

ACIP

Cold Springs Elementary School

Cullman County Board of Education

Mrs. Amanda Johnson
PO Box 120
8999 County Road 109
Bremen, AL 35033-120

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	16
Report Summary.....	17

ACIP Assurances

Introduction..... 19

ACIP Assurances..... 20

2018-19 CSE CIP Plan

Overview..... 22

Goals Summary..... 23

 Goal 1: EL Goal: Progression of EL students toward language acquisition..... 24

 Goal 2: Learning Support and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19..... 25

 Goal 3: Instruction Goal:Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content 28

 Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction..... 30

Activity Summary by Funding Source..... 32

Stakeholder Feedback Diagnostic

Introduction..... 38

Stakeholder Feedback Data..... 39

Evaluative Criteria and Rubrics..... 40

Areas of Notable Achievement..... 41

Areas in Need of Improvement..... 43

Report Summary..... 45

Title I Schoolwide Diagnostic

Introduction..... 47

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 48

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)).....	50
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)).....	58
Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV)).....	59
Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)).....	60
Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V)).....	61
Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2)).....	62
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A)).....	63
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V)).....	66
Component 10: Evaluation (Sec.1114(b)(3)):	67

Coordination of Resources - Comprehensive Budget

Introduction.....	69
FTE Teacher Units.....	70
Administrator Units.....	71
Assistant Principal.....	72
Counselor.....	73
Librarian.....	74
Career and Technical Education Administrator.....	75
Career and Technical Education Counselor.....	76
Technology.....	77
Professional Development.....	78

EL Teachers..... 79

Instructional Supplies..... 80

Library Enhancement..... 81

Title I..... 82

Title II..... 83

Title III..... 84

Title IV..... 85

Title V..... 86

Career and Technical Education-Perkins IV..... 87

Career and Technical Education-Perkins IV..... 88

Other..... 89

Local Funds..... 90

Parent and Family Engagement

Introduction..... 92

Parent and Family Engagement..... 93

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?

Cold Springs Elementary (K-8) School is located in rural southern Cullman County, Alabama, near Lewis Smith Lake. The school was restructured in 2013 transitioning from a K-6 school. We are beginning our fifth year as a K-8 school. CSK8 serves approximately 491 students in kindergarten through eighth grade. We currently serve 232 males and 259 females. Ninety-seven percent of the student population is white. Sixty-three percent of the students receive free or reduced breakfast and lunch. Ten percent of the student population is served by a Speech Language Pathologist. Approximately 7% is served through the gifted program while 10% of the student population receive special education services for other disabilities. Over the last three years we have acquired enough Chromebooks to have one-to-one devices for all classrooms in grades 3 - 8. Each classroom in grades K-2 have at least 6 devices to utilize in learning centers

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 Cold Springs Elementary (K-8) School is to provide a safe and welcoming environment, develop each child academically, socially, physically and emotionally through purposeful educational opportunities, and to prepare students to participate in a global society. Cold Springs Elementary (K-8) School will empower a community of learners to be outstanding citizens in their chosen path.

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.

Cold Springs Elementary (K-8) School has been selected as a Blue Ribbon School of Excellence Beacon School. We are currently striving to become a Blue Ribbon School of Excellence Lighthouse School.

Additional Information

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

We have developed a K-8 mission and vision. We have increased the number of technological devices used by students by at least 280 Chromebooks and 6 iPads per K-2 classroom. Cold Springs K-8 is working toward the development of an innovation center in our Library by adding 5 Vizitech stations and 6 Osmo stations and one ClearTouch panel. We are striving to have comparable levels of student growth in Reading as we have in Math. We also want to continue to grow our PTO and provide relevant learning opportunities for parents.

Cullman County Schools hires teachers that are highly effective and teach in the field in which they are certified.

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.

During our Title I Parent meeting on August 27, 2018, we enlisted parent volunteers to assist with the development of our improvement plan. Through informal input, parents continue to indicate a desire to build a strong parent/teacher organization with routine meetings and events. We offered the Title One parent meeting just before our K-2nd Grade Parent Orientation.

Teachers serve on a Leadership Team. Representatives are selected from primary grades (K-2), middle elementary grades (3-5), and middle school levels (6-8). There is representation from the school administration, counselor, support personnel and special education department. Meeting times are staggered to allow input from all parties.

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

Each grade level met on August 7, 28, 30, 2018 to review and analyze their data and determine areas in need of improvement. Grade level representatives help to form the leadership team as do support staff and parent/community representatives. Support staff associated with the grade also met to collaborate to develop strategies to address areas of strengths and weakness. Parents and community stakeholder representatives have reviewed the strategies to make suggestions and recommendations for improvement. All community members and parents are invited to participate in the Title I Parent meeting on August 27, 2018 at 3:30pm and 6:00 pm to provide further feedback.

All stakeholders had the opportunity to provide feedback through surveys. Parent surveys were posted on the school website, with links sent via call out on SchoolMessenger, take home note, and social media. Faculty/staff surveys were given, as were student surveys. Survey quantity minimum requirements were exceeded in all stakeholder groups.

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

The improvement plan will be available for review at the school office, library and on the school website. Information from the plan will be shared at the annual Title I Parent meeting and during Parent-Teacher conference day.

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		CSE Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

School-wide Scantron data for math proficiency in 2017-2018 is 58%. This is 7% greater than the district, which shows 51% proficiency in math. In Scantron reading, grades 3, 4, 5, 6, and 7 exceeded the district proficiency average of 50%. In math, grades 3, 5, 6, 7, and 8 exceeded the district proficiency average of 51%.

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

In comparing EOY proficiency data from 2016-2017 to 2017-2018, five out of six grade levels show gains in reading; three of which, show significant gains of at least 17% or greater. For math, four out of eight grades show gains ranging from 5% to 21%.

Which area(s) indicate the overall highest performance?

Sixth grade reading and math show the highest overall performance with a 26% gain in reading and a 21% gain in math. School-wide shows a 8% gain in reading and 3% gain in math.

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

Based on the comparison of the 2017-2018 to the 2018-2019 fall Scantron scores, the following subgroups show a trend in increasing performance: Male students show an increase of 7% in reading performance from 38% in 2017 to 45% in 2018. Female students show an increase of 1% in reading from 60% in 2017 to 61% in 2018. In math, male students show an increase of 3% by moving from 48% in 2017 to 51% in 2018. Students receiving meal assistance show a 4% increase in reading from 44% in 2017 to 48% in 2018, and a 3% increase in math performance from 41% in 2017 to 44% in 2018. Students with IEPs show an increase of 4% in reading from 49% in 2017 to 53% in 2018 and a 15% gain in math from 52% in 2017 to 67% in 2018.

Between which subgroups is the achievement gap closing?

