



ACIP

Ridgecrest Elementary School

Huntsville City Schools

Ms. Denine Matthews
3505 Cerro Vista
Huntsville, AL 35805

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	20

ACIP Assurances

Introduction 22

ACIP Assurances 23

2018-2019 ACIP Goals & Plan

Overview 25

Goals Summary 26

- Goal 1: Prepare and support teachers and leaders to graduate digitally fluent college and career-ready students. . . . 27
- Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. 27
- Goal 3: Engage and Empower the Learner Through Technology 28
- Goal 4: Increase Math Achievement and Growth 29
- Goal 5: Ridgecrest Culture and Climate 31
- Goal 6: Increase Reading Achievement and Growth 34
- Goal 7: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year. 37
- Goal 8: Increase ELL Proficiency 39
- Goal 9: Professional Development 40
- Goal 10: Advising and/or Mentoring 42

Activity Summary by Funding Source 44

Stakeholder Feedback Diagnostic

Introduction 54

Stakeholder Feedback Data 55

Evaluative Criteria and Rubrics 56

Areas of Notable Achievement 57

Areas in Need of Improvement 59

Report Summary 61

Title I Schoolwide Diagnostic

Introduction..... 63

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 64

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 67

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 96

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 97

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 98

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 99

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 100

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 101

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 103

Component 10: Evaluation (Sec.1114(b)(3))..... 104

Coordination of Resources - Comprehensive Budget

Introduction..... 106

FTE Teacher Units..... 107

Administrator Units..... 108

Assistant Principal..... 109

Counselor..... 110

Librarian..... 111

Career and Technical Education Administrator..... 112

Career and Technical Education Counselor..... 113

Technology..... 114

Professional Development..... 115

EL Teachers..... 116

Instructional Supplies..... 117

Library Enhancement..... 118

Title I..... 119

Title II..... 121

Title III..... 122

Title IV..... 123

Title V..... 124

Career and Technical Education-Perkins IV..... 125

Career and Technical Education-Perkins IV..... 126

Other..... 127

Local Funds..... 128

Parent and Family Engagement

Introduction..... 130

Parent and Family Engagement..... 131

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?

Ridgecrest Elementary School is a Title 1 school located in southwest Huntsville, Alabama. Ridgecrest sits near the historic mill section of Huntsville. Mill housing, in the form of duplex housing, still exists today. Other types of housing within our zone include small houses, typical middle-income houses, and a variety of apartment complexes. There are several churches, grocery stores, fast-food establishments, and restaurants in the surrounding area.

With the recent rezoning efforts by the Huntsville city school district, Ridgecrest's student population has grown precipitously. Our current enrollment is 571 students, up from about 450 over the last five years. This enrollment includes Pre-K through Fifth Grade. All students at Ridgecrest receive free breakfast, lunch, and dinner. A unique feature of Ridgecrest is an increase in diversity among our students. Our student population ethnic make up is 36% Black, 18% White, 45% Hispanic and 1% other. Student enrollment of Hispanic and other ethnic populations has grown over the years. This is evidenced by the growth of the English Learners (EL) at Ridgecrest. In 2014, 119 students were identified as ELL students. We currently have about 154 students that have been identified as English Language Learners.

The personnel at Ridgecrest consists of 47 certified teachers with 33 being classroom teachers. Ridgecrest has 14 paraprofessional staff members who assist with instruction. The Ridgecrest faculty includes an Assistant Principal, Library Media Specialist, School Counselor, Reading Specialist, Curriculum Specialist, Gifted and Talented Teacher, EL Teacher, and School Nurse. Additionally, Ridgecrest employs a part-time EL tutor and five intervention tutors.

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.

Vision: The vision of Ridgecrest Elementary School is to provide instruction that is designed to help each student develop intellectually, socially, physically, and emotionally in order to reach his/her fullest potential.

Mission: Our mission is to instill a life-long love of learning in each student. We pride ourselves on the importance of academic achievement by developing programs that provide positive motivation for students to want to learn.

Ridgecrest Elementary has struggled to meet the state requirements on the state's SCANTRON assessment.

We consistently monitor our students' growth towards meeting and exceeding their goals through a variety of formal and informal assessments. Some of those assessments include: Scantron, STAR Early Literacy, Reading, and Math (PreK-Fifth grades), DIBELS (kindergarten-first grades), standards checks, and formative classroom assessments. This data is used to identify students who are on track for proficiency and students who require additional intervention to meet their goals.

The teachers at Ridgecrest have the knowledge and experience base to move students from non-proficient to proficient and from proficient to advanced. Teachers collaborate weekly through grade-level planning meetings and also monthly through grade-level data meetings with a goal of analyzing student data to guide instruction. They implement small group instruction in reading and math using research-based strategies from the Alabama Reading Initiative (ARI) and the Alabama Math, Science, and Technology Initiative (AMSTI). Intervention tutors are used to assist students with their learning needs. Teachers continually monitor student learning through formative assessments and informal assessments and adjust instruction as needed.

We have many student support programs and services. We have three collaborative teachers who collaborate with regular-ed teachers and provide services to our special population. Two teachers, one full-time and one part-time, provide support for our English Learner (EL) students. We also have additional Spanish speaking volunteers who work with our students and teachers to help increase community involvement. Ridgecrest maintains five interventionists who work with students who struggle with reading as well as numerous community volunteers who visit the school regularly to read with our struggling students.

Our school ensures community/parent involvement in a variety of ways. At the beginning of each school year, Ridgecrest provides students with a Parent/Student Handbook. Parent, Student, Teacher compacts are signed every year and kept in each teacher's room. All teachers send home weekly newsletters. Newsletters vary by grade level and include pertinent information for parents, such as: weekly standards, spelling words, upcoming tests, field trip information, upcoming PTA meetings, and parent activities. A weekly newsletter from our principal and administrative team is provided to our teachers. Teachers use this newsletter as a basis for their newsletters to include upcoming events, reflections on past events, notes from our principal, and other important information.

Ridgecrest utilizes various technological means to communicate with parents and the community. Schoolcast is a phone notification system provided by Huntsville City Schools that uses a computerized system to call parents and inform them of upcoming school activities, school cancellations, early dismissals, or other school information. Ridgecrest also uses our school website, email, Twitter, and Facebook to disseminate important information to our parents and stakeholders.

During school hours, other staff members, parents, stakeholders, and mentors are able to communicate via email or by leaving notes in a staff member's mailbox. Regularly scheduled faculty meetings, data meetings, grade-level team meetings, and PTA meetings are held to pass on other pertinent information to include assessment information and strategies for improving student performance.

We implement the Character Education program provided by Huntsville City Schools. Our school counselor includes this in her lessons. In addition, we utilize Ridgecrest Positive Behavior Intervention Support acronym throughout the school and reward students who display those traits. RES PBIS Acronym:

* S - Show Pride and Respect

* O - Obtain Goals

* A - Act Responsibly

* R - Remember Safety

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.

Notable Achievements:

*Outstanding parental support

Areas of Improvement in last three years:

*Academic improvement in the area of mathematics

*One of the major challenges our school faces is the continued growth of our English Learner population. In 2014, we had 119 EL students. This year our EL population represents 45% of our student population.

*We also work closely with the Second Mile Development-Title I School Parent Initiative. We have a school representative that conducts monthly parent parties. During these parties, parents socialize and discuss various ways they can support their child's education at home. This is a way for parents to share and network with one another regarding issues that may arise at home or at school.

*A parent involvement coordinator has been hired with our Title I money to provide additional support to our parents.

Areas of Improvement in the next three years:

* Improvement in the area of student engagement

* Improvement in the area of reading

* Building teacher capacity

Additional Information

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

Ridgecrest Elementary is very proud of our use of integrating technology into every area of learning. We use technology for interactive learning and for instructional resources. Each classroom is equipped with a Promethean interactive whiteboard, document camera, laptop, LCD projector, and software. This technology allows teachers to create and present lessons, display information, create graphic organizers, and integrate software applications. Teachers integrate technology daily through the use of interactive flipcharts, videos, and educational websites to engage the 21st century learner.

Instructional response systems, including ActiVotes and ActivExpressions, are used to enhance student learning and to provide teachers with immediate feedback in order to differentiate instruction. Teachers use STAR Enterprise data to create and assign practice probes that address individual student needs. Students utilize an electronic self check-out system in our library. Accelerated Reader and Accelerated Math are used to promote, practice, and reinforce reading and math standards.

