



ACIP

Hayden Elementary School

Blount County Board of Education

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Hayden, AL 35079

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hayden Elementary is a third and fourth grade school with a student population of approximately 340. Although Hayden is a rural community with only a few businesses in the area, some growth in the business sector is beginning to occur. One unit was added to our school in the 2013-2014 school year to accommodate an increase in special education students with severe needs. Hayden Elementary School serves the needs of students living in/around the West Blount community. The current population of these areas is unknown because multiple zip codes are represented in the school zone and census data does not accurately represent the population for it. There is little diversity in the student population, with the majority being white. Free and reduced lunch percentages equal approximately 41% of the student population.

One of the largest challenges for this school and related community is the location and its related lack of services. In the past three years, an urgent care office has located in Hayden, providing more accessible medical care. Mental health services are limited and are a minimum of 30 minutes or more away. The closest public library is 15 minutes away.

The demographics for the school this school year are:

Male 169

Female 170

White - 333

Black - 3

Two or More Races - 3

Native Hawaiian or Other Pacific Islander - 1

School's Purpose

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

At the beginning of the 2014-2015 school year, the faculty and staff of Hayden Elementary school revisited the school's vision, mission, and beliefs statement. Although these still reflect our beliefs about teaching and learning, it was decided that a slogan to describe these things was needed so that the meaning could be conveyed in a few words. In the end, "Love, learn, lead" was chosen as a slogan to summarize the beliefs of our school. The vision, mission, etc., were left intact, but the slogan is used for the sake of simplicity, especially with students and parents.

Vision:

We are passionate about fostering a love of learning in students who will create a better world.

Although we are focused on quantitative data that shows student growth in academic areas, we are also very aware that a love of learning can not be represented by scores on an assessment. We continue to look for ways to make school an enjoyable place, and this is done through designing high-quality instruction with real-life application, as well as a focus on developing life-long habits, such as a love of reading. We offer many activities throughout the year, including theater and dance performances, our school talent show, fun activities such as a Native American Festival, Spring and Fall Festivals, Reading and Writing Celebration Week, Celebrations of Student Success in the Lunchroom, etc.

Mission Statement: Our purpose is to inspire students through learning to achieve their highest potential.

Every teacher at Hayden Elementary School has high expectations for student learning. Data is constantly assessed to determine if students are learning. Monthly meetings of the school's problem-solving team identify students of concern through screening assessments, grades, and behavior. Students and families are involved in this process. Plans are created, and feedback is given each month, or more often, depending on the student's needs. Behavior plans are used throughout the school with students who are struggling with behavior inside or outside the classroom. A "Wildcat Way" reward system has been created. It is used to express expectations for student behaviors and is used to reward students who demonstrate desired behaviors.

Our Beliefs:

- Teachers must be compassionate and passionate toward all students to inspire success.
- It is important for parents to be actively involved in their child's life.
- Learning is a life-long endeavor that happens in a variety of settings.
- Schools are integral parts of the community and must be safe, diverse, and challenging.
- Teachers have a responsibility to give their best to each child and help them discover their own self-worth.
- Students are unique individuals with varying interests and talents that require diverse instructional approaches.

These beliefs are seen in every classroom. Teachers prioritize relationships with students because they know that learning cannot take place if a positive relationship is not established. A huge effort is made to keep parents informed of what is going on with their child at school, ranging from class agendas and newsletters, personal phone calls and emails, Remind messages, the school's website and phone call system, as well as events that invite parents to participate in their child's learning. Recognizing that students learn in different ways.

teachers have increased their knowledge of learning styles and brain-based research to provide more effective instruction. Students are taught to analyze their personal learning style and recognize activities that maximize their learning potential. Students who need additional encouragement or support are identified and jobs around the school are given, whether it be morning announcements, afternoon helper duty, peer support, or student leadership.

Within our school we have private guiding beliefs that are referred to in our decision-making processes:

- What's best for kids comes before what's convenient for adults.
- Treat kids and their families how we would want schools to treat us and our kids.
- Building good relationships is essential to everything we do, everyday, and with every person.
- Assume good intentions but prepare for negative reactions.
- What we do affects forever; our actions should reflect it.

Discussions are held often to make sure that our faculty's response to students and parents reflect the spirit of our school and what we want to accomplish for students.

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.

Hayden Elementary School was recognized by the Blount County Board of Education and received Impact Awards for notable academic achievements in 2012, 2013, 2015, 2016, and 2017. Most recently, in 2018, our school was presented with a "Leading by Example" award for our focus on strengthening school culture, making students feel special with a sense of belonging and a joy of learning. The award also recognized our school's dedication to advocacy, rigor and student engagement through implementation of maker-spaces, coding, individualized learning, technology and celebration of student success.

Hayden Elementary has also implemented new opportunities for student activities after school over the past two years by expanding our student leadership programs. Our Junior Ambassadors are involved in many outreach opportunities including personal community service projects, working with elderly in community nursing homes, mentoring primary school students and serving as greeters at our local Chamber of Commerce Meetings. Our school has also implemented STEAM Teams where students have competed in area challenges. This past year, one of our STEAM Teams won in their 3rd-5th grade division. Finally, our school has also developed a Lego League where students enhance their engineering skills through regional competitions.

Fourth grade classrooms at Hayden Elementary are departmentalized. Some teachers focus on the areas of math and science while others focus on English/Language Arts and history. Departmentalization has produced more consistent instruction across the grade level. This has occurred primarily because of intense collaboration and peer support. Reading classrooms have recently developed a higher level of consistency with new standards. Reading teachers have collaborated to provide equity across reading classrooms and have developed units of study that incorporate resources that strengthen the overall reading program. Establishing consistency in reading and math has been an important culture shift in the school, with common lesson plans, projects, and assessments. The desire for consistency has to be balanced with the ability to adapt to individual classes and students' needs and learning styles.

Our third grade classrooms were departmentalized for a few years, but we have shifted back to self-contained classrooms after receiving transitional feedback from parents. Our parents were concerned about students having to transition from self-contained to departmentalization on top of a move from one school to another. This seems to provide a smoother transition for our students, plus it also allows teachers more flexibility with time and integration of content.

In the area of technology, the past few years have added a variety of new equipment. We have added many iPads, and one-to-one with Chromebooks throughout our school. Labs for fourth grade ELA for teachers and students. Every classroom is equipped with an ELMO document camera and a LCD projector. We are continually writing new grants to add more technology such as more iPads, Chromebooks and assistive technology such as voice projection devices.