In the fall of 2017-2018, students receiving meal assistance had a proficiency score of 41% as compared to the overall score of 52%, resulting in a difference of 11%. In the fall of 2018-2019, students receiving meal assistance had a proficiency score of 44% as compared to the overall score of 52%, resulting in a difference of 8%, thus closing the gap 3%. In 2018-2019, students with IEPs scored 67% in math, exceeding the overall average of 52% by 15%. The male population had a proficiency score of 38% in the fall of 2017-2018 as compared to the overall score of 52% resulting in a difference of 12%. In the fall of 2018-2019 the male population had a proficiency of 45% as compared to the overall score of 54%, resulting in a difference of 9%, thus closing the gap by 3%.

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

Findings are consistent with formative assessments and classroom grades.

Areas in Need of Improvement

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

Although gains were made, math did not make the recommended gain of 5%; scoring 55% in 2016-2017 and 58% in 2017-2018 showing only a 3% gain. Grades 1, 2, and 4 did not meet the district average of 51% in math. First grade scored 48%, second grade 45%, and fourth grade 49%. Eighth grade reading fell below the district average of 50% with a score of 39%.

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

One out of six grade levels show a decline in percentage of students proficient on Scantron reading. Fifth grade shows a 16% decline from 69% in 2016-2017 to 53% in 2017-2018. Three out of eight grades show a decline in student proficiency in math. First grade scores show a 14% decrease from 62% in 2016-2017 to 48% in 2017-2018. Second grade shows a decrease of 34% moving from 79% in 2016-2017 to 45% in 2017-2018. Seventh grade declined from 62% in 2016-2017 to 59% in 2017-2018 resulting in a deficit of 3%.

Which area(s) indicate the overall lowest performance?

Second grade math shows the greatest decline of 34% from 79% in 2016-2017 to 45% in 2017-2018. Fifth grade reading scores decreased by 16% from 69% in 2016-2017 to 53% in 2017-2018.

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

Based on the comparison of the fall Scantron math scores from 2017-2018 to 2018-2019, the female subgroup shows a decrease of 1%, moving from 54% in 2017-2018 to 53% in 2018-2019.

Between which subgroups is the achievement gap becoming greater?

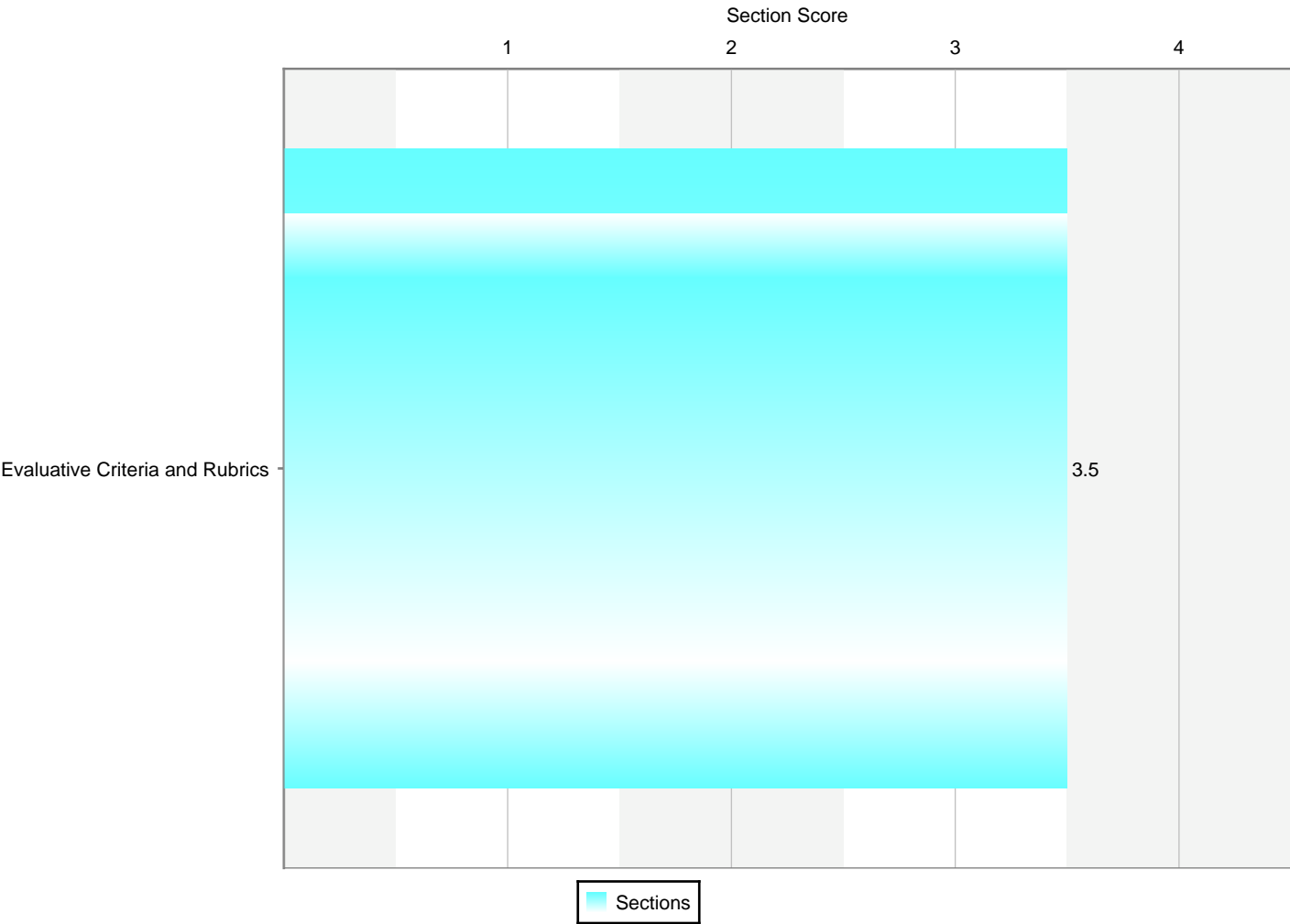
Comparing the subgroup scores for the fall Scantron of 2017-2018 to 2018-2019, there was no evidence of the achievement gap becoming greater.

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

Findings are consistent with formative assessments and classroom grades

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		CSE CIP Leadership Team Assurances

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	Please see attached.	Non-Discrimination Assurances

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Please see attached.	Designated Employee

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

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	Please see attached	School Parent Compact 2018-2019

2018-19 CSE CIP Plan

Overview

Plan Name

2018-19 CSE CIP Plan

Plan Description

2018-19 CSE CIP Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Learning Support and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19	Objectives: 2 Strategies: 3 Activities: 10	Organizational	\$500
3	Instruction Goal: Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

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

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

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

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

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers
Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

Goal 2: Learning Support and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

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

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

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

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

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Teach Like a Champion" book study will be completed by our faculty through quarterly early release professional development meetings.	Direct Instruction, Academic Support Program, Professional Learning	04/04/2018	05/24/2019	\$0	No Funding Required	Instructional Coach, Principal, Assistant Principal

Activity - AMSTI Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI coaching for teachers focusing on standard instruction, Number Talks, and math in real life situations.	Direct Instruction, Academic Support Program, Professional Learning	06/01/2018	05/24/2019	\$0	No Funding Required	AMSTI Staff, grade level teachers

Activity - ELet Representatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Grade level representative will attend district training. Upon return to school, representative will turn around training colleagues.	Direct Instruction, Academic Support Program, Technology, Professional Learning	08/01/2018	05/24/2019	\$0	No Funding Required	Grade Level Representative
Activity - SWIVL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize SWIVL recordings to self assess instructional effectiveness.	Academic Support Program, Technology, Professional Learning	03/01/2018	05/24/2019	\$0	No Funding Required	Principal, Assistant Principal, Librarian

Strategy 2:

Culture - School emphasis will be placed on promoting practices that foster school cultures. The elements that will be considered are attendance and relationships.

