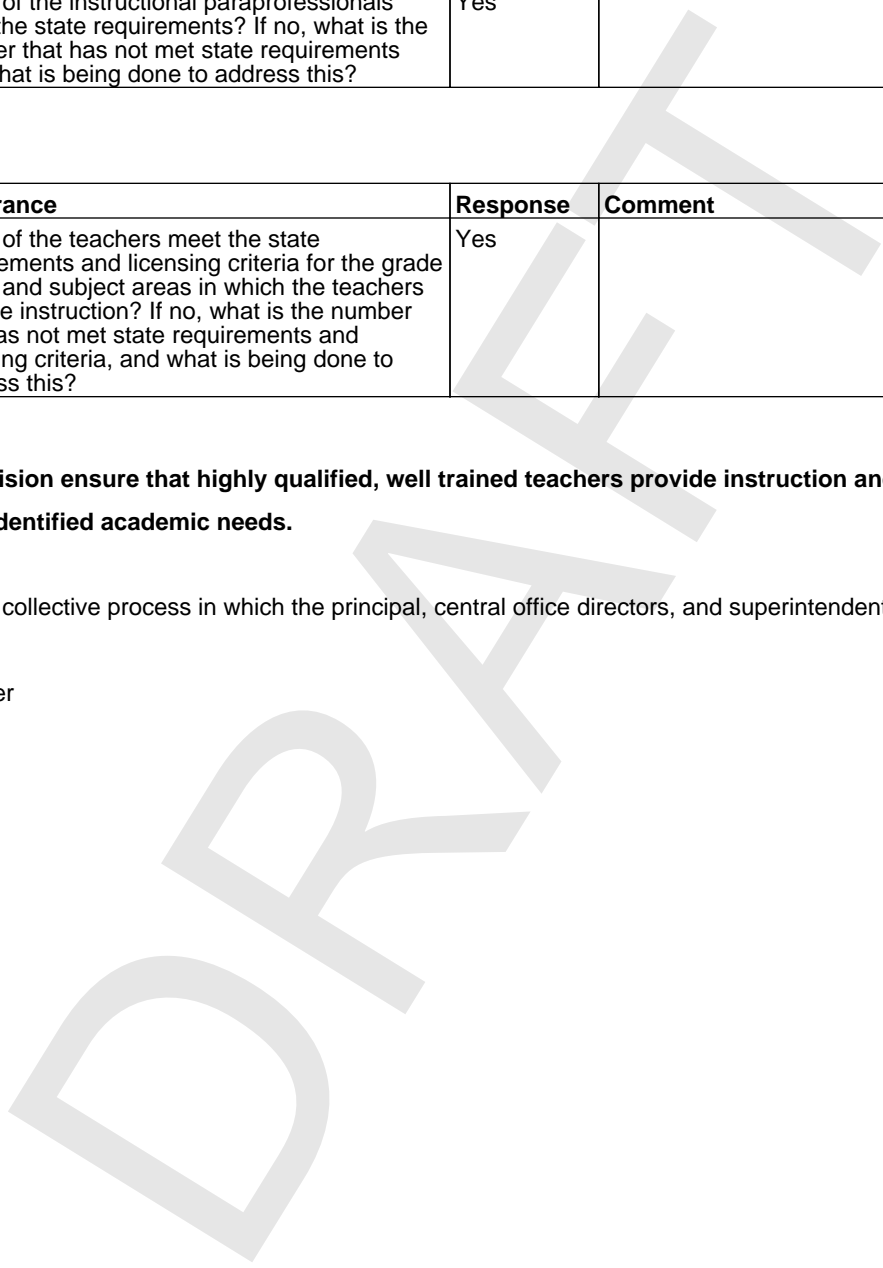
Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

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

There is a collaborative and collective process in which the principal, central office directors, and superintendent seek to hire the most qualified instructional staff.

See Human Resource Officer



## 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?**

3%

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

Most key teaching and learning personnel have 7+ years experience in the classroom and hold graduate level teaching certifications.

**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).**

Our school collaborates/cooperates with universities to offer college student intern opportunities. This provides our teachers with opportunities to be connected with current instructional trends. Furthermore, this allows the school to be connected to university leaders to attract qualified personnel. Our system has a new teacher mentoring program.

DRAFT

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

**Describe how data is used from academic assessments to determine professional development.**

We carefully review self assessments from the ALSDE professional development plan, assessment data, and summative assessments as well.

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

Our system is beginning a cohort professional learning group for the 2017-2018 school year. This is a differentiated approach. Topics include: Literacy, Career/ Guidance, Math strategies, Literacy Design Collaborative, Data Notebooks, National Board Certification, Google Certification

**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 connected with four other grade-level teachers. These teacher have shared planning time collectively and with our instructional specialist.

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

This professional development is part of a comprehensive effort to improve student achievement in reading at our school. We meet monthly to discuss student work and improvement. Teachers meet weekly to review lesson plans and analyze progress monitoring data.