School safety has increased dramatically within recent years with the addition of security cameras and a buzzer for the entrance of the school. New radios were purchased, and faculty and staff have increased their knowledge of emergency procedures. Tabletop scenarios were conducted with multiple agencies in the fall of 2015 and again in 2018. A safety committee was formed to make procedures across the school more consistent and effective. A panic button system was installed, and reliability measures were put in place to ensure student safety. The Office of the Attorney General of Alabama selected this school to receive an Award of Excellence for School Safety.

Additional Information

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

Several Hayden Elementary teachers were selected to be trainers for AMSTI, and they trained numerous teachers, both from Blount County and outside the school district, in AMSTI methods.

Hayden Elementary faculty and teachers continue to attend technology training and workshops. They are bringing this information back and applying it in their instruction. They continue to use and share new technology with their students and allow students to use the technology during class.

Our school has been working to increase student recognition over the past couple of years. Students are recognized for the positive things that they do in school. We are currently creating videos that spotlight quality teaching and learning in the classroom. These videos are shared with teachers, students, parents and community members through Remind, Twitter and the school website.

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.

At the beginning of the 2018-2019 school year, parents completed surveys which included a place for them to include their contact information and willingness to serve on school committees. Those names were used to ask for volunteers to serve on the school's Continuous Improvement Committee. The Committee selected one of those volunteers to serve on the Continuous Improvement Committee.

The school's Community Advisory Board, which is made up of community members, is provided periodic updates on activities at the school and invited into the school for events. A member of the Community Advisory Board is selected by the school's Continuous Improvement Committee to serve on the Board.

Faculty and staff were chosen to serve on the team for continuous improvement. Grade level teachers, resource teachers, and support staff representatives were chosen based on these volunteers.

Meetings of the continuous improvement committee are held at times agreed upon by all committee members. Communication is conducted through email and by phone.

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

Parent stakeholder group - Parent Courtney Hatchett - community parent partner

Community stakeholder group - Community businesses: Alfa Insurance, Chevron and Traditions Bank

Teachers stakeholder group - Grade level members were chosen as well as those representing resource team members.

Administration - principal

All of these members have attended meetings, discussed options, and voted on budgets and decisions regarding the direction of the school.

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 full improvement plan, and a summary of the plan, were communicated through the school's website. A summary was distributed to all faculty and staff, as well as committee members. Although the progress is regularly communicated to committee members and faculty and staff, the process for the parent stakeholder and community stakeholder is less defined. Communication remains one of the larger challenges for the community as a whole, and that has been discussed as an issue for this type of process.

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	Data to date uploaded Loaded by Feeder Pattern and Individual School	Data to date MobyMax data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

The Scantron Performance Series for Reading and Math shows the majority of students on track for a minimum of 1 year's growth for each subject. Teachers' formative assessments and grades reflect most students are learning skills at grade-level or above to a high degree.

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

Students continue to show gains in both math and reading, as measured by Scantron Performance Series. Struggling students are monitored more closely through the RTI process, and interventions are used at increasing levels to improve student performance. Teachers continue to improve core instruction, which results in fewer students needing remediation and intervention. Based on student skill mastery reports sent to parents each nine weeks in math, teachers and students are more focused on skill mastery than ever before. A focus on training teachers to teach special education students and meet their needs more efficiently should result in higher performance for those students.

Which area(s) indicate the overall highest performance?

Scantron Performance Series reports continue to show strong gains in reading and math for most students. Other assessments, including teacher-made formative and summative, are used to guide instruction and remedial/intervention work with students. RTI students continue to show good improvement.

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

Poverty students continue to show very close performance with the general population. As a school, we have focused on increasing enrichment activities across the curriculum to address specific needs of poverty students. We actively address issues of need for all students, especially those living in poverty.

Between which subgroups is the achievement gap closing?

The number of special education students meeting benchmark are continuing to increase over time.

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

Scantron Performance Series data showed poverty students being close to non-poverty students' performance.

Areas in Need of Improvement

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

Special education continues to be a struggle, especially since we only have students for two years. It is hard to identify the correct interventions for students quickly, so we are working to improve communication and sharing of program materials with our feeder school.

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

After reviewing the national state report, there were not any recognizable negative trends. The state report will be continuously monitored once scores are released in order to recognize any performance decline.

Which area(s) indicate the overall lowest performance?

Special education students remain our lowest area of student performance.

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

After reviewing the national state report, there were not any recognizable negative trends. The state report will be continuously monitored once scores are released in order to recognize any performance decline.

Between which subgroups is the achievement gap becoming greater?

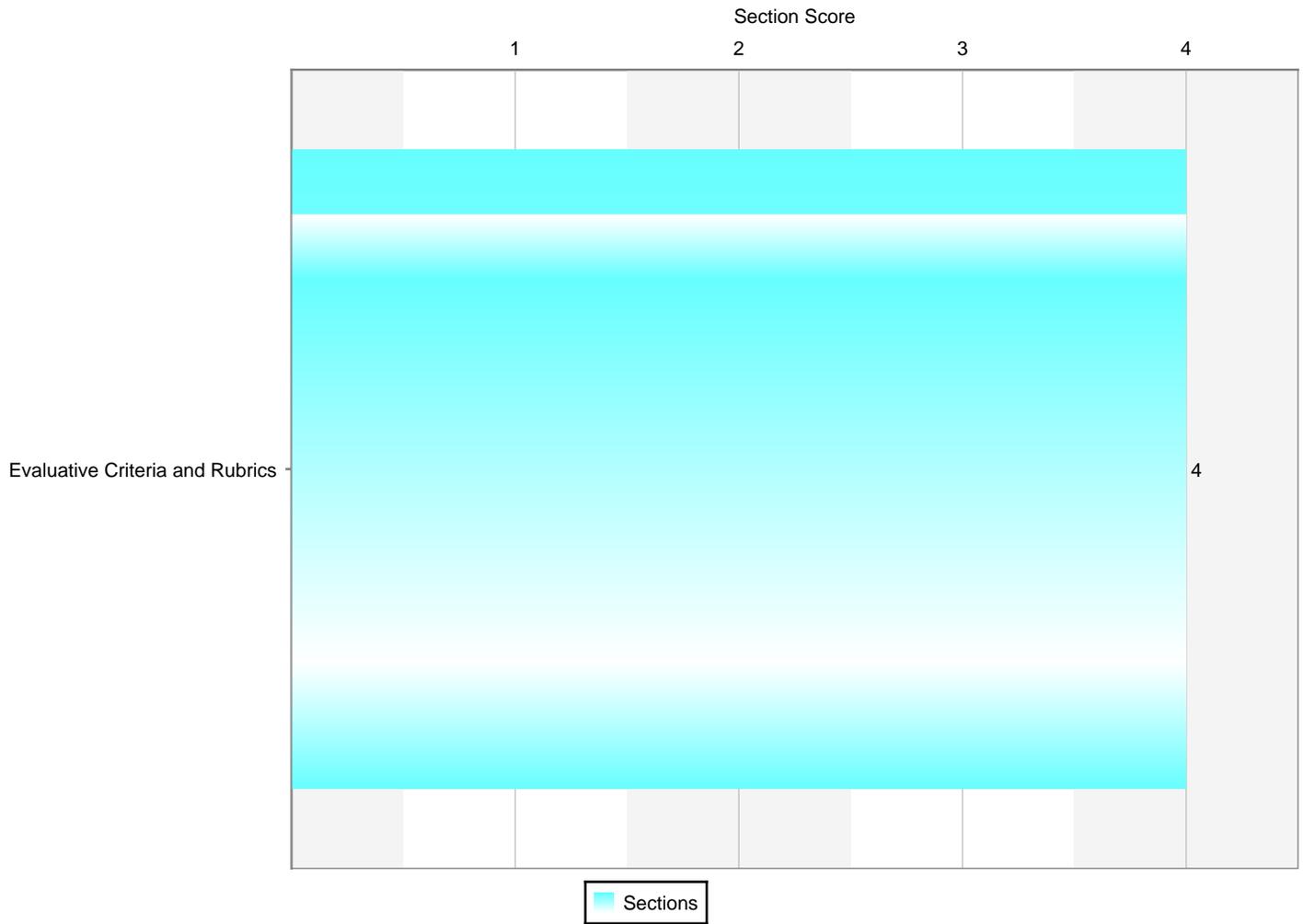
Special education students continue to be the largest group for achievement gap.