Category: Develop/Implement Learning Supports

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

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and address preferred attendance levels of students and staff with incentives and rewards. Monitor and address unexcused absences following district procedures.	Parent Involvement, Behavioral Support Program, Community Engagement	08/01/2018	05/24/2019	\$500	Other	Assistant Principal
Activity - Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will sponsor an enrichment club to promote personal and social growth, and college/career ready standards.	Academic Support Program, Behavioral Support Program	01/10/2018	05/24/2019	\$0	No Funding Required	All staff members
Activity - Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

8th grade transition orientation will be held each spring to prepare students to enter the high school environment.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	04/01/2019	05/24/2019	\$0	No Funding Required	School Administration
---	--	------------	------------	-----	---------------------	-----------------------

Measurable Objective 2:

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 63% to 68%, Scantron Reading from 62% to 67% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

Strategy 1:

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

Category: Develop/Implement Learning Supports

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

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly RtI meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Direct Instruction, Academic Support Program, Technology, Tutoring, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, classroom teachers

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cold Springs School will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is used to monitor the implementation of the Teacher Advisor Program	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom Teachers, Administrators

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

Students will have access to an individualized learning path through Compass Learning (k-5) or Edgenuity (6-12), Reading Horizons (K-2) for remediation and enrichment lessons to improve student outcomes.	Academic Support Program, Technology, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom Teachers
---	--	------------	------------	-----	---------------------	--------------------

Goal 3: Instruction Goal: Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 58% to 63%, Scantron Reading from 55% to 60% by 05/24/2019 as measured by state assessments.

Strategy 1:

Effective Instruction - Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content areas and implement lesson plans.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Cold Springs Elementary School

<p>- Teachers will utilize pacing guides in grades K-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Principal has provided teachers with a common tool for lesson development following the Instructional Framework.</p> <p>-Grades K-2 will continue to implement standards based grading and reporting. Training for teachers and communication with parents will be ongoing throughout the year.</p> <p>- Instructional Guide was created for grades K-8. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards each nine weeks.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades K-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards.</p>	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators, Teachers, Reading Specialist
--	---	------------	------------	-----	---------------------	--

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Direct Instruction, Academic Support Program, Technology, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Reading Specialist, Administrator, Classroom Teachers

Activity - Mathematical Practice Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Consultant, District Leadership, and Teachers

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

-K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards. - Moby Max, Accelerated Reading, GoogleClassroom, Discovery Education are all utilized to support and enhance student academic performance in the classroom.	Direct Instruction, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	District Support, Administration, Classroom Teachers
--	--	------------	------------	-----	---------------------	--

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

Measurable Objective 1:

collaborate to effectively collect, analyze and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by an increase of student achievement, stakeholder involvement and satisfaction.

Strategy 1:

Collect and Utilize Data - Increase ability to collect, analyze, and apply findings from various data sources

Category: Develop/Implement Professional Learning and Support

Activity - Benchmark Achievement Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer Benchmark Achievement Series each 9 weeks to assess mastery of standards in Reading and Math in K-2 and in core subjects in grades 3-8	Direct Instruction, Academic Support Program, Professional Learning	09/24/2018	05/24/2019	\$0	No Funding Required	Classroom teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct quarterly grade level meetings using subject area benchmark assessment data or universal screener data to assess student progress and identify instructional needs	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers, administrators, reading specialists

ACIP

Cold Springs Elementary School

Activity - Walk-through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will utilize a walk-through process to obtain data regarding student engagement, best practices and instructional effectiveness. Observation data will be analyzed to determine next steps for continuous improvement for student engagement in classroom lessons.	Direct Instruction, Policy and Process, Academic Support Program, Technology, Professional Learning, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District leaders, administrators, school leadership team, classroom teachers
Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified school employees will participate in the Educator Effectiveness and/or Leadership Effectiveness program during the school year. Faculty will complete self assessments will and teachers/leaders will receive feedback and support. Levels of performance are identified in four areas: exemplary, effective, developing, and ineffective level of practice. Professional Learning Plans will be developed and implemented throughout the year.	Policy and Process, Academic Support Program, Professional Learning, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator s, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance	Monitor and address preferred attendance levels of students and staff with incentives and rewards. Monitor and address unexcused absences following district procedures.	Parent Involvement, Behavioral Support Program, Community Engagement	08/01/2018	05/24/2019	\$500	Assistant Principal
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	-K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards. - Moby Max, Accelerated Reading, GoogleClassroom, Discovery Education are all utilized to support and enhance student academic performance in the classroom.	Direct Instruction, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	District Support, Administration , Classroom Teachers
AMSTI Support	AMSTI coaching for teachers focusing on standard instruction, Number Talks, and math in real life situations.	Direct Instruction, Academic Support Program, Professional Learning	06/01/2018	05/24/2019	\$0	AMSTI Staff, grade level teachers

Transitions	8th grade transition orientation will be held each spring to prepare students to enter the high school environment.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	04/01/2019	05/24/2019	\$0	School Administration
Standards Based Instruction	<p>- Teachers will utilize pacing guides in grades K-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Principal has provided teachers with a common tool for lesson development following the Instructional Framework.</p> <p>-Grades K-2 will continue to implement standards based grading and reporting. Training for teachers and communication with parents will be ongoing throughout the year.</p> <p>- Instructional Guide was created for grades K-8. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards each nine weeks.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades K-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards.</p>	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	Administrator s, Teachers, Reading Specialist
Clubs	Each staff member will sponsor an enrichment club to promote personal and social growth, and college/career ready standards.	Academic Support Program, Behavioral Support Program	01/10/2018	05/24/2019	\$0	All staff members

Walk-through	School leaders will utilize a walk-through process to obtain data regarding student engagement, best practices and instructional effectiveness. Observation data will be analyzed to determine next steps for continuous improvement for student engagement in classroom lessons.	Direct Instruction, Policy and Process, Academic Support Program, Technology, Professional Learning, Behavioral Support Program	08/08/2018	05/24/2019	\$0	District leaders, administrators, school leadership team, classroom teachers
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers
Teacher Advisory Groups	Cold Springs School will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is used to monitor the implementation of the Teacher Advisor Program	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	Classroom Teachers, Administrators
Benchmark Achievement Series	Administer Benchmark Achievement Series each 9 weeks to assess mastery of standards in Reading and Math in K-2 and in core subjects in grades 3-8	Direct Instruction, Academic Support Program, Professional Learning	09/24/2018	05/24/2019	\$0	Classroom teachers
Educator Effectiveness	All certified school employees will participate in the Educator Effectiveness and/or Leadership Effectiveness program during the school year. Faculty will complete self assessments will and teachers/leaders will receive feedback and support. Levels of performance are identified in four areas: exemplary, effective, developing, and ineffective level of practice. Professional Learning Plans will be developed and implemented throughout the year.	Policy and Process, Academic Support Program, Professional Learning, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators, teachers

Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Direct Instruction, Academic Support Program, Technology, Professional Learning	08/08/2018	05/24/2019	\$0	Reading Specialist, Administrator s, Classroom Teachers
Technology	Students will have access to an individualized learning path through Compass Learning (k-5) or Edgenuity (6-12), Reading Horizons (K-2) for remediation and enrichment lessons to improve student outcomes.	Academic Support Program, Technology, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Classroom Teachers
SWIVL	Teachers will utilize SWIVL recordings to self assess instructional effectiveness.	Academic Support Program, Technology, Professional Learning	03/01/2018	05/24/2019	\$0	Principal, Assistant Principal, Librarian
Book Study	"Teach Like a Champion" book study will be completed by our faculty through quarterly early release professional development meetings.	Direct Instruction, Academic Support Program, Professional Learning	04/04/2018	05/24/2019	\$0	Instructional Coach, Principal, Assistant Principal
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	District support, Administration , EL and Classroom Teachers
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers

Data Meetings	Conduct quarterly grade level meetings using subject area benchmark assessment data or universal screener data to assess student progress and identify instructional needs	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	Teachers, administrators, reading specialists
RTI	Monthly RtI meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Direct Instruction, Academic Support Program, Technology, Tutoring, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administration, classroom teachers
Mathematical Practice Standards	Teachers in grades K-8 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	Consultant, District Leadership, and Teachers
ELet Representatives	Grade level representative will attend district training. Upon return to school, representative will turn around training colleagues.	Direct Instruction, Academic Support Program, Technology, Professional Learning	08/01/2018	05/24/2019	\$0	Grade Level Representative
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	See attached Stakeholder Feedback Worksheet.	CS K-8 stakeholder-feedback-worksheet

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

The Teacher Inventory provided the following teacher data: (by question number)

C2 - 80% Actions are aligned to the strategic direction of the school

C4 - 87% Lessons are based on high expectations for students

C10 - 80% Design lessons by determining expected outcomes

C14 - 83% Students have formal opportunities to develop positive relationships with peers and/or adults

E3 - 86% Ample resources to assist me in meeting the needs of my students

The Climate and Culture Survey for parents provided the following data: (Parents chose 4 answer choices for 3 questions)

C1 - Things teachers say to students

70% - We will be working on

45% - You got it right

44% - Explain your work

41% - You are learning

38% - You will be working on

C2 - Things students are most often doing at school

65% - Listening to teacher

59% - Working with others

50% - Thinking

49% - Taking Test

45% - Completing worksheets

C3 - Interactions with staff

69% - Respectful

66% - Helpful

65% - Supportive

59% - Comfortable

The Elementary and Middle Student Engagement Surveys provided the following data:

C2 - E 66% - M 73% - If the classwork I do is hard, I...Do my very best; Try my very best

C7 - E 65% - M 46% - As a student... I do my best to get good grades; I participate in activities to get good grades

C9 - E 56% - M 43% - How do you use the information learned in class... I use it to help me learn other things; I use information from some classes to help me in other classes

C16 - E 44% - 53% - Describe your relationship with teachers... They help me learn; I can talk to my teachers about anything

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

We administered eProve surveys to all stakeholders beginning in 2017 and will continue each May. This years surveys included: Parent

Climate and Culture, Teacher Inventory, and Student Engagement Surveys. eProve does not calculate overall scores for these surveys.

SY 2018-2019

Page 41

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Questions analyzed showed a positive trend related to teacher/adult and student relationships. All 2017 and 2018 surveys show positive relationships among all stakeholders.

Parents perception indicate interactions with staff are respectful and helpful.

Teacher surveys indicate that lessons are based on high expectations.

Student responses indicate if classwork is challenging they do their very best and feel successful when they persevere.

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

Blue Ribbon of Excellence surveys indicate the culture of the school supports learning experiences and fosters a caring community. It also states the school focuses on building and sustaining caring relationships among all stakeholders.

Areas in Need of Improvement

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

The Teacher Inventory provided the following teacher data: (by question number)

C6 - 43% Lessons include opportunities for students to express creativity

C9 - 43% Teachers use student data to modify/adjust lessons for students

C13 - 50% Teachers use formal two-way process to communicate with parents, families, and/or legal guardians of students

D2 - 37% Provide opportunities for parents, families, and legal guardians to engage in activities that support student success

D5 - 33% Teachers are involved in formal process to verify success of programs implemented to meet educational, emotional, and personal student success

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions. (102 total respondents)

C2 - Things students are most often doing at school

45% - Completing worksheets (36 respondents)

18% - Completing challenging work (14 respondents)

C3 - Interactions with staff

19% - Brief (15 respondents)

10% - Distant (8 respondents)

8% - Uncomfortable (6 respondents)

8% - Useless (6 respondents)

The Elementary and Middle Student Engagement Surveys provided the following data:

C3 - E 19%; M 33% - Doing the same type of activity everyday... Makes me ask to do something different; Is boring

C8 - E 11%; M 21% - Which do you agree with the most... Learning is not used outside of school; learning is not connected to real life

C18 - E 7%; M 11% - When I think about my school work...Boring; Boring

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

Teacher surveys show 57% do not consistently use student achievement data to modify and adjust lessons. 17% of teachers indicate students do not have formal opportunities to develop positive relationships with their peers and/or adults.

Student surveys indicate 11% of elementary students and 21% of middle school students feel learning is not connected to real life and not used outside of school. 7% of elementary and 11% of middle school students indicate school is boring.

8% of parents indicate through the Climate and Culture Parent survey interaction with school staff is uncomfortable and useless.

What are the implications for these stakeholder perceptions?

Teachers will meet quarterly too analyze student assessment data and determine steps to support student learning. School will continue to implement student advisory groups to provide formal opportunities to develop positive relationships.

Student perception is lessons are boring and not connected to real life. Technology integration and AMSTI support will be utilized to make lessons more engaging and applicable to real life situations.