Ridgecrest maintains an award winning outdoor classroom. This outdoor classroom has a small vegetable and herb garden, numerous varieties of flowers and ornamental plants as well as a small fish pond with fountain. Teachers are able to utilize this outdoor classroom to enrich their students' science learning. Ridgecrest is also a Weather Bug site with WHNT.

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.

We engage our parents through our Annual Title I meetings, Parent Parties, Parent/Teacher Conferences, etc. Ridgecrest holds several meetings throughout the year to keep parents engaged in the improvement process. These meetings include, but are not limited to: Title I budget, parent compact revision, and our parent engagement plan. Parents, grade-level lead teachers, and the administration team will be involved during the development of the improvement plan.

Stakeholders were selected based on their involvement and ability to implement the improvement plan and their knowledge of the school and its resources. Teachers are involved in making decisions regarding the use of academic assessments and achievement. The assessments are used to determine gaps in the curriculum and instructional practices and strengths and weakness of students.

Parents and community members assist in the development of the improvement plan. Flyers are sent home inviting parents to participate in updating the improvement plan and other school documents. Meetings to discuss the school improvement plan, areas of need, students' academic needs, and instructional practice were scheduled at the convenience of the parents. These meetings are held in the spring of each school year, where documents are reviewed, discussed, and updated based on parent and community member input.

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

Parents, teachers, and administration are all represented on the team that develops the improvement plan. All members are responsible to aid in the development of the plan and any updates that are required.

Stakeholders are represented by administration, curriculum specialist, reading specialist, library media specialist, GATE Teacher, counselor, EL Teacher, system's technician, teachers from grades kindergarten through 5th grade, parents, and community members.

The following are various ways that teachers make decisions that guide instruction: (1) Teachers meet weekly in grade level meetings to assess data and adjust instruction to ensure academic success in student performance from assessment data. (2) Problem Solving Team (PST) members evaluate data collected on referred students to determine if there are any indicators that would warrant more in-depth testing or referral for special services. (3) Faculty members collaboratively study data and results of the state assessments to make instructional decisions.

Parents are involved through face-to-face ACIP advisory committee meetings and also through parent surveys. The meetings are scheduled at varying times to accommodate parent availability.

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

We communicate the plan to parents through various parent meetings and copies are available in the office and library. Teachers receive a copy of the plan, and it is discussed during faculty meetings. Information on the progress of our plan is communicated throughout the school year.

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		2018-2019 Assessment Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

ACCESS:

57% of 3rd grade students scored level 4 or higher in the area of Listening

95% of 4th grade students scored level 4 or higher in the area of Listening

60% of 4th grade students scored level 4 or higher in the area of Reading

71% of 5th grade students scored level 4 or higher in the area of Listening

* 51 students made adequate gains/cumulative growth progress based on Alabama ESSA Indicators.

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

ACCESS:

The areas of Listening and Reading show a positive trend.

Which area(s) indicate the overall highest performance?

ACCESS:

The areas of Listening and Reading were highest overall.

STAR:

The area of Mathematics was highest overall.

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

ACCESS:

Grades four and five show a trend toward increasing performance with 32% (fourth) and 45% (fifth) scoring 4.0 or better.

STAR Math:

Grades one and three show a trend toward increasing performance with a proficiency of 50% or higher.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between our English Language Learner (ELL) students and all other subgroups.

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

All of the above reported findings are consistent with findings from other data sources.

Areas in Need of Improvement

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

ACCESS:

Speaking and Writing are below the expected levels of performance in all grade levels.

Listening and Reading are below the expected levels of performance in grades K-2.

STAR:

Star Reading is overall below the expected level of performance.

Star Math in grades K, 2, 4, & 5 are below the expected level of performance.

Scantron:

Reading and Math are below the expected proficiency levels in grades 3-5.

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

ACCESS:

Speaking and Writing show a negative trend in performance.

STAR:

Star Reading shows a negative trend overall in performance.

Scantron:

Reading and Math show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

ACCESS:

Speaking and Writing show the overall lowest performance.

STAR:

Star Reading shows the overall lowest performance.

Scantron:

Reading shows the overall lowest performance.

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

Data shows Special Education students increasing in performance, but not at the same rate as other groups of students.

Data shows EL students increasing in performance, but not at the same rate as other groups of students.

Between which subgroups is the achievement gap becoming greater?

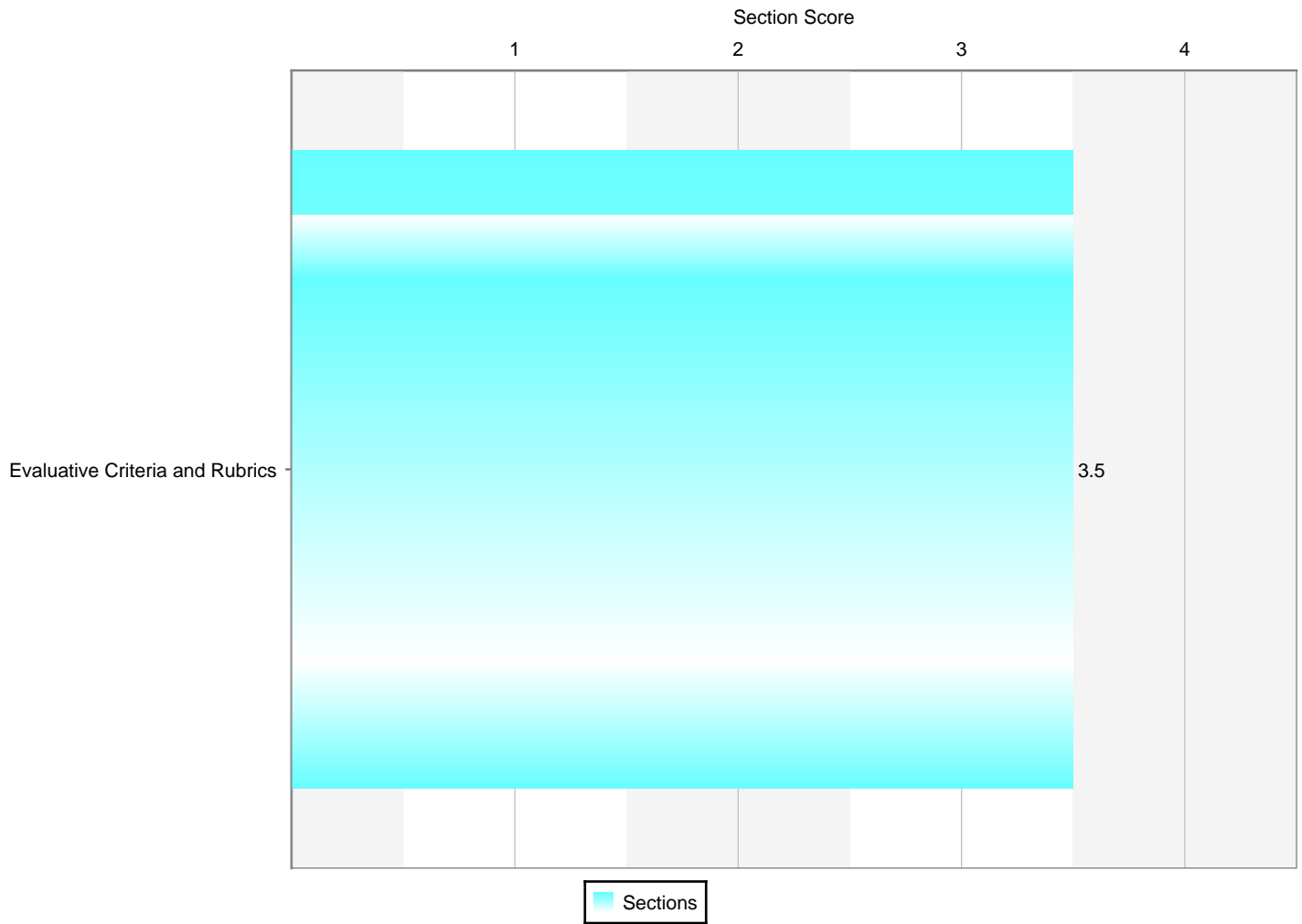
The achievement gap is becoming greater between our Special Education students and our general education students.

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

All of the above findings are consistent with findings from other data sources.