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

Special education students are consistently the subgroup across Blount County and the State of Alabama that is most difficult to reach and move upward in student achievement. Because of the severity of the students we have received, we are having to retool teachers to equip them in teaching these students.

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		CIP Minutes

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		BCS Discrimination Policy

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		Administrator Survey

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		BCS Family Engagement Plan

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		Compact

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	All faculty and staff at Hayden Elementary School will collaborate to improve parental involvement in partnership with District level support.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$6173
3	Academic Excellence	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$30056

Goal 1: All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/23/2019 as measured by ACCESS.

Strategy 1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category: Develop/Implement Learning Supports

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2019	\$0	No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2019	\$0	Title I Schoolwide	Regular education teachers

Activity - Support Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2019	\$0	Title I Schoolwide	ELL teacher

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2019	\$0	No Funding Required	EL teacher; regular education teacher, Administration
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Goal 2: All faculty and staff at Hayden Elementary School will collaborate to improve parental involvement in partnership with District level support.

Measurable Objective 1:

collaborate to improve parental involvement in grades 3-4 by 05/23/2019 as measured by parental involvement data..

Strategy 1:

District Partnership (Local Indicator) - All faculty and staff will work in collaboration with the District, utilizing the parental involvement funds (95% of 1% Title I allocation). =We work to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

Research Cited: Georgiou, S. N. (2007). Parental involvement: Beyond demographics. International Journal about Parents in Education, 1, 59–62

Activity - (Program Review) Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website. We engage parents in the following way: (1) Communication folders are sent home daily. (2) Social media sights such as Facebook and Twitter are used as additional communication. (3) Parents are invited to meet the teacher at beginning of the school year and to Parenting Day. (4) Parents are invited to attend field trips, Fall Festival, Spring Fling. (5) Parents are invited to Celebration. (6) Teachers communicate with parents via Remind App and Class Dojo. (7) Parents are invited to attend student showcases.	Parent Involvement	08/08/2016	05/23/2019	\$662	Title I Part A	District Level Parent Liaison
Activity - Medical Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Academic Support Program, Parent Involvement	08/01/2016	05/23/2019	\$5511	Title I Part A	Administrator, school nurse, all faculty
Activity - Transition to Hayden MS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth graders visit Hayden Middle in the spring to familiarize students with the campus and expectations of HMS. The students from HPS visit our school to help with their transition.	Behavioral Support Program, Academic Support Program	08/10/2016	05/23/2019	\$0	No Funding Required	Administration and Counselor
Activity - Student Engagement - Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in Celebration at HES. Celebration is used to recognize students for academic and behavior accomplishments. Celebration is also utilized to allow students to recognize teachers' helping them.	Behavioral Support Program	08/11/2017	05/23/2019	\$0	No Funding Required	Administration and Teachers
Activity - Stakeholder Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HES is reaching out to involve stakeholders in various activities, such as sponsorship of professional development, student activities, and classroom transformations that promote student engagement.	Community Engagement	08/09/2018	05/23/2019	\$0	No Funding Required	Administration

Goal 3: Academic Excellence

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students scoring 'Average High' or 'Above Average' on the appropriate Scantron Performance Series assessment.

Strategy 1:

Quality Tier I Instruction - Teachers will work to support all students growth in College and Career preparedness (CCR Standards) as measured by Scantron Performance Series.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) Alabama COLlege and Career Readiness Standards. (2) Knight, J. Unmistakable Impact: A Partnership approach to dramatically improving instruction, Thousand Oaks, CA: Corwin Press. (3) Vatterott, C. (2015). Rethinking Grading. ASCD

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize data to plan for quality instruction for all students using multiple data points. These data points include, but are not limited to, Educator Effectiveness self-reflections, Scantron, and individual student data. Based on information from our parent survey and teacher survey, teachers at HES will specifically focus on differentiated rigor for all student (supporting students who have not mastered standards, and enrichment for students who are ready to move forward). Resources to support instruction (copiers, paper, supplies, etc.) will be utilized.	Academic Support Program	08/11/2017	05/23/2019	\$11362	Title I Part A, Title I Part A	Teachers and Administration
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Activity - Intentional Technology Incorporation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be intentional about incorporating meaningful technology, as appropriate, into instruction to support the growth of skills and college/career preparedness (e.g., Chromebooks, Google Classroom, projectors, etc.).	Academic Support Program, Technology	08/11/2017	05/23/2019	\$2200	Title I Part A	Administration and Teachers

Activity - Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning for teachers will be supported by district instructional coaches (math, literacy, school improvement), our Curriculum Coordinators, AMSTI, outside professional development, and internal reflections with professional conversations. Specifically, OGAP Multiplicative was requested by our teachers and made possible through the support of AMSTI and our District Math Coach, the literacy coach is committed to serving our school exclusively one day per week for data meetings and instructional coaching, and the math coach surveyed teachers that will be supported upon request.	Academic Support Program, Professional Learning	08/11/2017	05/24/2019	\$0	No Funding Required	Administration, Teachers, District Coaching

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with Professional Development that supports the implementation of the school's vision. This includes visits to the Ron Clark Academy for our culture goal, participation in OGAP Multiplicative to support our Academic Goal, participation in a variety of data meetings, lesson studies, and more.	Professional Learning	08/09/2018	05/24/2019	\$16494	Title I Part A, Title I Part A	Administration and Teachers

Strategy 2:

Tier II and III Instruction - Teachers will partner with resource teachers, EL teachers, PST, and teaching teams to support intervention efforts at the classroom level (Tier II) and for Tier III. District coaches and teacher leaders support data meetings and support professional reflection. The school adheres to the BCS RtI Policy. Moby Max is used for Tier II and Tier III student learning support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. (2011). Taming the team. World Book, Inc. Chicago, IL.