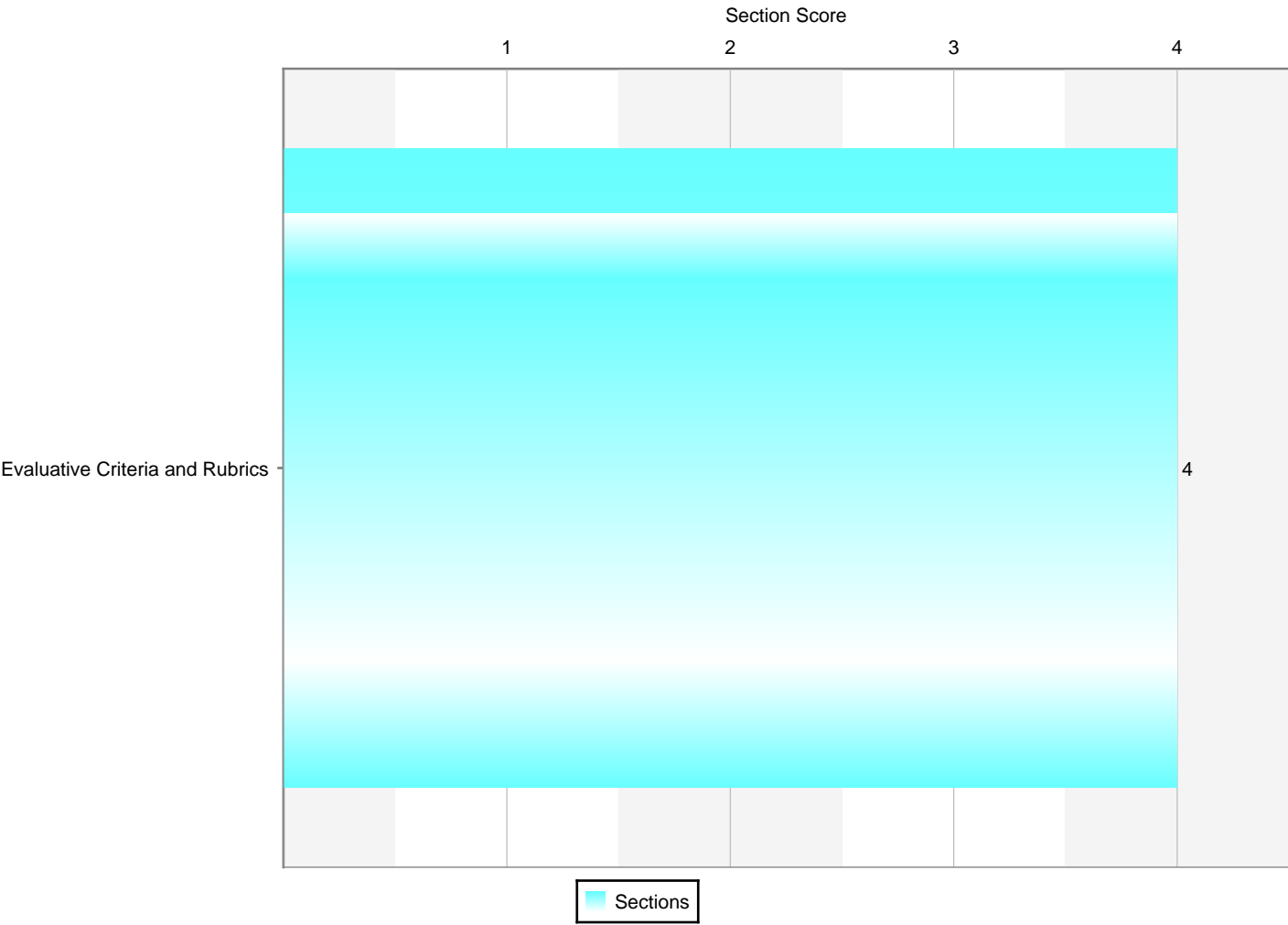
A few parent perceptions portray communication with faculty and staff as useless and uncomfortable.

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

Blue Ribbon survey states a need to create a data driven school culture and recommends a review of all current reading and math data. The parent responses of the Blue Ribbon survey are not consistent with the parent responses from the Climate and Culture survey.

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?

Faculty and staff representatives which are members of the Leadership Team and Principal Amanda V. Johnson met with district school improvement staff on July 24, 2018 to review end of year Scantron assessment data, DIBELS results, stakeholder feedback results, and self-assessment results to identify areas of notable achievement and areas in need of improvement.

Teachers and parents of Cold Springs Elementary School K-8 met with Principal Amanda V. Johnson or Assistant Principal Micah Rice, on August 6, 2018 to analyze the data of the 2017-2018 Spring Scantron Reading/Math and ASPIRE Reading, Math, and Science. Academic strengths and weaknesses were identified and through collaboration among all stakeholders, goals were set for the upcoming school year. Strategies to address areas in need of improvement were established through the joint effort of teachers, support personnel, and the principal. Implementation of the proposed strategies will require a team effort among administration, parents, students, and teachers to monitor and publicize the overall effectiveness of the plan.

On August 7, 28, & 30 2018, each grade level met to analyze their data and determine areas of weakness. Grade level representatives help to form the leadership team as do support staff and parent and community representatives. Support staff associated with the grade also met to collaborate to develop strategies and goals to address areas of weakness. Parents and community stakeholders have reviewed the strategies to make suggestions and recommendations for improvement. All community members and parents were invited to participate in the Title I Parent meeting on August 27, 2018 to provide further feedback. The meetings were conducted at two different times: 3:30 p.m. & 6:00 p.m.

What were the results of the comprehensive needs assessment?

Cold Springs Elementary (K-8) students made significant gain on Aspire Reading from 2017 to 2018, moving from 47% proficient to 55% proficient, respectively; and made a 3% gain in Aspire Math from 55% proficient in 2017 to 58% proficient in 2018.

What conclusions were drawn from the results?

While our schoolwide scores showed overall growth, First and Second grade math scores showed significant decreases in EOY achievement. 7th grade reading scores showed significant gains which supports the plan to include reading intervention in our master schedule. Instruction and assessments should focus on college and career readiness standards. More opportunities should be provided for parents and families to be involved in school events and in the students' education.

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

relevant to each grade. Teachers will work with instructional coach or technology coach to increase student engagement and implement digital curriculum. Scheduling changes were made to provide Reading classes to 7th graders.

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

The school goals are based on grade-level goals and common elements found between them. The grade level goals were developed based on the standards unique to each grade and the strengths and weaknesses exhibited on Scantron Performance and Achievement assessments and walk-through observations.

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

The use of multiple types of data is evident in the type of strategies that address each goal. Goals are based on summative data, but the strategies are based on both summative and formative data.

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

The needs of the whole school population are addressed because goals were developed on common elements identified as areas in need of improvement in all grade levels. Special recognition to children who are disadvantaged are addressed through strategies designed to meet their individual needs through intervention and support services.

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:

Instruction Goal: Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 58% to 63%, Scantron Reading from 55% to 60% by 05/24/2019 as measured by state assessments.