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		ACIP Leadership Sign In Sheet

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		HCS 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	Denine Matthews Principal 3505 Cerra Vista Dr. (256) 428-7380	Designated Employee

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		2018-2019 Parent and 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		2018-2019 School-Parent Compact

2018-2019 ACIP Goals & Plan

Overview

Plan Name

2018-2019 ACIP Goals & Plan

Plan Description

Plan to address academic and non-academic goals

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	Prepare and support teachers and leaders to graduate digitally fluent college and career-ready students.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$15000
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
3	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$25000
4	Increase Math Achievement and Growth	Objectives: 2 Strategies: 3 Activities: 8	Academic	\$99000
5	Ridgecrest Culture and Climate	Objectives: 3 Strategies: 3 Activities: 10	Organizational	\$26500
6	Increase Reading Achievement and Growth	Objectives: 2 Strategies: 4 Activities: 10	Academic	\$214000
7	To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Increase ELL Proficiency	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$21000
9	Professional Development	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$51000
10	Advising and/or Mentoring	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$10000

Goal 1: Prepare and support teachers and leaders to graduate digitally fluent college and career-ready students.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the use of digital resources and technology tools that will allow students to be successful in school, career, and adulthood in Career & Technical by 05/23/2019 as measured by classroom observations, final student projects, and the Alabama College and Career Ready Standards..

Strategy 1:

Technology Instruction/Training - Teachers and leaders, as well as school of education teacher and leader candidates and their faculty, will be prepared to use digital tools and resources in order to provide quality learning experiences so that their students graduate college-and career ready.

Category: Other - Technology Instruction

Research Cited: Scientifically Based Research

Activity - Technology Instruction/Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Technology coach will work with teachers to assist in the implementation of the HCS purchase tools/resources to support instruction.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$5000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist District Technology Coach
Activity - Technology Material/Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and resources (i.e. online tools and sites, high interest reading materials, etc.) will be provided to teachers and students to provide appropriate and needed support.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will collaborate to use digital tools to support a society of life-long learners in Career & Technical by 05/23/2019 as measured by the Alabama Technology Surveys, student interviews, digital readiness results, and network activity logs.

Strategy 1:

Technology - Services and network provided to all students supporting the district-owned devices - All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Research Based

Activity - Web-Based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize available web-based sites to reinforce and remediate concepts in math and reading. These programs include, but are not limited to eSpark, Accelerated Math, Starfall, DreamBox, Accelerated Reading, etc.	Tutoring, Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 3: Engage and Empower the Learner Through Technology**Measurable Objective 1:**

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the ability to show computer care and effective usage of the digital 1:1 technology both during the school day and while at home in Career & Technical by 05/23/2019 as measured by the students use of available technology and the number of work orders issued by the school..

Strategy 1:

Technology - Primary Standard 3.7 Develop and implement a comprehensive and long-range strategic plan to include resource management of professional learning, technology, finance, and human resources to support the system's purpose and direction.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Based Research

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

ACIP

Ridgecrest Elementary School

Technology materials and resources will be provided to teachers and students to provide appropriate and needed support. Teachers/Students will use available technology and web-based resources (eSpark, Dreambox, RenLearn, Scantron, I-Ready, Raz- Kids, Starfall, etc.) to accelerate and/or remediate skills and concepts.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$20000	Title I Part A	Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - Embedded Profesional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in technology resource training provided by the technology coach. Teachers will demonstrate use of technology curriculum resources during instruction. Students will also use resources on available devices.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$5000	Title I Schoolwide	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist District Technology Coach

Goal 4: Increase Math Achievement and Growth**Measurable Objective 1:**

100% of All Students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by STAR Math and/or Early Literacy.

Strategy 1:

Progress Monitoring - Teachers will progress monitor students, on a schedule based on student performance, to increase performance in the areas of STAR Math, and/or Early Literacy.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Bases Research

Activity - STAR Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - STAR Math Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Ridgecrest Elementary School

Grade 1-5 teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
---	--------------------------	------------	------------	---------	----------------	---

Strategy 2:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Mathematics utilizing Envision 2.0.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000	Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Resource/Material	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Resources, printing, and binding will be provided to teachers and students to provide appropriate and needed support within the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Academic Support Program, Direct Instruction, Technology	04/30/2019	06/28/2019	\$28000	Title I Part A	Teachers Principal Asst. Principal Reading Specialist Curriculum Specialist

Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by the Scantron assessment.

Strategy 1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on interferences.

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

Research Cited: Scientifically Research Based

Activity - Connected Practice Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in meaningful connected practice centers/stations.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$5000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Activity - DreamBox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement DreamBox and ensure all students utilize on a daily basis.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$1000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Activity - Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer all district initiative assessments as scheduled.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	\$0	Title I Part A	Teachers Asst. Principal Principal Curriculum Specialist GATE Teacher

Goal 5: Ridgecrest Culture and Climate**Measurable Objective 1:**

collaborate to decrease discipline infractions by 05/23/2019 as measured by total number of office discipline referrals, ILC, and out of school suspensions..

Strategy 1:

School-wide Discipline - Ridgecrest will implement a school-wide discipline system to address all discipline infractions to include the following:

1. Conduct discipline data meetings to identify trend and develop solutions
2. Provide classroom management professional development to teachers
3. Teachers will enter discipline infractions into BLOOM

ACIP

Ridgecrest Elementary School

4. Administrators will address discipline in a consistent and timely manner.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - Behavioral Learning Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Behavioral Learning Guide will be implemented to promote positive behavior choices. 1. District's Behavior Learning Guide to address discipline infractions 2. Ensure equity in utilizing the BLG 3. Restorative practice are utilized as indicated in the BLG 4. Provide BLG training sessions twice a semester (4 total) 5. Implement Class Dojo 6. Fun Fridays to recognize students with positive behavior through the week.	Behavioral Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Administration and Teachers
Activity - Recognize Positive Behaviors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administration/teachers will recognize a Student of the Week (for each grade level) and Teacher of the Year in order to highlight good behavior and instructional choices. Celebrations will take place to promote high quality instruction and support positive behavior.	Behavioral Support Program	08/06/2018	05/23/2019	\$0	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - HCS Character Word of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/students will implement the HCS character word of the month. Students will highlight the character word each day on the morning announcements.	Behavioral Support Program	08/06/2018	05/23/2019	\$0	Title I Part A	Teachers Principal Asst. Principal Counselor Curriculum Specialist Reading Specialist
Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ridgecrest students will participate in academic field trips to bolster student learning and promote a positive learning environment. Such trips will include offerings from Liberty Legacy, EarthScope, Green Team, and other similar groups.	Field Trip, Academic Support Program, Community Engagement	08/06/2018	05/23/2019	\$15000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

Activity - Advising/Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary Standard 2.4 Develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student academic progress and personal development.	Tutoring, Academic Support Program, Community Engagement, Behavioral Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Counselor

Measurable Objective 2:

collaborate to support and assist students in transitioning from one grade level to the next by 05/23/2019 as measured by student and/or parent participation in transition programs .

Strategy 1:

HCS Transition Programs - Parents and/or students will participate in HCS transition programs ("K for a Day", HCS transition to middle school).

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - K for a Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students entering HCS Kindergarten will participate in "K for a Day" program. Students will experience what it is like to be a kindergarten student for the day.	Parent Involvement, Academic Support Program, Behavioral Support Program	08/06/2018	05/23/2019	\$1000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Middle School Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor from Morris will come to the school to discuss middle school expectations with 5th grade students. Fifth grade students will travel to the Morris P-8 to tour the school and discuss academics and extra-curricular activities.	Extra Curricular, Academic Support Program, Behavioral Support Program	08/06/2018	05/23/2019	\$500	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor

Measurable Objective 3:

collaborate to increase student annual daily attendance from 94% to 95% by 05/23/2019 as measured by INOW attendance reports.

Strategy 1:

RES Attendance Task Force - An school attendance task force will be implemented to work on improving student attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - AAMU Football Games	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student who have perfect attendance prior to an Alabama A&M University football game will receive free tickets to the game.	Community Engagement	08/06/2018	05/23/2019	\$0	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor Attendance Task Force
Activity - Attendance Bulletin Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes with 100% attendance will be added to the bulletin board. Each additional day with perfect attendance classes will receive a sticker. The class with the most days of perfect attendance will receive a reward at the end of each nine weeks.	Other - Attendance Data Analysis	08/06/2018	05/23/2019	\$0	Title I Part A	Attendance Task force
Activity - Attendance Letters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with 2 or more absences will receive a HCS letter address attendance concerns.	Other - HCS Attendance Letters	08/06/2018	05/23/2019	\$0	Title I Part A	Teachers Principal Asst. Principal Counselor Attendance Task Force

Goal 6: Increase Reading Achievement and Growth**Measurable Objective 1:**

100% of All Students will increase student growth by 10% in Reading by 05/23/2019 as measured by STAR Reading, and/or STAR Early Literacy assessments.