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

ACIP

Hayden Elementary School

Grade level meetings, content level meetings, and PST are strong processes at HES and will continue to support student learning to help students master content and improve behavior. PST will follow the RtI process outlined in BCS policy including screening for dyslexic tendencies, parent notification, and referral for Tier III intervention, as needed (SPIRE, Mindplay). Additional student support is provided through use of Prodigy, Moby Max and Reading Plus.	Behavioral Support Program, Academic Support Program	08/11/2017	05/25/2018	\$0	No Funding Required	Teachers, PST, and Administration
Activity - Dyslexia Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As indicated by data, a contract tutor may be provided to support any student who exhibits dyslexic tendencies, through SPIRE.	Academic Support Program	08/09/2018	05/24/2019	\$0	Title I Part A	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction Support	Professional Learning for teachers will be supported by district instructional coaches (math, literacy, school improvement), our Curriculum Coordinators, AMSTI, outside professional development, and internal reflections with professional conversations. Specifically, OGAP Multiplicative was requested by our teachers and made possible through the support of AMSTI and our District Math Coach, the literacy coach is committed to serving our school exclusively one day per week for data meetings and instructional coaching, and the math coach surveyed teachers that will be supported upon request.	Academic Support Program, Professional Learning	08/11/2017	05/24/2019	\$0	Administration, Teachers, District Coaching
PST	Grade level meetings, content level meetings, and PST are strong processes at HES and will continue to support student learning to help students master content and improve behavior. PST will follow the RtI process outlined in BCS policy including screening for dyslexic tendencies, parent notification, and referral for Tier III intervention, as needed (SPIRE, Mindplay). Additional student support is provided through use of Prodigy, Moby Max and Reading Plus.	Behavioral Support Program, Academic Support Program	08/11/2017	05/25/2018	\$0	Teachers, PST, and Administration
Student Engagement - Celebrations	Students participate in Celebration at HES. Celebration is used to recognize students for academic and behavior accomplishments. Celebration is also utilized to allow students to recognize teachers' helping them.	Behavioral Support Program	08/11/2017	05/23/2019	\$0	Administration and Teachers
Transition to Hayden MS	Fourth graders visit Hayden Middle in the spring to familiarize students with the campus and expectations of HMS. The students from HPS visit our school to help with their transition.	Behavioral Support Program, Academic Support Program	08/10/2016	05/23/2019	\$0	Administration and Counselor
Stakeholder Outreach	HES is reaching out to involve stakeholders in various activities, such as sponsorship of professional development, student activities, and classroom transformations that promote student engagement.	Community Engagement	08/09/2018	05/23/2019	\$0	Administration

ACIP

Hayden Elementary School

Teacher Collaboration	General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2019	\$0	EL teacher; regular education teacher, Administration
EL Identification/Services Process	ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2019	\$0	ELL teacher; principal; regular education teachers.
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Service	Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2019	\$0	ELL teacher
Core Instruction	ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2019	\$0	Regular education teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core Instruction	Teachers will utilize data to plan for quality instruction for all students using multiple data points. These data points include, but are not limited to, Educator Effectiveness self-reflections, Scantron, and individual student data. Based on information from our parent survey and teacher survey, teachers at HES will specifically focus on differentiated rigor for all student (supporting students who have not mastered standards, and enrichment for students who are ready to move forward). Resources to support instruction (copiers, paper, supplies, etc.) will be utilized.	Academic Support Program	08/11/2017	05/23/2019	\$4400	Teachers and Administration

ACIP

Hayden Elementary School

(Program Review) Communication with Parents/Guardians	A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website. We engage parents in the following way: (1) Communication folders are sent home daily. (2) Social media sights such as Facebook and Twitter are used as additional communication. (3) Parents are invited to meet the teacher at beginning of the school year and to Parenting Day. (4) Parents are invited to attend field trips, Fall Festival, Spring Fling. (5) Parents are invited to Celebration. (6) Teachers communicate with parents via Remind App and Class Dojo. (7) Parents are invited to attend student showcases.	Parent Involvement	08/08/2016	05/23/2019	\$662	District Level Parent Liaison
Dyslexia Intervention	As indicated by data, a contract tutor may be provided to support any student who exhibits dyslexic tendencies, through SPIRE.	Academic Support Program	08/09/2018	05/24/2019	\$0	Administration
Professional Development	Teachers will be provided with Professional Development that supports the implementation of the school's vision. This includes visits to the Ron Clark Academy for our culture goal, participation in OGAP Multiplicative to support our Academic Goal, participation in a variety of data meetings, lesson studies, and more.	Professional Learning	08/09/2018	05/24/2019	\$12920	Administration and Teachers
Intentional Technology Incorporation	Teachers will be intentional about incorporating meaningful technology, as appropriate, into instruction to support the growth of skills and college/career preparedness (e.g., Chromebooks, Google Classroom, projectors, etc.).	Academic Support Program, Technology	08/11/2017	05/23/2019	\$2200	Administration and Teachers
Medical Services	A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Academic Support Program, Parent Involvement	08/01/2016	05/23/2019	\$5511	Administrator, school nurse, all faculty
Professional Development	Teachers will be provided with Professional Development that supports the implementation of the school's vision. This includes visits to the Ron Clark Academy for our culture goal, participation in OGAP Multiplicative to support our Academic Goal, participation in a variety of data meetings, lesson studies, and more.	Professional Learning	08/09/2018	05/24/2019	\$3574	Administration and Teachers

ACIP

Hayden Elementary School

Quality Core Instruction	Teachers will utilize data to plan for quality instruction for all students using multiple data points. These data points include, but are not limited to, Educator Effectiveness self-reflections, Scantron, and individual student data. Based on information from our parent survey and teacher survey, teachers at HES will specifically focus on differentiated rigor for all student (supporting students who have not mastered standards, and enrichment for students who are ready to move forward). Resources to support instruction (copiers, paper, supplies, etc.) will be utilized.	Academic Support Program	08/11/2017	05/23/2019	\$6962	Teachers and Administration
Total					\$36229	

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		Title I Parent Survey

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?