**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:**

Since parent and family involvement relates positively to student achievement, Corley Elementary will increase parental and family involvement to strengthen the home-school cooperation to increase student success at all schools

**Measurable Objective 1:**

demonstrate a behavior that ensures that parent and family involvement at Corley Elementary will increase 3% from a baseline of 38% in parent responses by 05/18/2018 as measured by survey data.

**Strategy1:**

Time and Location Flexibility - The Boaz City Schools will be sensitive to the areas the schools serve by taking into consideration when planning for parental and family involvement. Being flexible with the time of day and location of meetings and activities will allow all parents to take part at least occasionally versus rarely.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Corley Career and Parent Information Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Corley Career and Parent Information Day and Night	Community Engagement Parent Involvement	08/04/2017	05/18/2018	\$3703569 - Title I Part A \$3000 - Title I Part A	Counselors

**Strategy2:**

Language Specific Information - Language Specific Information for important parent documents and communication tools will be implemented for communicating clear and practical information. Corley Elementary will provide a parent/student handbook in English and Spanish, as well as consider translating notes, newsletters, and social media messages for better parental/family and school cooperation and communication.

Category: Implement Community Based Support and Intervention System

Research Cited:

**2017-2018 Title I Schoolwide Diagnostic**

L. F. Corley, Sr. Elementary School

<b>Activity - Translate parent information for better communication between home and school</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Translate parent information for better cooperation and communication between home and school	Parent Involvement	08/13/2015	05/27/2016	\$0 - No Funding Required	All 5 schools

**Strategy3:**

Staff Training - Each school principal will work and meet with his or her staff about the importance of being positive during conferences, home visits, phone calls, and other parent interactions in order to foster parent and family involvement. When educators are considerate and sensitive to a parent's ethnic, cultural, or socioeconomic background, communication and cooperation between school and home can occur.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adelman and Taylor, UCLA

<b>Activity - Translate parent information for better communication between home and school</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Train staff on positivity during parent interactions for student led conferences	Parent Involvement	08/11/2017	05/25/2018	\$0 - No Funding Required	Local principal

DRAFT

## 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?**

We hold bi-weekly data meetings with our teachers to address current and relevant data. Our teachers were provided a four year trend in achievement data for our school. Furthermore, relevant data is shared with the action teams of our building leadership team. The Building Data and Budget Team is fundamental in reporting and interpreting the results.

DRAFT

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

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

We utilize AIMS WEB and Scantron Assessment to identify students who are experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level. Our teachers collectively discuss student success on common classroom assessments. Students who are not progressing sufficiently are recommended to the Problem Solving Team.

1. You need at least 8 weeks of documentation, including the SID form (blue paper), work samples, parent contact, and interventions used.
2. The student's data needs to show that he/she is at least 2 years behind grade level.
3. Any retained student should be in PST.
4. The student must be currently receiving Tier 2 instruction in your classroom, and that time is documented on an SID form (blue paper).
5. If a student has failing grades on his report, the team will review his/her files and make a decision regarding entrance into PST.
6. Parent communication should have already taken place by you to notify the parents of their child's academic issues. You should be able to provide notes from this contact.

### **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?**

Classroom teachers provide students with immediate and sustained Tier II small group instruction when they are not progressing toward meeting the standards at a proficient level. Through our PST students who continue to experience difficulty in mastering achievement standards are provided Tier III services of instruction.

### **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.**

Tier II small group, ESL co-teaching, and in class support.

After school tutoring and extended day opportunity

Math and reading night

Community Book Fair

Community Visits

### **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.**

Our school provides students with interventions via an EL Teacher, special education teacher, and guidance counselor. We have a system liaison for McKinney Vento. Our school partners with outside agency's to meet the needs of our students.

## 2017-2018 Title I Schoolwide Diagnostic

L. F. Corley, Sr. Elementary School

---

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Upon enrollment, each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. All eligible students are tested with WIDA Access placement test to determine eligibility for the ELL program. An ELL teacher provides service to all ELL students at Corley Elementary School. The ELL teacher also serves as an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided important school documents in English and Spanish. The ELL committee reviews each student's progress and determines if the students becomes eligible to exit the ELL program and be monitored for two years to ensure success. The counselor helps to identify migrant students upon enrollment. An Agricultural survey is filled out by the counselor and a home visit is made by the Migrant Recruiter. Migrant students automatically qualify for free breakfast and lunch. School supplies are provided if needed. Migrant students have access to all services and programs available to the rest of the students

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

na

DRAFT



**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.**

Our comprehensive system of learning supports combines all state, federal and local resources in order to align to our system vision and goals. Our school-wide goals reflect our system goals.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

na

DRAFT

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

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

Implementation of all school programs is evaluated by central office directors and leadership team by analysis of data.

**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?**

We look at student growth collectively and individually at vertical team planning meetings.

**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?**

All plans are evaluated annually to monitor implementation and growth.

**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?**

We evaluate the progress and change programs if needed.

For example, this year we changed our master schedule to ensure uninterrupted time for reading.