Strategy 1:

Reading Intervention - Students performing below grade level will receive additional instruction from an intervention teacher.

Category: Implement Community Based Support and Intervention System

Research Cited: Scientifically Research Based

Activity - Intervention Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students identified through school data will receive additional instruction from an intervention teacher. Ridgecrest will employ retired teachers to maximize the impact on targeted students.	Academic Support Program	08/06/2018	05/23/2019	\$95000	Title I Part A	Principal, Asst. Principal, Reading Coach, Curriculum Specialist, Teachers, and Intervention Teachers

Strategy 2:

Progress Monitoring - Teachers will progress monitor students on a schedule based on student performance, to increase achievement in the areas of STAR Early Literacy, STAR Reading, DIBELS, and fluency.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Based Research

Activity - STAR Reading/Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade K-5 teachers will administer the STAR Reading/Early Literacy assessment to monitor student achievement on grade level skills.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialiaist

Activity - DIBELS/Fluency Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-1 teachers will administer DIBELS progress monitoring assessments and teachers in grade 2-5 will conduct fluency checks to determine student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy 3:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Language Arts by incorporating best practices instructional strategies and tiered instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - Resource/Material	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Classroom resources, printing, and binding will be provided to teachers and students to provide necessary and appropriate support in the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000	Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of all core teachers, including collaborative, will provide opportunities for students to read independently utilizing the Accelerated Reader Program to increase volume of reading.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Academic Support Program, Direct Instruction, Technology	05/28/2019	06/28/2019	\$28000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in English Language Arts by 05/23/2019 as measured by student growth on Scantron Reading Assessment.

Strategy 1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on interferences.

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

Research Cited: Scientifically Research Based

Activity - Implementation of Collaborative Classrooms and Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will fully implement the district's Collaborative Classroom and Reading Pathways, utilizing Tiered Instruction.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	\$15000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - eSpark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First and second grade teachers will implement eSpark, an ELA technology support program daily.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$1000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Activity - Reading Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer all assessments a scheduled and utilized data to guide instruction.	Academic Support Program	08/06/2018	05/23/2019	\$0	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 7: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/23/2019 as measured by completing the bi-weekly communication and the quarterly principal meetings with stakeholders.

Strategy 1:

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
 - a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.
 2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
 - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
 - b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
 - c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.
 - d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution’s parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

<p>a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.</p> <p>b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.</p> <p>c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.</p> <p>d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.</p> <p>• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.</p>	Community Engagement	08/06/2018	05/23/2019	\$0	Title I Part A	LEA and faculty of the school
---	----------------------	------------	------------	-----	----------------	-------------------------------

Goal 8: Increase ELL Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language in English Language Arts by 05/23/2019 as measured by the Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

Strategy 1:

EL Reading Intervention - At-risk EL students will receive additional instruction from an intervention teacher.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk EL students identified through school data will receive additional instruction from an intervention teacher.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy 2:

EL Instruction - An ELL teacher will analyze data, screen students, provide professional development and instructional support to ELL students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - EL Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL instruction will be provided to identified students to increase English proficiency.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher

Strategy 3:

Imagine Learning Technology Support - K-2 students will work on Imagine Learning on their HCS devices. Classroom teachers will collaborate with the EL teacher to establish time and frequency for each student who needs Imagine Learning instruction.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Research Based

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in Imagine Learning computer based program.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$1000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 9: Professional Development

Measurable Objective 1:

collaborate to adopt systemic instructional best practices with focused staff development, monitoring, and, support to teachers on the implementation of these practices by 05/23/2019 as measured by teachers participation in pst, data, grade level plc's, etc. .

Strategy 1:

Professional Development - Primary Standard 2.11 Guide teachers in utilization of data to design curriculum appropriately to meet individual needs and improve student learning. Primary Standard 1.3 Ensure the system engages in an up-to-date continuous improvement process that produces current evidence, including current or future measurable results for improving student learning and professional practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientifically Based Research

ACIP

Ridgecrest Elementary School

Activity - In-State/Out-of-Sate Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and/or administration will participate in on-going professional development to gain a deeper understanding of curriculum, standards, and best practices. Substitute teachers, in-state and out of state travel, and registration expenses will be provided to facilitate this opportunity.	Professional Learning	08/06/2018	05/23/2019	\$40000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher GATE Teacher
Activity - Data/PST Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in monthly data meetings to discuss student progress to instruction in the areas of reading, math, behavior.	Professional Learning, Academic Support Program, Behavioral Support Program	08/06/2018	05/23/2019	\$1000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specilaist Reading Specialist EL Teacher Collaborative Teacher
Activity - Collaborative Classrooms In-depth Planning and Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in in-depth planning, professional learning, and grade level coaching and modeling.	Professional Learning, Academic Support Program	08/06/2018	05/23/2019	\$10000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specilaist Reading Specialist EL Teacher Collaborative Teacher
Activity - Math Grade Level PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Ridgecrest Elementary School

Teacher will participate in grade level professional learning communities to discuss student progress in the area of mathematics. Teachers plan and determine next steps in instruction.	Professional Learning, Academic Support Program	08/06/2018	05/23/2019	\$0	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Collaborative Teacher
--	---	------------	------------	-----	----------------	---

Goal 10: Advising and/or Mentoring**Measurable Objective 1:**

collaborate to develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student to support academic progress and personal development by 05/23/2019 as measured by the utilization of students interviews and surveys.

Strategy 1:

Advising and/or Mentoring - Primary Standard 2.4 Develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student to support academic progress and personal development.

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

Research Cited: Scientifically Based Research

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students in grades 3-5 will implement data notebooks to show student progress in the areas of Reading and Math. Students will set goals for Reading and Math and track their progress over the course of the year. Data conferences will be held with teachers on a regular basis to discuss next steps in achieving their goals	Academic Support Program	08/06/2018	05/23/2019	\$5000	Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

Activity - Monthly Club Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Ridgecrest Elementary School

<p>Students in grades 3-5 will participate in a variety of clubs including math, Spanish, book, horticulture, green power, robotics, chess, science, etc. Clubs will take place for 1 hour at the end of each month. *The goal is to increase clubs to include grades K-2.</p>	<p>Tutoring, Extra Curricular, Academic Support Program, Direct Instruction, Community Engagement, Behavioral Support Program, Technology</p>	<p>08/06/2018</p>	<p>05/23/2019</p>	<p>\$5000</p>	<p>Title I Part A</p>	<p>Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher</p>
<p>Activity - Mentoring for Tier II Behavior Students</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Tier II behavior students will be paired with and mentored by an adult in the school. The adult will check in with the student throughout the school day to discuss their progress in improving behaviors.</p>	<p>Behavioral Support Program</p>	<p>08/06/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher</p>

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
Behavioral Learning Guide	The Behavioral Learning Guide will be implemented to promote positive behavior choices. 1. District's Behavior Learning Guide to address discipline infractions 2. Ensure equity in utilizing the BLG 3. Restorative practice are utilized as indicated in the BLG 4. Provide BLG training sessions twice a semester (4 total) 5. Implement Class Dojo 6. Fun Fridays to recognize students with positive behavior through the week.	Behavioral Support Program	08/06/2018	05/23/2019	\$0	Administration and Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Embedded Profesional Development	Teachers will participate in technology resource training provided by the technology coach. Teachers will demonstrate use of technology curriculum resources during instruction. Students will also use resources on available devices.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$5000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist District Technology Coach
Total					\$5000	