Parent and staff survey data indicated higher levels of satisfaction in the following areas:

1. Parents feel welcome at school and feel that teachers are available to discuss their child as needed.
2. Parents are knowledgeable about their child's report card and understand test scores.
3. Overall, parents are happy with the teachers' interests and cooperation in their child's academic progress.

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

Parent understanding of additional reading and math provided through Title 1 programs is currently at 70%. We contribute this rating to parents being more aware and informed of different programs that are available in both the classroom and at home.

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

No other feedback sources were used.

Areas in Need of Improvement

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

1. The parent survey indicates that parents are not aware of how to be involved in planning/review committees.
2. The parent survey indicates that parents are unaware of the school's referral program to community services outside of school.

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

Data does not show a trend in decreasing stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

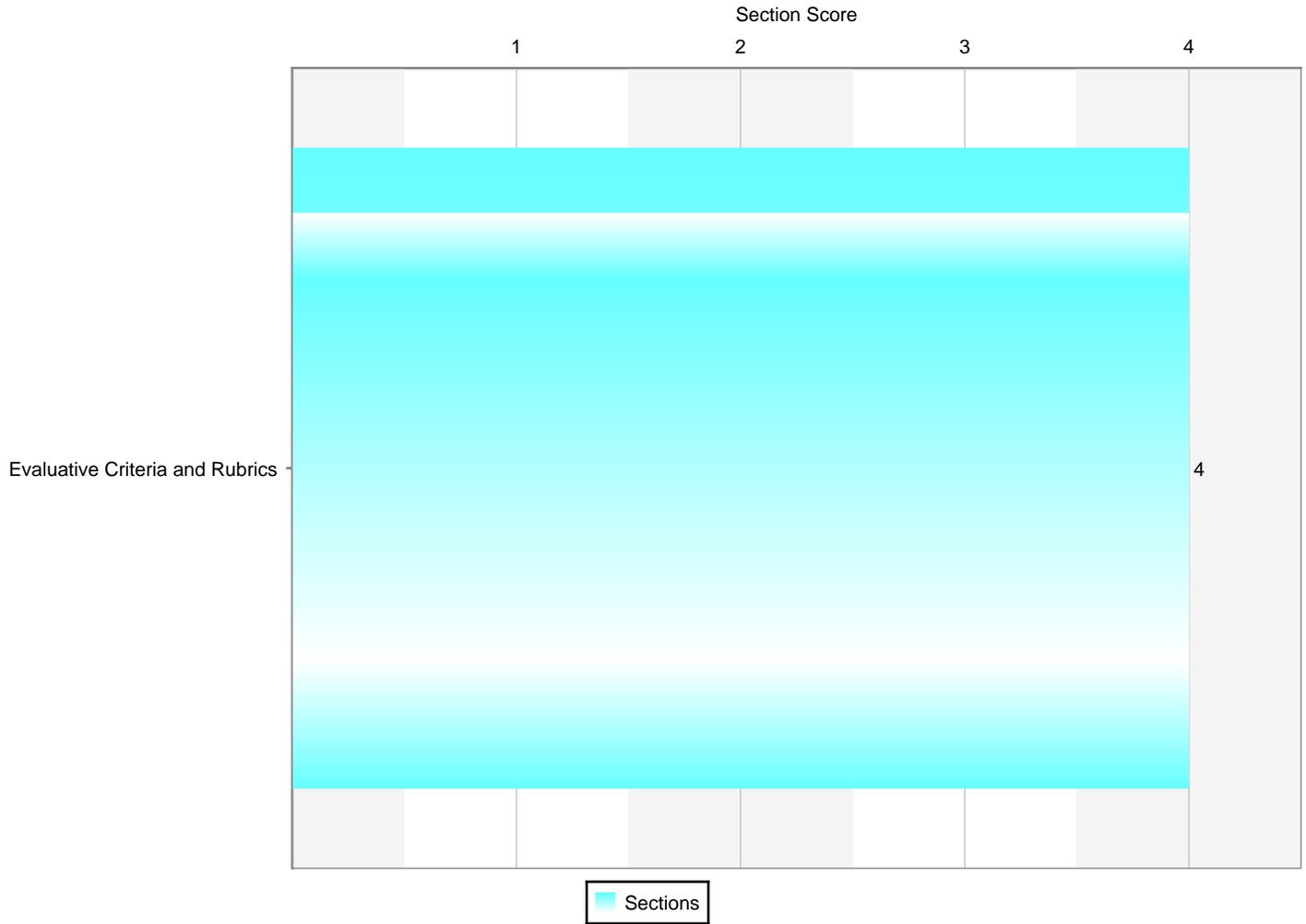
According to the parent survey, stakeholders feel welcome at Hayden Elementary. They feel that teachers are readily available to discuss their child's needs. The school needs to continue to work on improving parent involvement in planning/review committees. Parents understanding about Title 1 needs to increase.

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

All other stakeholder feedback is consistent with reported findings.

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?

A survey was given to all teachers in the spring regarding the effectiveness of the 2018-2019 CIP. These results were used by the Continuous Improvement Team to establish activities for this year's CIP. Administration and teachers review data frequently. Administration reviews school-wide benchmark data for reading and math. Departments meet quarterly to discuss assessments and use the data to drive instruction.

What were the results of the comprehensive needs assessment?

Teachers need to increase the rigor to better prepare students for the CCRS. Text complexity data continues to be an area of concern for Hayden Elementary. Scantron Performance Series data indicates some tiered support is needed in reading and math in order to fill deficiencies. Attendance and discipline data does not reveal any major areas of concern. Discipline incidents have significantly decreased due to effective behavior management approaches and positive reinforcements. Student advocacy goals were addressed during the previous year. As a result of our current CIP goal, we will continue to build upon these practices in order to increase student advocacy and recognition at our school.

What conclusions were drawn from the results?

Teachers need to go deeper with content, encouraging to students to apply their knowledge. Teachers need to create an environment where students actively share their thoughts, reasoning and ideas with their peers. Physical and online resources have been purchased to support ELA where the needs were the greatest. Students have been screened in reading and math. Deficiencies have been identified so that remedial instruction may be provided where needed.