Strategy1:

Effective Instruction - Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content areas and implement lesson plans.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards. - Moby Max, Accelerated Reading, GoogleClassroom, Discovery Education are all utilized to support and enhance student academic performance in the classroom.	Direct Instruction Academic Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	District Support, Administration, Classroom Teachers

Activity - Mathematical Practice Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Consultant, District Leadership, and Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers will utilize pacing guides in grades K-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Principal has provided teachers with a common tool for lesson development following the Instructional Framework.</p> <p>-Grades K-2 will continue to implement standards based grading and reporting. Training for teachers and communication with parents will be ongoing throughout the year.</p> <p>- Instructional Guide was created for grades K-8. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards each nine weeks.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades K-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards.</p>	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, Reading Specialist

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:

Learning Support and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

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

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

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

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

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Teach Like a Champion" book study will be completed by our faculty through quarterly early release professional development meetings.	Academic Support Program Direct Instruction Professional Learning	04/04/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach, Principal, Assistant Principal

Activity - AMSTI Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI coaching for teachers focusing on standard instruction, Number Talks, and math in real life situations.	Direct Instruction Professional Learning Academic Support Program	06/01/2018	05/24/2019	\$0 - No Funding Required	AMSTI Staff, grade level teachers

Activity - ELet Representatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level representative will attend district training. Upon return to school, representative will turn around training colleagues.	Technology Academic Support Program Direct Instruction Professional Learning	08/01/2018	05/24/2019	\$0 - No Funding Required	Grade Level Representative

Activity - SWIVL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize SWIVL recordings to self assess instructional effectiveness.	Academic Support Program Technology Professional Learning	03/01/2018	05/24/2019	\$0 - No Funding Required	Principal, Assistant Principal, Librarian

Strategy2:

Culture - School emphasis will be placed on promoting practices that foster school cultures. The elements that will be considered are attendance and relationships.

Category: Develop/Implement Learning Supports

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

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will sponsor an enrichment club to promote personal and social growth, and college/career ready standards.	Behavioral Support Program Academic Support Program	01/10/2018	05/24/2019	\$0 - No Funding Required	All staff members

Goal 2:

Instruction Goal: Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 58% to 63%, Scantron Reading from 55% to 60% by 05/24/2019 as measured by state assessments.

Strategy1:

Effective Instruction - Cold Springs K-8 has adopted the Instructional Framework. Teachers will put into practice the Instructional Framework as they teach college and career readiness standards across all content areas and implement lesson plans.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Academic Support Program Technology Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Reading Specialist, Administrators, Classroom Teachers

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

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

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

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

Goal 1:

Learning Support and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

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

Strategy1:

Culture - School emphasis will be placed on promoting practices that foster school cultures. The elements that will be considered are attendance and relationships.

Category: Develop/Implement Learning Supports

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

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade transition orientation will be held each spring to prepare students to enter the high school environment.	Academic Support Program Behavioral Support Program Career Preparation/ Orientation	04/01/2019	05/24/2019	\$0 - No Funding Required	School Administration

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and address preferred attendance levels of students and staff with incentives and rewards. Monitor and address unexcused absences following district procedures.	Community Engagement Behavioral Support Program Parent Involvement	08/01/2018	05/24/2019	\$500 - Other	Assistant Principal

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will sponsor an enrichment club to promote personal and social growth, and college/career ready standards.	Behavioral Support Program Academic Support Program	01/10/2018	05/24/2019	\$0 - No Funding Required	All staff members

Strategy2:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

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

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

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Teach Like a Champion" book study will be completed by our faculty through quarterly early release professional development meetings.	Academic Support Program Direct Instruction Professional Learning	04/04/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach, Principal, Assistant Principal

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

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

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

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

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

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

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.

Cold Springs Elementary School provides opportunities for the participation of parents with limited English proficiency, parents and family members of migratory children and parents with disabilities. With the assistance and support of the LEA, Cold Springs Elementary provides information and school reports in a format and language that parents can understand. All parent notifications, student handbooks, lunch forms, important school information, etc. are sent to parents in their native language. In addition, Cold Springs Elementary has access to a parent liaison who is bilingual and who communicates with parents when necessary and is also available to mediate between school and parent.

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

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

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

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

The Cullman County School system and Cold Springs K-8 School hire highly effective teachers that are certified in the area(s) in which they teach. Cullman County Schools emphasize through qualification criteria on job postings and through interviews, our commitment to hiring highly effective teachers. Once on our faculty, teachers are supported through a variety of professional development activities and mentoring which improve content knowledge and skills. Teacher job assignments are made based on the areas in which they are certified.

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?

The school has just completed year 5 of a transition from a K-6 school to a K-8 school beginning with the current school year. This transition resulted in an increase from 23 classroom teachers to 24, 1.5 to 2.5 resource teachers, and from 0.5 to 1 counselor unit. The school maintained a library media specialist, music teacher, and school nurse.

Over the last three years, CSK8 has lost three teacher units.

Thirty-six faculty members and 12 support staff members currently serve the students of Cold Springs Elementary School K-8.

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

The average number of years teaching experience of key teaching personnel is 12.5 years.

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).

Recruitment of highly effective teachers is addressed specifically through the qualification criteria on job postings. All jobs are posted through SearchSoft, an online job application program used by the Alabama State Department of Education. This makes job postings available online to everyone. Attracting and retaining highly effective teachers is not a problem at this time.

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.

Faculty and staff analyze academic assessments to determine areas in need of improvement. District staff and local instructional coach provides support and professional development to focus on those areas. Teachers participate in peer observations and collaborative planning to address deficit areas, also.

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

Professional development activities include instructional coaching for Kindergarten - 3rd grade teachers, new teacher orientation and mentoring program, district wide technology conference, quarterly early release professional development, and coaching support meetings led by district personnel. Parent representatives will attend meetings at the district office and receive training on relevant topics. They will then conduct turn-around training at the local school for other parents.

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

All new teachers are assigned a mentor to answer questions and provide guidance. The instructional coach is also available to support new teachers as they transition in the educational role by planning and modeling lessons and providing resources from the ARI library. The instructional coach also provides support and training in using Scantron Performance and Achievement Series data to plan for instruction.

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

Professional development opportunities are planned and provided throughout the year. Our continued focus this year is improving tier I instruction, using technology/digital curriculum and increasing student engagement.

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

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

Goal 1:

Learning Support and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

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

Strategy1:

Culture - School emphasis will be placed on promoting practices that foster school cultures. The elements that will be considered are attendance and relationships.

Category: Develop/Implement Learning Supports

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

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade transition orientation will be held each spring to prepare students to enter the high school environment.	Behavioral Support Program Career Preparation/ Orientation Academic Support Program	04/01/2019	05/24/2019	\$0 - No Funding Required	School Administration

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

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

Teachers meet regularly with the principal and/or instructional coach to analyze the results of various forms of assessments including, but not limited to: DIBELS, Scantron Performance and Achievement Series Reading, Math, and Science assessments, Accelerated Reading, etc. Upon conclusion of analysis, instructional plans are developed to meet the areas of student need. For those students who are struggling, teachers meet with the Student Support Team to determine interventions and/or instructional changes necessary for student success.

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?