Title I Part A

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

ACIP

Ridgecrest Elementary School

DreamBox	Teachers will implement DreamBox and ensure all students utilize on a daily basis.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$1000	Teachers Principal Asst. Principal Curriculum Specialist
eSpark	First and second grade teachers will implement eSpark, an ELA technology support program daily.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$1000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Summer School	Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Academic Support Program, Direct Instruction, Technology	05/28/2019	06/28/2019	\$28000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Technology Use	Technology materials and resources will be provided to teachers and students to provide appropriate and needed support. Teachers/Students will use available technology and web-based resources (eSpark, Dreambox, RenLearn, Scantron, I-Ready, Raz- Kids, Starfall, etc.) to accelerate and/or remediate skills and concepts.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$20000	Principal Asst. Principal Curriculum Specialist Reading Specialist
Math Grade Level PLC	Teacher will participate in grade level professional learning communities to discuss student progress in the area of mathematics. Teachers plan and determine next steps in instruction.	Professional Learning, Academic Support Program	08/06/2018	05/23/2019	\$0	Teachers Principal Asst. Principal Curriculum Specilaist Reading Specialist EL Teacher Collaborative Teacher
Imagine Learning	Students will work in Imagine Learning computer based program.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$1000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

<p>Quarterly engagement meetings</p>	<p>a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.</p>	<p>Community Engagement</p>	<p>08/06/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>LEA and faculty of the school</p>
<p>Intervention Teachers</p>	<p>At-risk students identified through school data will receive additional instruction from an intervention teacher. Ridgecrest will employ retired teachers to maximize the impact on targeted students.</p>	<p>Academic Support Program</p>	<p>08/06/2018</p>	<p>05/23/2019</p>	<p>\$95000</p>	<p>Principal, Asst. Principal, Reading Coach, Curriculum Specialist, Teachers, and Intervention Teachers</p>
<p>Data Notebooks</p>	<p>Teachers and students in grades 3-5 will implement data notebooks to show student progress in the areas of Reading and Math. Students will set goals for Reading and Math and track their progress over the course of the year. Data conferences will be held with teachers on a regular basis to discuss next steps in achieving their goals</p>	<p>Academic Support Program</p>	<p>08/06/2018</p>	<p>05/23/2019</p>	<p>\$5000</p>	<p>Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher</p>
<p>Academic Field Trips</p>	<p>Ridgecrest students will participate in academic field trips to bolster student learning and promote a positive learning environment. Such trips will include offerings from Liberty Legacy, EarthScope, Green Team, and other similar groups.</p>	<p>Field Trip, Academic Support Program, Community Engagement</p>	<p>08/06/2018</p>	<p>05/23/2019</p>	<p>\$15000</p>	<p>Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist</p>

ACIP

Ridgecrest Elementary School

Web-Based Resources	Students will utilize available web-based sites to reinforce and remediate concepts in math and reading. These programs include, but are not limited to eSpark, Accelerated Math, Starfall, DreamBox, Accelerated Reading, etc.	Tutoring, Academic Support Program	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
On-Site Coaching	The Reading Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
AAMU Football Games	Student who have perfect attendance prior to an Alabama A&M University football game will receive free tickets to the game.	Community Engagement	08/06/2018	05/23/2019	\$0	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor Attendance Task Force
Advising/Mentoring	Primary Standard 2.4 Develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student academic progress and personal development.	Tutoring, Academic Support Program, Community Engagement, Behavioral Support Program	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Counselor
Attendance Letters	Students with 2 or more absences will receive a HCS letter address attendance concerns.	Other - HCS Attendance Letters	08/06/2018	05/23/2019	\$0	Teachers Principal Asst. Principal Counselor Attendance Task Force
Intervention Teacher	At risk EL students identified through school data will receive additional instruction from an intervention teacher.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

HCS Character Word of the Month	Teachers/students will implement the HCS character word of the month. Students will highlight the character word each day on the morning announcements.	Behavioral Support Program	08/06/2018	05/23/2019	\$0	Teachers Principal Asst. Principal Counselor Curriculum Specialist Reading Specialist
Data/PST Meetings	Teachers will participate in monthly data meetings to discuss student progress to instruction in the areas of reading, math, behavior.	Professional Learning, Academic Support Program, Behavioral Support Program	08/06/2018	05/23/2019	\$1000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Collaborative Teacher
Resource/Material	Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Resources, printing, and binding will be provided to teachers and students to provide appropriate and needed support within the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Middle School Transition	The school counselor from Morris will come to the school to discuss middle school expectations with 5th grade students. Fifth grade students will travel to the Morris P-8 to tour the school and discuss academics and extra-curricular activities.	Extra Curricular, Academic Support Program, Behavioral Support Program	08/06/2018	05/23/2019	\$500	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor
Attendance Bulletin Board	Classes with 100% attendance will be added to the bulletin board. Each additional day with perfect attendance classes will receive a sticker. The class with the most days of perfect attendance will receive a reward at the end of each nine weeks.	Other - Attendance Data Analysis	08/06/2018	05/23/2019	\$0	Attendance Task force
Resource/Material	Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Classroom resources, printing, and binding will be provided to teachers and students to provide necessary and appropriate support in the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

EL Teacher	ELL instruction will be provided to identified students to increase English proficiency.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher
Technology Instruction/Training	District Technology coach will work with teachers to assist in the implementation of the HCS purchase tools/resources to support instruction.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$5000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist District Technology Coach
STAR Math Progress Monitoring	Grade 1-5 teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Curriculum Specilaist Reading Specialist
STAR Reading/Early Literacy Progress Monitoring	Grade K-5 teachers will administer the STAR Reading/Early Literacy assessment to monitor student achievement on grade level skills.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specilaist
Monthly Club Day	Students in grades 3-5 will participate in a variety of clubs including math, Spanish, book, horticulture, green power, robotics, chess, science, etc. Clubs will take place for 1 hour at the end of each month. *The goal is to increase clubs to include grades K-2.	Tutoring, Extra Curricular, Academic Support Program, Direct Instruction, Community Engagement, Behavioral Support Program, Technology	08/06/2018	05/23/2019	\$5000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

ACIP

Ridgecrest Elementary School

Independent Reading	100% of all core teachers, including collaborative, will provide opportunities for students to read independently utilizing the Accelerated Reader Program to increase volume of reading.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Math Assessments	Administer all district initiative assessments as scheduled.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	\$0	Teachers Asst. Principal Principal Curriculum Specialist GATE Teacher
On-Site Coaching	The Curriculum Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist
Collaborative Classrooms In-depth Planning and Coaching	Teachers will participate in in-depth planning, professional learning, and grade level coaching and modeling.	Professional Learning, Academic Support Program	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Collaborative Teacher
Mentoring for Tier II Behavior Students	Tier II behavior students will be paired with and mentored by an adult in the school. The adult will check in with the student throughout the school day to discuss their progress in improving behaviors.	Behavioral Support Program	08/06/2018	05/23/2019	\$0	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher
STAR Early Literacy Progress Monitoring	Kindergarten teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

Recognize Positive Behaviors	School administration/teachers will recognize a Student of the Week (for each grade level) and Teacher of the Year in order to highlight good behavior and instructional choices. Celebrations will take place to promote high quality instruction and support positive behavior.	Behavioral Support Program	08/06/2018	05/23/2019	\$0	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
K for a Day	Parents of students entering HCS Kindergarten will participate in "K for a Day" program. Students will experience what it is like to be a kindergarten student for the day.	Parent Involvement, Academic Support Program, Behavioral Support Program	08/06/2018	05/23/2019	\$1000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Implementation of Collaborative Classrooms and Pathways	Teachers will fully implement the district's Collaborative Classroom and Reading Pathways, utilizing Tiered Instruction.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	\$15000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Connected Practice Centers	Students will participate in meaningful connected practice centers/stations.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$5000	Teachers Principal Asst. Principal Curriculum Specialist
Reading Assessments	Administer all assessments as scheduled and utilize data to guide instruction.	Academic Support Program	08/06/2018	05/23/2019	\$0	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
Technology Material/Resources	Materials and resources (i.e. online tools and sites, high interest reading materials, etc.) will be provided to teachers and students to provide appropriate and needed support.	Academic Support Program, Technology	08/06/2018	05/23/2019	\$10000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist
DIBELS/Fluency Progress Monitoring	K-1 teachers will administer DIBELS progress monitoring assessments and teachers in grade 2-5 will conduct fluency checks to determine student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

Summer School	Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Academic Support Program, Direct Instruction, Technology	04/30/2019	06/28/2019	\$28000	Teachers Principal Asst. Principal Reading Specialist Curriculum Specialist
In-State/Out-of-State Professional Development	Teachers and/or administration will participate in on-going professional development to gain a deeper understanding of curriculum, standards, and best practices. Substitute teachers, in-state and out of state travel, and registration expenses will be provided to facilitate this opportunity.	Professional Learning	08/06/2018	05/23/2019	\$40000	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher GATE Teacher
Total					\$466500	

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		Parent Surveys Teacher Surveys Student Surveys K-2 Student Surveys 3-5

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Teacher Survey:

- 63. I feel the work load for a teacher at my school is reasonable.
- 95. The faculty at my school is stable with very little turnover.
- 101. In my school, it is easy to teach because things are consistent.