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

Based on the strong assessment data in math and science, along with the efforts that are in place for remediation of foundational reading skills, Hayden Elementary will continue to implement the programs and instructional practices that are currently in place. In addition, we will continue to focus on grading practices and formative assessment of individual reading and math skills.

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

All of our strategies and action steps are written to increase the rigor for Tier I/II/III Reading, Tier I/II/III Math, EL, and Attendance. Teachers use benchmark data and progress monitoring data to analyze student progress and drive instruction. Teachers use Scantron Performance Series data to analyze deficiencies in their instruction. This data can also be used to compare our school to other schools that participated in similar assessments. Our school also uses math and reading screening tools to identify and address specific

student deficiencies that exist.

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

Teachers use multi-sensory language strategies to differentiate instruction to reach all types of learners. Teachers pull small groups and teach content through various strategies and interventions to close the gaps in core instruction. Hayden Elementary students receive Tier II and Tier III instruction based on data from formative assessments, Scantron Performance and SPIRE placement tests.

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

Hayden Elementary is a school-wide Title I school, so all of our goals are written to address the population of our whole school, particularly since almost half of our students live in poverty. In addition, all students who have identified deficiencies in reading or math are provided with opportunities to receive instruction in those specific areas.

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:

Academic Excellence

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students scoring 'Average High' or 'Above Average' on the appropriate Scantron Performance Series assessment..

Strategy1:

Quality Tier I Instruction - Teachers will work to support all students growth in College and Career preparedness (CCR Standards) as measured by Scantron Performance Series.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) Alabama COLlege and Career Readiness Standards. (2) Knight, J. Unmistakable Impact: A Partnership approach to dramatically improving instruction, Thousand Oaks, CA: Corwin Press. (3) Vatterott, C. (2015). Rethinking Grading. ASCD

Activity - Quality Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data to plan for quality instruction for all students using multiple data points. These data points include, but are not limited to, Educator Effectiveness self-reflections, Scantron, and individual student data. Based on information from our parent survey and teacher survey, teachers at HES will specifically focus on differentiated rigor for all student (supporting students who have not mastered standards, and enrichment for students who are ready to move forward). Resources to support instruction (copiers, paper, supplies, etc.) will be utilized.	Academic Support Program	08/11/2017	05/23/2019	\$6962 - Title I Part A \$4400 - Title I Part A	Teachers and Administration,

Activity - Intentional Technology Incorporation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be intentional about incorporating meaningful technology, as appropriate, into instruction to support the growth of skills and college/career preparedness (e.g., Chromebooks, Google Classroom, projectors, etc.).	Technology Academic Support Program	08/11/2017	05/23/2019	\$2200 - Title I Part A	Administration and Teachers

ACIP

Hayden Elementary School

Activity - Instruction Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning for teachers will be supported by district instructional coaches (math, literacy, school improvement), our Curriculum Coordinators, AMSTI, outside professional development, and internal reflections with professional conversations. Specifically, OGAP Multiplicative was requested by our teachers and made possible through the support of AMSTI and our District Math Coach, the literacy coach is committed to serving our school exclusively one day per week for data meetings and instructional coaching, and the math coach surveyed teachers that will be supported upon request.	Professional Learning Academic Support Program	08/11/2017	05/24/2019	\$0 - No Funding Required	Administration, Teachers, District Coaching

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with Professional Development that supports the implementation of the school's vision. This includes visits to the Ron Clark Academy for our culture goal, participation in OGAP Multiplicative to support our Academic Goal, participation in a variety of data meetings, lesson studies, and more.	Professional Learning	08/09/2018	05/24/2019	\$3574 - Title I Part A \$12920 - Title I Part A	Administration and Teachers

Strategy2:

Tier II and III Instruction - Teachers will partner with resource teachers, EL teachers, PST, and teaching teams to support intervention efforts at the classroom level (Tier II) and for Tier III. District coaches and teacher leaders support data meetings and support professional reflection.

The school adheres to the BCS RtI Policy. Moby Max is used for Tier II and Tier III student learning support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. (2011). Taming the team. World Book, Inc. Chicago, IL.

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As indicated by data, a contract tutor may be provided to support any student who exhibits dyslexic tendencies, through SPIRE.	Academic Support Program	08/09/2018	05/24/2019	\$0 - Title I Part A	Administration

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level meetings, content level meetings, and PST are strong processes at HES and will continue to support student learning to help students master content and improve behavior. PST will follow the RtI process outlined in BCS policy including screening for dyslexic tendencies, parent notification, and referral for Tier III intervention, as needed (SPIRE, Mindplay). Similar processes are used for referral to support in Dreambox, Tenmarks, and intensified teacher support.	Behavioral Support Program Academic Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Teachers, PST, and Administration

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:

Academic Excellence

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students coring 'Average High' or 'Above Average' on the appropriate Scantron Performance Series assessment..

Strategy1:

Tier II and III Instruction - Teachers will partner with resource teachers, EL teachers, PST, and teaching teams to support intervention efforts at the classroom level (Tier II) and for Tier III. District coaches and teacher leaders support data meetings and support professional reflection. The school adheres to the BCS RtI Policy. Moby Max is used for Tier II and Tier III student learning support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. (2011). Taming the team. World Book, Inc. Chicago, IL.

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level meetings, content level meetings, and PST are strong processes at HES and will continue to support student learning to help students master content and improve behavior. PST will follow the RtI process outlined in BCS policy including screening for dyslexic tendencies, parent notification, and referral for Tier III intervention, as needed (SPIRE, Mindplay). Similar processes are used for referral to support in Dreambox, Tenmarks, and intensified teacher support.	Behavioral Support Program Academic Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Teachers, PST, and Administration

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As indicated by data, a contract tutor may be provided to support any student who exhibits dyslexic tendencies, through SPIRE.	Academic Support Program	08/09/2018	05/24/2019	\$0 - Title I Part A	Administration

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:

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/23/2019 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category: Develop/Implement Learning Supports

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2019	\$0 - No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2019	\$0 - No Funding Required	EL teacher; regular education teacher, Administration

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2019	\$0 - Title I Schoolwide	ELL teacher

ACIP

Hayden Elementary School

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2019	\$0 - Title I Schoolwide	Regular education teachers

Goal 2:

Academic Excellence

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students scoring 'Average High' or 'Above Average' on the appropriate Scantron Performance Series assessment..