Multiple sources of data are used to identify students who experience difficulty mastering the State's academic standards. Students in grades first through eighth grade are assessed using Scantron Performance Series Math assessments, while students in grades three through eight take Scantron Performance Series Reading assessment. Students take the Scantron Performance assessments three times per year. This allows teachers and faculty to determine areas of growth and areas in need of improvement. Students in grades 1st-8th will also take Scantron Achievement Series Benchmark Assessments each nine weeks. Kindergarten through second grade students take DIBELS.

Teachers will analyze and evaluate areas of strength and weakness based on this assessment data. Teachers also look at individual classroom performance to determine which students need additional assistance. Students who have significant deficiencies and/or who are performing below grade level are referred to the Student Support Team.

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?

When students are referred to the Student Support Team (SST), an intervention plan is developed. Students receive this differentiated instruction to address areas of weakness. The SST meets monthly to monitor the student's response to the intervention. Student growth is measured through various assessments and instructional plans are based on the results. Students' needs are being address through leveled materials, small group/individual instruction, remediation of lessons, and skill specific intervention.

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.

Cold Springs offers an after school program for students in grades K-6. A certified teacher is available to help students with homework and academic skills. Parents are provided with access to students' academic information online through INOW home portal. Parental involvement in student education is encouraged through school conferences, telephone conversations, emails, texts, newsletters and notes. Suggestions are provided to help struggling students in particular academic areas.

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.

All students at Cold Springs K-8 School, including those identified as Migrant, English Language Learners, Homeless, Economically Disadvantaged, and Neglected and/or Delinquent, have access to all services and programs available, including free/reduced breakfast and lunch, ELL services, Special Education services, at risk interventions and counseling services. Cold Springs K-8 School uses the Department

of Human Resources and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All Homeless, Migrant, and English Language Learners 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. The counselor and/or principal identify English Language Learner students upon enrollment. Upon enrollment parents complete an online Home Language Survey which is used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (WAPT) to determine if a student is eligible to receive services through the English Language Learner (ELL) committee which convenes to determine appropriate services and placement for each individual student. An ELL teacher provides services to all ELL students at Cold Springs K-8 School. The LEA provides a parent liaison when necessary to communicate with the parents of ELL students. Parents are provided the opportunity to receive all updates and important school documents in English and their native language.

The counselor and/or principal identify Migrant students upon enrollment. Parents or guardians of each student complete an ALSDE Employment Survey, which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Upon enrollment, parents complete a Student Residency Form which is used to identify homeless students. The Federal Programs Director uses Alabama State Department of Education and Federal regulations and definitions to identify homeless students. The school counselor and/or principal identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Cold Springs K-8 School uses local school funds and supplementary community resources to provide homeless students with necessary school supplies, clothing, and other items as needed.

Cold Springs K-8 School provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. The referral coordinator and counselor track referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. A Multidisciplinary Eligibility Determination Committee convenes to determine the student's eligibility for special education services. If determined eligible, an Individualized Education Plan (IEP) team develops the IEP based on the results of the evaluations, the concerns of the parents, and the academic, developmental and functional needs of the child. To the maximum extent appropriate, special education students are educated with students who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Cold Springs Elementary School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Neglected/delinquent students are identified at Cold Springs K-8 School when contacted by school staff members, parents or outside sources, such as the Department of Human Resources. The school counselor and/or administrator identify possible needed services for neglected/delinquent students at Cold Springs Elementary School. The school counselor monitors student attendance, grades and ensures that neglected/delinquent students have access to additional services as needed, including food delivery, school supplies, and clothing. The school attendance officer works directly with the district truancy officer and the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible support services or other needs. Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, ELL, Special Education and at risk intervention.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

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.

State funded units provide classroom teachers. We are currently using Federal Title I funds to provide approximately 1.97 teacher units. The state of Alabama allocates monies for textbook purchases which are supplemented by funds from the district. The state of Alabama also allocates instructional supply money for each teacher unit. By using the teachers and instructional supplies strategically, Cold Springs K-8 achieves its school-wide 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)?

Cold Springs K-8 School benefits from grant monies obtained by the Cullman County Sheriff's department which provides a resource officer for our campus. In addition to monitoring campus safety, the officer provides instruction through the DARE program to teach students about the prevention of substance abuse, bullying, and violence. We currently have a full time counselor and through grant monies the district has provided additional support services through a full time social worker which serves the district. Cold Springs Elementary meets nutritional needs of our students through the Child Nutrition Program, which serves breakfast and lunch, daily. We also coordinate with community resources such as the Alabama Credit Union's program "Secret Meals" to provide supplemental foods for students from economically disadvantaged families.

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

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

Cold Springs Elementary K-8 monitors the implementation of the school-wide program at least once per semester when the leadership team participates in classroom visits and walk-throughs which focus on strategies and actions identified in the improvement plan. The faculty meets annually to review its previous goals and modify or develop new goals based on state and local assessments.

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?

The faculty and staff meets annually to analyze state assessment data (i.e. Scantron Performance Series, DIBELS, etc.) and local data (Scantron Achievement Series Reading, Math & Science) to identify areas of strength and areas in need of improvement. Strategies and actions are developed to address the needs identified.

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?

Cold Springs Elementary determines the effectiveness of its goals and plans through constant monitoring. Student progress is monitored using Scantron Performance Series assessment 3 or more times per year for grades 1-8 and DIBELS assessment is conducted 3 or more times per year to assess progress of kindergarten students. Additionally, students are assessed using Scantron Achievement Series for Benchmark Assessments. Annual state assessments are reviewed and the data is analyzed to determine which goals from the previous year have been met. Changes to the plan are based on the information reviewed during this time. Goals/standards which are not met will continue to be a focus on the school-wide improvement plan.

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?

When the faculty and staff of Cold Springs Elementary meet annually, they review the state's assessment data as well as the local assessment data to determine which goals were achieved and which goals continue to be areas in need of improvement. At this time, the faculty determines instructional strategies which will address those needs. The Leadership Team meets to conduct walk-throughs and to determine how well the school met its organizational goals and what, if any changes need to be made.

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.	29.04

Provide the number of classroom teachers.

29.04

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1458697.0

Total1,458,697.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	88896.0

Total 88,896.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total0.00

Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	30588.0

Total 30,588.00

Librarian

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

Provide the number of Librarians.

1

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

Total 45,204.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total 0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total0.00

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.	9462.0

Total 9,462.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2839.0

Total2,839.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total0.00

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.	16908.0

Total16,908.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3032.0

Total3,032.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	118898.0

Provide a brief explanation and breakdown of expenses.

T-1 (117015.00)

P/I (1883.00)

1100 - Teacher = 2 FTE = 1.97 Salary and Benefits (010),(200 - 299) = 116784.33

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

1100 - Classroom Materials and Supplies - (400 - 499) = 230.67

1100 -SPUR Aide (319) = 0

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

(413) = 1883.00

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

(300 - 399) = 0

Title 1 A School Improvement (Focus School) - Classroom Materials and Supplies

Other Student Services = ABE - 0

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

On August 27, 2018 at 6:00 pm, Cold Springs K-8 School held its required annual meeting of Title I parents. Parents were notified of the meeting through (1) notes sent home with students, (2) public school calendar, (3) social media, (4) school website, and (5) the school handbook. To assist in providing the opportunity for all parents to participate and understand Title I and explain Title I requirements, including the 1% set aside, and the right of parents to be involved.