Student:

- 1. My teacher wants me to learn.
- 2. My teacher is fair to me.
- 4. I learn new things in school.
- 6. I know what to do every day in school.
- 7. My family like to come to my school.
- 9. My family knows how I do in school.
- 11. My school has books for me to read.
- 14. My teacher tells me when I do good work.

Parent:

- 1. Do you feel welcome in your child's school?
- 2. Does your school encourage you to be involved in your child's education?
- 3. Do you know your school's academic goals and how you can be involved?
- 4. Did you participate in any of the following activities offered this year? Do you know about volunteer work you can do at school?
- 6. Do you know how you can be involved in school planning/review committees?
- 7. Do you know what it means to be a Title I School and what your rights are?
- 8. Do you know how additional help with reading and/or mathematics is given to students through the Title I program?
- 9. Do you know what your child should know and be able to do in reading and/or mathematics for the grade he/she is in? (Academic Content Standards)
- 10. Do you understand your child's report cards and test scores?
- 11. Does the Title I School-Parent Compact help to remind you about things you can do to help your child do better in school?
- 12. Title I, of the Every Student Succeeds Act of 2015 asks that priority be given to extra help beyond the regular school day. If free instruction and transportation are provided, would you want your child to attend Title I services after school, before school, weekend school, or summer school?
- 13. Do you have internet access in your home?
- 14. What is the best way for the school to share information about your child and school activities?
- 15. Can you reach your child's classroom teacher(s) to discuss your child?
- 16. Do you feel that teachers in the school are interested and cooperative when you discuss your child's academic progress and/or other concerns?
- 17. Check any of the following items that would help you attend Title I Activities:

18. Did you receive a copy of the following three documents this year:
19. Do you know about the school's extra services (for example, counseling, and speech therapy)?
20. Do you know about the school's referral program to community services outside of the school? (Such services may be adult literacy programs, social services, health services, GED, adult career development, etc.)
21. Do you have comments/concerns about the Title I Program or the Parental and Family Engagement Program in your school?

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

Teacher:

41. I am able to express my opinion candidly.
42. I would recommend my school to a friend seeking employment.
57. Faculty and staff at my school have the opportunity to be involved in the decisions that affect their work.
61. I am given the freedom I need to do my job.
89. My students' parents are involved in their children's education.

Student:

1. In my school principal and teachers want every students to learn.
2. In my school I am learning new things that will help me.
3. My teacher wants me to do my best.
5. My teacher makes me think.
6. My teachers help me learn things I will need in the future.
7. My teacher use different activities to help me learn.
8. Other teachers know me.
9. My teacher tell me how I should behave and do my work.
10. I am safe at school.
12. I use a computer to learn at school.
13. My teacher wants me to help all boys and girls.
20. My principal and teachers help me to be ready for the next grade.

Parent:

All areas were satisfactory for parents.

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

All of the above reported findings are consistent with findings from other stakeholder feedback sources.

Areas in Need of Improvement

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

Teacher:

- 24. I care about the work my students do in the classroom.
- 27. I recognize when my students are doing a good job.
- 30. I really care about my students.

Student:

- 4. In my school students treat adults with respect.
- 10. My teachers ask my family to come to school activities.
- 14. My school is safe and clean.
- 18. My principal and teachers ask me what I think about school.

Parent:

Do you know how additional help with reading and/or mathematics is given to students through the title I program.

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

Teacher:

- 25. I challenge my students to think.
- 26. I notice if my students have trouble learning something.
- 28. I listen to my students when they speak in class.
- 31. I get along well with other faculty and staff at my school.
- 33. I recognize and celebrate student successes at my school.

Student:

- 3. In my school I am treated fairly.

Parent:

Do you know how you can be involved in school planning/review committees?

What are the implications for these stakeholder perceptions?

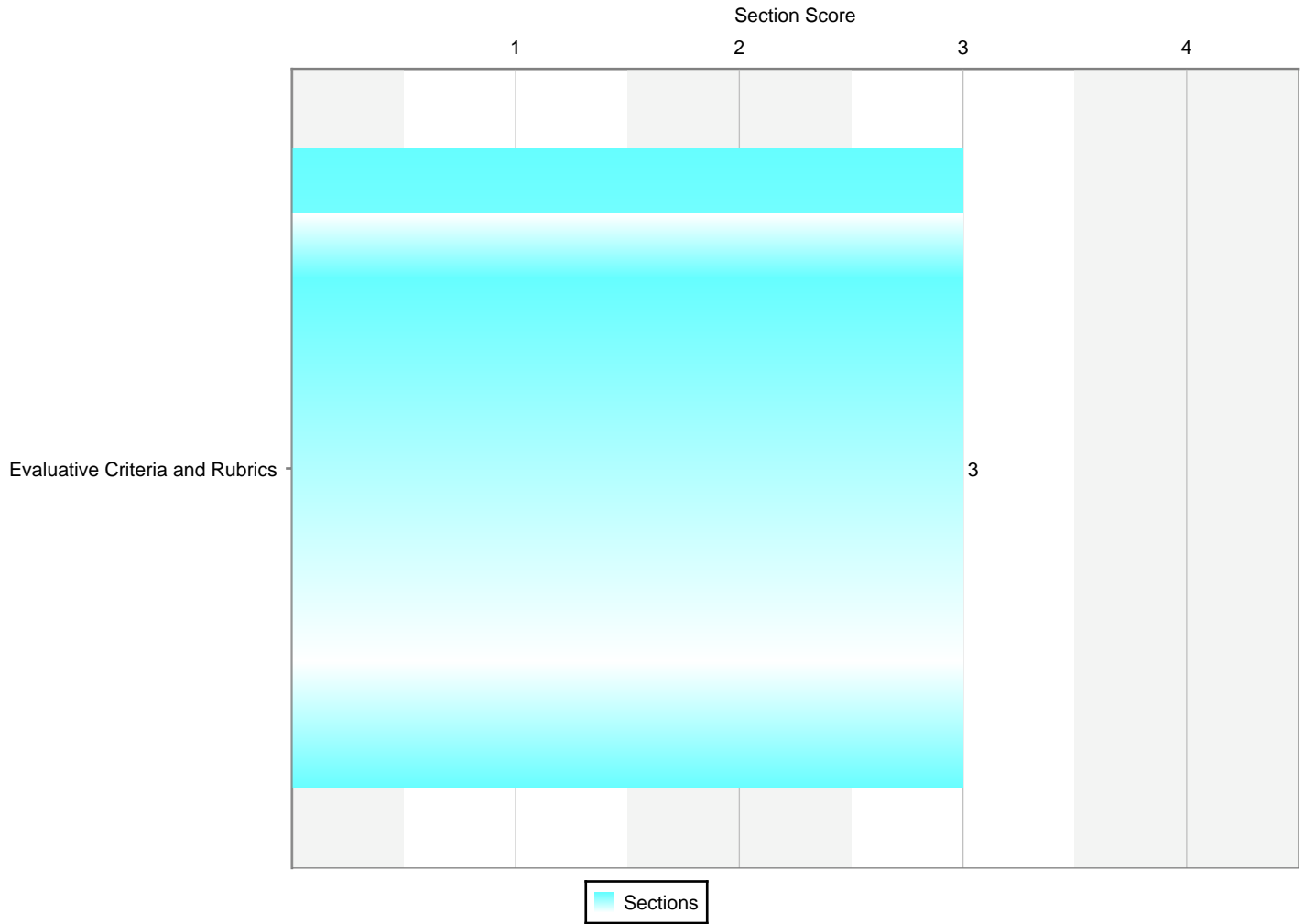
Faculty and staff must focus on the tasks that students are completing in school. Focused planning must take place to ensure students are engaged and parents are kept informed on the instructional direction of the classes.

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

The above findings are consistent with findings from other sources.

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?

At the beginning of the 2018-2019 school year, Spring 2018 STAR Enterprise, ACCESS, and Scantron data was available to teachers so that teams could begin analyzing data in order to determine individual skill deficiencies, as well as, grade-level trends. During this time all stakeholders, including the collaborative and EL teachers, were involved in this process. Specific variables and subgroups were discussed as a precursor to analyzing all of the available data.