Strategy1:

Tier II and III Instruction - Teachers will partner with resource teachers, EL teachers, PST, and teaching teams to support intervention efforts at the classroom level (Tier II) and for Tier III. District coaches and teacher leaders support data meetings and support professional reflection. The school adheres to the BCS RtI Policy. Moby Max is used for Tier II and Tier III student learning support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. (2011). Taming the team. World Book, Inc. Chicago, IL.

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level meetings, content level meetings, and PST are strong processes at HES and will continue to support student learning to help students master content and improve behavior. PST will follow the RtI process outlined in BCS policy including screening for dyslexic tendencies, parent notification, and referral for Tier III intervention, as needed (SPIRE, Mindplay). Similar processes are used for referral to support in Dreambox, Tenmarks, and intensified teacher support.	Academic Support Program Behavioral Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Teachers, PST, and Administration

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As indicated by data, a contract tutor may be provided to support any student who exhibits dyslexic tendencies, through SPIRE.	Academic Support Program	08/09/2018	05/24/2019	\$0 - Title I Part A	Administration

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

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/23/2019 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category: Develop/Implement Learning Supports

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2019	\$0 - No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2019	\$0 - No Funding Required	EL teacher; regular education teacher, Administration

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2019	\$0 - Title I Schoolwide	ELL teacher

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2019	\$0 - Title I Schoolwide	Regular education 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.

Hayden Elementary follows Blount County School policy and provides all reports in the student's home language.

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

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

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	The counselor at Hayden Elementary is currently working on a degree in counseling and currently holds temporary certification in the area of school counseling.	

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

All teachers hired at Hayden Elementary are certified in the area in which they teach and are placed in teaching assignments where they have the most experience, training and expertise.

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?

We had two teachers who retired at the end of the 2017-2018 school year, along with a teacher who received a promotion within the district and a teacher who received a teaching position outside of the district. With our school being rather small, this calculates to an 16% teacher turnover rate for the previous school year.

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

Teachers with 0-3 years of experience: 20%

Teachers with 4-10 years of experience: 28%

Teachers with 11-20 years of experience: 32%

Teachers with 21-25 years of experience: 20%

Teachers with 25+ years of experience: 0%

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

Not applicable

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

Teachers review formative and summative data and use that information to determine the needs for professional development. For example, our math teachers found this year that our students have significant gaps in number sense. In turn, we invited AMSTI to come and deliver professional development to teachers in this area. In addition, because of the numerous students that we have with dyslexic tendencies, we have trained all of our teachers to use a multi-sensory approach to reading and math instruction.

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

Peer observations

Collaborative planning

Vertical planning

AMSTI specialist modeling lessons

Morphology training

Dyslexia training

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

Grade level and content meetings are held to assist new teachers at our school. In addition, new teachers who are inexperienced are assigned formal mentors who assist them with instructional and non-instructional practices within our school. Many informal mentoring relationships also exist throughout the school, particularly in areas where teachers have been assigned to content areas that they have not previously taught.

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

When teachers attend professional development sessions within or outside of the local school, it is expected that they will redeliver the learned content to their colleagues.

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:

All faculty and staff at Hayden Elementary School will collaborate to improve parental involvement in partnership with District level support.

Measurable Objective 1:

collaborate to improve parental involvement in grades 3-4 by 05/23/2019 as measured by parental involvement data..

Strategy1:

District Partnership (Local Indicator) - All faculty and staff will work in collaboration with the District, utilizing the parental involvement funds (95% of 1% Title I allocation). =We work to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

Research Cited: Georgiou, S. N. (2007). Parental involvement: Beyond demographics. International Journal about Parents in Education, 1, 59–62

Activity - Transition to Hayden MS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth graders visit Hayden Middle in the spring to familiarize students with the campus and expectations of HMS. The students from HPS visit our school to help with their transition.	Academic Support Program Behavioral Support Program	08/10/2016	05/23/2019	\$0 - No Funding Required	Administration and Counselor

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 regularly participate in data meetings to review these assessments and make decisions about instructional practices. The PLT looks for trends when they analyze specific data.

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?

The RTI process is used to determine students that need additional assistance in math and reading. School-based reading and math screenings were also done last year.

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?

Intervention is done throughout the school year as determined by student performance. Flexible grouping is also used within the classroom. Tier 3 is supported by an intervention block that was put in place last year and it is also supported by special education teachers that pull out students at this time.

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.

Extended school year services were provided as needed for struggling students. Summer camps were also hosted for students that provided enrichment activities, as well as, reading and math intervention.

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.

Special education students are carefully placed in environments that meet their needs and scheduling appropriate interventions and time for these interventions is a priority. Special education students are provided with additional time and resources. Homeless and economically disadvantaged students are prioritized and needs are met through a variety of resources, including school supply drives, Blount County Needy Children's Fund, The Lions Club, SightSavers, counseling, and medical resources. Migrant and ELL students are provided with assistance from the ELL teacher as appropriate. All teachers who work with migrant/ELL students collaborate on ways to improve these students' learning and to eliminate barriers.

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.

Our schoolwide program is driven by our continuous improvement process which is led by our Principal, School Leadership Team and monitored by our Blount County District Improvement Team. Through the identification of school needs, Reading, Math, and Culture Goals are developed.

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

The district generally coordinate and allocate these funds.

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

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

A district improvement team is assigned to each school.

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

We use Scantron Performance Series data for our end-of-year results because the state assessment results are not available at that time. We evaluate any data that is available. This year, we are using the Scantron Performance Series to evaluate students.

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?

Teachers use Scantron Performance and IEP goals to measure student achievement. This analysis of data is used to drive small-group instruction.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The CIP team meets to discuss and evaluate the school-wide plan. The team makes adjustments to ensure that the CIP plan meets the needs of the current school year.

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.	21.29

Provide the number of classroom teachers.

21.59

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1043090.0

Total

1,043,090.00

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.	80147.0

Total

80,147.00

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

Total

0.00

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.	27381.0

Total

27,381.00

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.	55466.0

Total

55,466.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7500.0

Total

7,500.00

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.	2250.0

Total

2,250.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13401.5

Total

13,401.50

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.	2403.25

Total

2,403.25

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	36230.0

Provide a brief explanation and breakdown of expenses.

662.00 - Family Engagement Newsletters and Communication

5511.00 - Health Services / School Nurse Supplement

11362 - Classroom Supplies and Instruction support

2200.00 - Technology upgrades

16494.00 - Professional Development (Ron Clark Academy and more)

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))

Our district Federal Programs Advisory Committee, which is made up of representatives from each school's ECIP team, meets two times per year to review a needs assessment, Title I plan and set-asides for the upcoming year. This committee voted to continue to combine school parental involvement allocations to provide a district Parental Involvement Specialist. This person will provide services to all Title I schools to heighten parent involvement through Title I annual meeting of parents, parent communications, and parent trainings at the Blount County Resource Center and/or local school.