Topics that were discussed at this year's meeting are:

What it means to be a Title I School, The 1% set-aside

The LEA Title I Plan

The School Parental Involvement Plan School Parent Compacts

Requesting qualifications of your child's teacher

Notifications of teachers who are not highly qualified

The annual evaluation of the Parental Involvement Plan

The process for how all Title I parents may have involvement in the 1% set-aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA ad School Parental Involvement Plans and the Annual Evaluation of the LEA Parental Involvement Plan.

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))

Cold Springs K-8 will offer parent meetings are varied times. Our annual meeting is used to disseminate information regarding the development and review of the improvement plan. This meeting will be held at 6:00 pm in conjunction with our K-2nd Grade Parent Orientation. The second meeting will be offered at 3:30 pm for the convenience of those parents who work and were unable to attend the earlier event. There will be an end of year meeting to review the effectiveness of the plan. This meeting will be offered in the morning and afternoon, as well.

Cold Springs K-8 School involves parents in all aspects of its Title I programs. We have two parents plus a community representative who serve on decision-making committees and as contact persons for the Title I parents to answer questions about parental involvement and/or parents' rights. They keep parents informed of various committee work and receive input from other parents for committee decisions. They assist in evaluating the parental involvement plan, and revising as needed. These representatives assist in planning various parent involvement opportunities that will take place throughout the year. Then we remind parents through our web site, social media, SchoolMessenger phone cast system, and newsletters of involvement activities going on each month.

Cold Springs Elementary School believes in the benefit of constant open communication with parents. Monies allocated for parental involvement are used to purchase student planners, parent communication folders, and ink/toner cartridges and paper to produce the

newsletters. These items allow us to communicate on a regular basis with parents. We also keep in regular contact with parents via social media regarding important announcements, school initiatives, and positive ongoing achievements.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

At parent meetings throughout the fall (Title I Parent Night & K-2nd Orientation), Cold Springs K-8 School presents information about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about priority goals in reading and math. They also learn about how to schedule parent-teacher conferences to participate in decisions related to the education of their child. Parents also learn how they can give input to the development and revision of the improvement plan. Cold Springs Elementary addressed this at Open House on August 6, 2018.

The parents will be given the opportunity to meet with the teacher and discuss their role in the child's success during Open House. The first Title I meeting will include an overview of the continuous improvement plan, its academic and cultural goals, budget considerations, as well as, the opportunity to ask questions and voice concerns and suggestions for modifications. Parents will have continual access to students' grades and attendance on the website sti.home-k12.com (INOW Home Portal). Assignments are communicated through parent-teacher folders, student planners, school website, STIhome, and grade level newsletters.

The faculty of Cold Springs Elementary receives professional development regarding the value of parent involvement through professional readings, and discussions held at semi-monthly faculty meetings, grade level meetings, and /or data meetings. Parents are invited and reminded through SchoolMessenger phone cast, newsletters, social media and our web site of programs available.

The LEA provides a parent liaison when necessary to communicate with the parents of EL students and translate pertinent documents into native languages. Parents are provided the opportunity to receive all updates and important school documents in English and their native language. Cold Springs Elementary teachers correspond with the parents to provide extra resources as needed such as extra study pages and activities. Cold Springs Elementary School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. With the assistance and support from the LEA, Cold Springs Elementary School will provide full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand. All parent notifications, student handbooks, lunch forms, important school information, etc., are sent to parents of these children in Spanish. In addition Cold Springs Elementary has access to a parent liaison who is bilingual and who communicates with parents when necessary and is also available to mediate between school and parent.

Additional support for parental involvement will be developed at the request of the parents. Every effort is made to accommodate parents with disabilities. Handicapped parking is marked in all areas and handicapped ramps into buildings. All buildings including the gym and library are handicapped accessible.

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))

Cold Springs Elementary School revised its school-parent compact in 2013 and updated in 2018 to meet current federal guidelines.

Upon review of the parental involvement plan, the committee decided that the compact needed to be more in-depth and inclusive of teachers, parents and students. All parents are given a copy of the new compact. They are asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts are discussed with teachers at faculty meetings. Each teacher is given the responsibility to explain the compact to the students and obtain the students signatures. The teachers sign the compacts and house them in their classrooms for use during parent-teacher and/or student-teacher conferences.

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

In August and September of each year, Cold Springs Elementary School brings together its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all of the parents of the school and one community partner who represents local community and business interests. During the review process, all parents are notified of the meetings through notices sent home in newsletters, through social media, on the school's website and via the SchoolMessenger phone cast system.

During the annual Title I Parent meeting, parents are made aware that the plan is under review, that a copy of the plan is available for review in the library, the school office, and on our website and that parents have the right to give input regarding the revision of the plan. Parents will receive notice that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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

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

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

In conjunction with Cullman County Schools, Cold Springs Elementary shall provide materials and training to help parents improve their children's achievement.

Parent representatives will attend regularly scheduled training sessions at the district level and bring the training back to the local school and parents to support and foster parental involvement at Cold Springs.

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)

Cold Springs Elementary shall provide professional development to faculty and staff with the assistance of parents regarding the value of parental involvement and open communication. This will be accomplished through professional readings, discussions and two parent involvement nights. The first parent night will focus on elementary student performance and the second elementary night will focus on middle school student performance.

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)

Cold Springs Elementary School will provide materials and training to help parents understand and improve their children's achievement. We will provide explanations of testing results and grading reports, including how parents may help their child improve academically. Parents will also be oriented to standards-based grading for K-2nd graders. Parent representatives will attend training provided by LEA on topics relating to partnering with the school to improve student achievement. They will provide turn-around training to other Cold Springs Elementary parents.

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)

Cold Springs Elementary School shall disseminate information related to school and parent programs in a variety of formats, including but not limited to: SchoolMessenger phone cast system, newsletters, social media, school website, student planners and parent communication folders. The LEA provides a parent liaison when necessary to communicate with parents of EL students. Parents are provided the opportunity to receive all updates and important school documents in English and their native language.

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

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

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

Cold Springs Elementary School shall provide support for parental involvement upon request. Cold Springs Elementary has established parental involvement representatives to act as liaisons when necessary. School administrators, counselors, faculty and staff will provide opportunities and support upon parent request. Faculty members communicate with parents to determine and provide extra resources as needed.

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))

Cold Springs Elementary School provides opportunities for the participation of parents with limited English proficiency, parents and family members of migratory children and parents with disabilities. With the assistance and support of the LEA, Cold Springs Elementary provides information and school reports in a format and language that parents can understand. All parent notifications, student handbooks, lunch forms, important school information, etc. are sent to parents in their native language. In addition, Cold Springs Elementary has access to a parent liaison who is bilingual and who communicates with parents when necessary and is also available to mediate between school and parent.