What were the results of the comprehensive needs assessment?

Strengths:

ACCESS:

The areas of Listening and Reading

STAR:

No strengths were noted with STAR Reading/Math

Scantron:

No strengths were noted with Scantron

Weaknesses:

ACCESS:

The areas of Speaking and Writing

STAR:

STAR Reading/Math

What conclusions were drawn from the results?

It is imperative that we focus on the following components in order for students to experience success:

- * phonics instruction
- * sight word recognition and development
- * academic vocabulary development
- * ARI reading strategies
- * computational Fluency
- * writing
- * Implementation of Collaborative Classrooms, and the HCS Pathways
- * Provide Summer School during the summer of 2019 - Cost \$28,000

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

It was concluded that students of various subgroups performed at similar levels in reading and mathematics. It was also concluded that specific students, based on their individual needs, would be referred to PST for additional intervention strategies for continued improvement and summer school would be provided during the summer or 2019. Regardless of demographics, students performed at similar levels of achievement.

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

The school goals are based on, directly related to, and written on the priority needs and needs assessment findings. The goals are specific and address the identified needs of the students.

Goals:

Technology

EL

Reading

Mathematics

Culture and Climate

Parental Engagement

Professional Development

Advising and Mentoring

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

The goals identify and address multiple types of data and are specifically named and designed to address those particular data sources.

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

- 1) EL (English Learners) students are educated with the regular population, and work with an EL teacher and tutor to receive extra tutoring especially in speaking the English Language.
- 2) PST (Problem Solving Team) develops individualized student plans for struggling students.
- 3) Steward B. McKinney-Vento Homeless Program is used to assist homeless students with school supplies, temporary shelter and other needs. This is done on an individual basis.
- 4) All students at Ridgecrest Elementary School, not excluding those identified as migrant, immigrant, EL, homeless, or neglected/delinquent, have access to all services and programs available, including EL services, special education, at risk programs, free lunch, technology, and counseling services.
- 5) School-Community Engagement Liaison -Serves as a liaison between students' families and the school to establish effective communication and positively promote collaboration in resolving identified issues encouraging parent/guardian participation in the student's

educational planning.

6) Summer School will be provided at Ridgecrest Elementary for students in grades 1-3. The focus will be on improving reading and math proficiencies based on the results of our 2017-2018 Scantron data. A total of 28,000 has been allocated to meet these needs.

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:

Increase Math Achievement and Growth

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by the Scantron assessment.

Strategy1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on interferences.

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

Research Cited: Scientifically Research Based

Activity - DreamBox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DreamBox and ensure all students utilize on a daily basis.	Academic Support Program Technology	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Activity - Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer all district initiative assessments as scheduled.	Direct Instruction Academic Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Asst. Principal Principal Curriculum Specialist GATE Teacher

Activity - Connected Practice Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in meaningful connected practice centers/stations.	Technology Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Measurable Objective 2:

100% of All Students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by STAR Math and/or Early Literacy.
SY 2018-2019

Strategy1:

Progress Monitoring - Teachers will progress monitor students, on a schedule based on student performance, to increase performance in the areas of STAR Math, and/or Early Literacy.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Bases Research

Activity - STAR Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade 1-5 teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specilaist Reading Specialist

Activity - STAR Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy2:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Mathematics utilizing Envision 2.0.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Technology Academic Support Program Direct Instruction	04/30/2019	06/28/2019	\$28000 - Title I Part A	Teachers Principal Asst. Principal Reading Specialist Curriculum Specialist

ACIP

Ridgecrest Elementary School

Activity - Resource/Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Resources, printing, and binding will be provided to teachers and students to provide appropriate and needed support within the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 2:

Increase Reading Achievement and Growth

Measurable Objective 1:

100% of All Students will increase student growth by 10% in Reading by 05/23/2019 as measured by STAR Reading, and/or STAR Early Literacy assessments.

Strategy1:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Language Arts by incorporating best practices instructional strategies and tiered instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - Resource/Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Classroom resources, printing, and binding will be provided to teachers and students to provide necessary and appropriate support in the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000 - Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of all core teachers, including collaborative, will provide opportunities for students to read independently utilizing the Accelerated Reader Program to increase volume of reading.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Direct Instruction Academic Support Program Technology	05/28/2019	06/28/2019	\$28000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy2:

Reading Intervention - Students performing below grade level will receive additional instruction from an intervention teacher.

Category: Implement Community Based Support and Intervention System

Research Cited: Scientifically Research Based

Activity - Intervention Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students identified through school data will receive additional instruction from an intervention teacher. Ridgecrest will employ retired teachers to maximize the impact on targeted students.	Academic Support Program	08/06/2018	05/23/2019	\$95000 - Title I Part A	Principal, Asst. Principal, Reading Coach, Curriculum Specialist, Teachers, and Intervention Teachers

Strategy3:

Progress Monitoring - Teachers will progress monitor students on a schedule based on student performance, to increase achievement in the areas of STAR Early Literacy, STAR Reading, DIBELS, and fluency.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Based Research

Activity - DIBELS/Fluency Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-1 teachers will administer DIBELS progress monitoring assessments and teachers in grade 2-5 will conduct fluency checks to determine student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - STAR Reading/Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade K-5 teachers will administer the STAR Reading/Early Literacy assessment to monitor student achievement on grade level skills.	Academic Support Program Technology	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in English Language Arts by 05/23/2019 as measured by student growth on Scantron Reading Assessment.

Strategy1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on

SY 2018-2019

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

interferences.

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

Research Cited: Scientifically Research Based

Activity - Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer all assessments a scheduled and utilized data to guide instruction.	Academic Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - eSpark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First and second grade teachers will implement eSpark, an ELA technology support program daily.	Academic Support Program Technology	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Implementation of Collaborative Classrooms and Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will fully implement the district's Collaborative Classroom and Reading Pathways, utilizing Tiered Instruction.	Academic Support Program Direct Instruction	08/06/2018	05/23/2019	\$15000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 3:

Increase ELL Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language in English Language Arts by 05/23/2019 as measured by the Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

Strategy1:

Imagine Learning Technology Support - K-2 students will work on Imagine Learning on their HCS devices. Classroom teachers will collaborate with the EL teacher to establish time and frequency for each student who needs Imagine Learning instruction.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Research Based

ACIP

Ridgecrest Elementary School

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in Imagine Learning computer based program.	Technology Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy2:

EL Reading Intervention - At-risk EL students will receive additional instruction from an intervention teacher.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At risk EL students identified through school data will receive additional instruction from an intervention teacher.	Academic Support Program Direct Instruction	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy3:

EL Instruction - An ELL teacher will analyze data, screen students, provide professional development and instructional support to ELL students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - EL Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL instruction will be provided to identified students to increase English proficiency.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher

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:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the ability to show computer care and effective usage of the digital 1:1 technology both during the school day and while at home in Career & Technical by 05/23/2019 as measured by the students use of

available technology and the number of work orders issued by the school..

Strategy1:

Technology - Primary Standard 3.7 Develop and implement a comprehensive and long-range strategic plan to include resource management of professional learning, technology, finance, and human resources to support the system's purpose and direction.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Based Research

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology materials and resources will be provided to teachers and students to provide appropriate and needed support. Teachers/Students will use available technology and web-based resources (eSpark, Dreambox, RenLearn, Scantron, I-Ready, Raz-Kids, Starfall, etc.) to accelerate and/or remediate skills and concepts.	Academic Support Program Technology	08/06/2018	05/23/2019	\$20000 - Title I Part A	Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Embedded Profesional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in technology resource training provided by the technology coach. Teachers will demonstrate use of technology curriculum resources during instruction. Students will also use resources on available devices.	Technology Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Schoolwide	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist District Technology Coach

Goal 2:

Prepare and support teachers and leaders to graduate digitally fluent college and career-ready students.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the use of digital resources and technology tools that will allow students to be successful in school, career, and adulthood in Career & Technical by 05/23/2019 as measured by classroom observations, final student projects, and the Alabama College and Career Ready Standards..

Strategy1:

Technology Instruction/Training - Teachers and leaders, as well as school of education teacher and leader candidates and their faculty, will be prepared to use digital tools and resources in order to provide quality learning experiences so that their students graduate college-and career ready.