An Annual Federal Programs Informational Meeting for all parents will be held in each school prior to September 30. The district Parent Involvement Specialist will provide a PowerPoint Presentation which explains the District Set-Asides, with emphasis on the 1% set aside for Parent Involvement. The presentation will also cover the Title 1 requirements, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education and as a volunteer at the school. A handout will be provided for all attendees to share opportunities for parents to be involved in events at school. All attendees will be provided with an opportunity to obtain a full copy of the presentation.

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))

The leadership and staff of Hayden Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Hayden Elementary School believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision-making is as follows: We have a parent involvement liaison who has been trained on Title I, Part A, parental involvement, and parents' rights. He or she serves as a representative on decision-making committees and as a contact person for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. He or she assists in evaluating the parental involvement plan, and he or she assists in training other parents to be parent leaders. Title I parents are introduced to the parent liaison at the annual meeting of Title I parents at the beginning of the school year. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the year. Then we remind parents through the website, Remind 101 app, and by sending notes home of involvement activities going on each month. Through this, we hope to help parents better understand ways to help their children with everyday stress.

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)(2)(3))

1116(c)(4)(A)(B)(C))

At parent meetings throughout the fall, Hayden Elementary 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 and are reminded about how they can participate in decisions related to the education of their child. We presently have one ELL student. If an interpreter becomes needed, it will be provided at all Title I meetings to communicate with parents. In addition, documents are provided, to the extent practicable, in Spanish.

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))

Hayden Elementary School revised its school-parent compact to meet new guidelines. The School-Parent Compact was reviewed, and a change was made regarding parents having the opportunity to volunteer and participate in school activities. All parents are given a copy of the compact. They will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in their classrooms for use during parent-teacher and/or student-teacher conferences. During parent conferences, teachers, parents, and students discuss the compact. Parents are given a copy of the compact to take home for future reference. Meetings are scheduled throughout the year with parents to share strategies and methods for improving student academic performance.

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

In the fall of each year, Hayden Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There is a parent on the Committee who represents all the parents of the school. During the review process, all parents are notified of the review through notices sent home in parent communication folders. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the office and on the school's website, and that parents have the right to give input regarding the revision of the plan. The notice also states 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)

Parents are sent letters explaining student test scores (ASPIRE), as well as diagnostic assessments (Scantron). Parents are encouraged to bring questions to the school principal for additional explanation and help. Students are taught in 4th grade to begin analyzing their own test scores, and this information is also sent home to parents. Meetings with parents that occur throughout the year address student achievement. Progress reports are sent home mid-term of every nine weeks to inform parents of their child's grades. Parents may request conferences with teachers, counselor, or school administrator on an as-needed basis. Teachers initiate conferences if concerns arise with a student. Parents are asked to attend a minimum of one parent/teacher conference a year. Hayden Elementary School will hold a mandatory annual Title I parent meeting at the beginning of the school year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

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)

At the local school level, tools to help parents work with their children to improve achievement are offered, such as additional reading passages, supplemental review materials, math strategy handbooks, as well as the website offering videos, reviews and game activities to reinforce the skills that are being taught in the classroom. More resources are offered through the school system via the Blount County Resource Center, including technology classes, literacy training, materials, and special programs focused on improving literacy and skill development. Hayden Elementary's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our schools identified goals. Staff are trained to assist parents and treat them in kind and respectful ways. Creating a culture of welcome and acceptance is critical to this. Parents are asked to participate in a variety of ways with school programs, community outreach, and parent assistance programs. The LEA Parent Involvement Specialist meets with each principal during the first weeks of school to review their school's goals for parent involvement, make suggestions and identify Federally mandated requirements for the school and LEA. The Specialist, under the direction of the Parent Advisory Council, attempts to provide activities, training sessions and materials that benefit the parents and support the activities provided in each individual school. Hayden Elementary School will continue to work with its teachers through in-service sessions, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and those parents are our partners.

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)

Although we encourage parents to fully support the education of their children, we do not currently house a parent resource center on campus. Until such funding exists for a school-based parent resource center, the county's resource center is centrally located in Cleveland at the Blount County Resource Center, where parents can check out books and materials to learn more about their child, and help their child's achievement improve. Parents are invited to participate on a daily basis through volunteering and Reading Buddy programs. Parents are also solicited to participate with our Native American Festival, Fall Festival, and Spring Fling enrichment activities, as well as other activities that promote learning and parent involvement. Information regarding parent involvement programs through the Blount County Board of Education Resource Center is distributed, which includes classes and resources for parents to become more knowledgeable and more involved with their child's education. Parent input is sought on various issues, such as a school-wide homework policy.

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)

Parents are notified in a variety of methods, including notes and flyers sent home, the school's website, the school's e-mail list, the school's marquee, Remind 101 app, and calls made through the calling system.

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)

We partnered together with the other schools in the system without a grade 12 to develop a system-wide family engagement plan. This included meeting with families quarterly to discuss the understanding of student data, volunteer opportunities, weekly communication

methods, and encouragement of parent participation through surveys and school events.

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))

We currently have one ELL student. All efforts are made to include any of these individuals and make information and reports accessible to them in their native language or through the use of technology that translates English to another language. Plans exist in the CIP in preparation for any additional EL students who may join the student body of Hayden ES. Parents with disabilities are accommodated in whatever means necessary, whether they have a learning disability, mental retardation, or a physical disability (such as being confined to a wheelchair). Assistance is given as needed. For instance, if a parent or guardian cannot read information sent home, school personnel will read and explain the information to them. For parents who have physical disabilities, accommodations are made to ensure that they have access to any and all parts of the school program, including preferential seating.

Translators and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible including our local school. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Resource Center, with a direct phone line (Spanish speaking voicemail), offering a wide variety of supports which also include the following:

- Translating and support at all events including I.E.P. meetings and school functions
- Translation of all written materials including Parent compacts, student handbook, newsletters, home-to-school connections, progress notes, report cards, etc.
- Home visits to encourage school attendance and respond to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aide, school supplies, etc.)
- Pre-K support and enrollment through KidCrafters (support for parents of Pre-K students at the Blount County Resource Center), and Headstart programs (multiple locations)
- Outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant students of support services, etc.)
- Professional Development for teachers to better serve students
- Grade monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students
- Information provided to parents about student options for College and Career Readiness (Career Tech, AP, ACT testing support, Scantron testing support, dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.)
- Family Literacy activities