Category: Other - Technology Instruction

Research Cited: Scientifically Based Research

ACIP

Ridgecrest Elementary School

Activity - Technology Instruction/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Technology coach will work with teachers to assist in the implementation of the HCS purchase tools/resources to support instruction.	Technology Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist District Technology Coach

Activity - Technology Material/Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and resources (i.e. online tools and sites, high interest reading materials, etc.) will be provided to teachers and students to provide appropriate and needed support.	Academic Support Program Technology	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will collaborate to use digital tools to support a society of life-long learners in Career & Technical by 05/23/2019 as measured by the Alabama Technology Surveys, student interviews, digital readiness results, and network activity logs.

Strategy1:

Technology - Services and network provided to all students supporting the district-owned devices - All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Research Based

Activity - Web-Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize available web-based sites to reinforce and remediate concepts in math and reading. These programs include, but are not limited to eSpark, Accelerated Math, Starfall, DreamBox, Accelerated Reading, etc.	Tutoring Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 4:

Increase Math Achievement and Growth

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by the Scantron assessment.

Strategy1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on interferences.

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

Research Cited: Scientifically Research Based

Activity - DreamBox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DreamBox and ensure all students utilize on a daily basis.	Academic Support Program Technology	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Activity - Connected Practice Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in meaningful connected practice centers/stations.	Academic Support Program Technology	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Activity - Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer all district initiative assessments as scheduled.	Direct Instruction Academic Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Asst. Principal Principal Curriculum Specialist GATE Teacher

Measurable Objective 2:

100% of All Students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by STAR Math and/or Early Literacy.

Strategy1:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Mathematics utilizing Envision 2.0.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Academic Support Program Technology Direct Instruction	04/30/2019	06/28/2019	\$28000 - Title I Part A	Teachers Principal Asst. Principal Reading Specialist Curriculum Specialist

Activity - Resource/Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Resources, printing, and binding will be provided to teachers and students to provide appropriate and needed support within the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy2:

Progress Monitoring - Teachers will progress monitor students, on a schedule based on student performance, to increase performance in the areas of STAR Math, and/or Early Literacy.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Bases Research

Activity - STAR Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade 1-5 teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialiaist Reading Specialist

Activity - STAR Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 5:

Increase Reading Achievement and Growth

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in English Language Arts by 05/23/2019 as measured by student growth on Scantron Reading Assessment.

Strategy1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on
SY 2018-2019

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

interferences.

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

Research Cited: Scientifically Research Based

Activity - eSpark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First and second grade teachers will implement eSpark, an ELA technology support program daily.	Technology Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer all assessments a scheduled and utilized data to guide instruction.	Academic Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Implementation of Collaborative Classrooms and Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will fully implement the district's Collaborative Classroom and Reading Pathways, utilizing Tiered Instruction.	Academic Support Program Direct Instruction	08/06/2018	05/23/2019	\$15000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Measurable Objective 2:

100% of All Students will increase student growth by 10% in Reading by 05/23/2019 as measured by STAR Reading, and/or STAR Early Literacy assessments.

Strategy1:

Progress Monitoring - Teachers will progress monitor students on a schedule based on student performance, to increase achievement in the areas of STAR Early Literacy, STAR Reading, DIBELS, and fluency.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Based Research

Activity - DIBELS/Fluency Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-1 teachers will administer DIBELS progress monitoring assessments and teachers in grade 2-5 will conduct fluency checks to determine student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

Activity - STAR Reading/Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade K-5 teachers will administer the STAR Reading/Early Literacy assessment to monitor student achievement on grade level skills.	Academic Support Program Technology	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy2:

Reading Intervention - Students performing below grade level will receive additional instruction from an intervention teacher.

Category: Implement Community Based Support and Intervention System

Research Cited: Scientifically Research Based

Activity - Intervention Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students identified through school data will receive additional instruction from an intervention teacher. Ridgecrest will employ retired teachers to maximize the impact on targeted students.	Academic Support Program	08/06/2018	05/23/2019	\$95000 - Title I Part A	Principal, Asst. Principal, Reading Coach, Curriculum Specialist, Teachers, and Intervention Teachers

Strategy3:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Language Arts by incorporating best practices instructional strategies and tiered instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Technology Direct Instruction Academic Support Program	05/28/2019	06/28/2019	\$28000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of all core teachers, including collaborative, will provide opportunities for students to read independently utilizing the Accelerated Reader Program to increase volume of reading.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Resource/Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Classroom resources, printing, and binding will be provided to teachers and students to provide necessary and appropriate support in the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000 - Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 6:

Ridgecrest Culture and Climate

Measurable Objective 1:

collaborate to increase student annual daily attendance from 94% to 95% by 05/23/2019 as measured by INOW attendance reports.

Strategy1:

RES Attendance Task Force - An school attendance task force will be implemented to work on improving student attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - Attendance Bulletin Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes with 100% attendance will be added to the bulletin board. Each additional day with perfect attendance classes will receive a sticker. The class with the most days of perfect attendance will receive a reward at the end of each nine weeks.	Other - Attendance Data Analysis	08/06/2018	05/23/2019	\$0 - Title I Part A	Attendance Task force

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with 2 or more absences will receive a HCS letter address attendance concerns.	Other - HCS Attendance Letters	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Counselor Attendance Task Force

Activity - AAMU Football Games	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student who have perfect attendance prior to an Alabama A&M University football game will receive free tickets to the game.	Community Engagement	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor Attendance Task Force

Measurable Objective 2:

collaborate to support and assist students in transitioning from one grade level to the next by 05/23/2019 as measured by student and/or parent participation in transition programs .

Strategy1:

HCS Transition Programs - Parents and/or students will participate in HCS transition programs ("K for a Day", HCS transition to middle school).

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - Middle School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor from Morris will come to the school to discuss middle school expectations with 5th grade students. Fifth grade students will travel to the Morris P-8 to tour the school and discuss academics and extra-curricular activities.	Extra Curricular Behavioral Support Program Academic Support Program	08/06/2018	05/23/2019	\$500 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor

Activity - K for a Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of students entering HCS Kindergarten will participate in "K for a Day" program. Students will experience what it is like to be a kindergarten student for the day.	Parent Involvement Academic Support Program Behavioral Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specilaist Reading Specialist

Measurable Objective 3:

collaborate to decrease discipline infractions by 05/23/2019 as measured by total number of office discipline referrals, ILC, and out of school suspensions..

Strategy1:

School-wide Discipline - Ridgecrest will implement a school-wide discipline system to address all discipline infractions to include the following:

1. Conduct discipline data meetings to identify trend and develop solutions
2. Provide classroom management professional development to teachers
3. Teachers will enter discipline infractions into BLOOM
4. Administrators will address discipline in a consistent and timely manner.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

ACIP

Ridgecrest Elementary School

Activity - Recognize Positive Behaviors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration/teachers will recognize a Student of the Week (for each grade level) and Teacher of the Year in order to highlight good behavior and instructional choices. Celebrations will take place to promote high quality instruction and support positive behavior.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - HCS Character Word of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/students will implement the HCS character word of the month. Students will highlight the character word each day on the morning announcements.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Counselor Curriculum Specialist Reading Specialist

Activity - Behavioral Learning Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral Learning Guide will be implemented to promote positive behavior choices. 1. District's Behavior Learning Guide to address discipline infractions 2. Ensure equity in utilizing the BLG 3. Restorative practice are utilized as indicated in the BLG 4. Provide BLG training sessions twice a semester (4 total) 5. Implement Class Dojo 6. Fun Fridays to recognize students with positive behavior through the week.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Advising/Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary Standard 2.4 Develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student academic progress and personal development.	Tutoring Behavioral Support Program Community Engagement Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Counselor

Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ridgecrest students will participate in academic field trips to bolster student learning and promote a positive learning environment. Such trips will include offerings from Liberty Legacy, EarthScope, Green Team, and other similar groups.	Academic Support Program Field Trip Community Engagement	08/06/2018	05/23/2019	\$15000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 7:

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/23/2019 as measured by completing the bi-weekly communication and the quarterly principal meetings with stakeholders.

Strategy1:

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
 - a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.
 2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
 - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
 - b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
 - c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.
 - d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

ACIP

Ridgecrest Elementary School

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	\$0 - Title I Part A	LEA and faculty of the school

Goal 8:

Increase ELL Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language in English Language Arts by 05/23/2019 as measured by the Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

Strategy1:

EL Instruction - An ELL teacher will analyze data, screen students, provide professional development and instructional support to ELL students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - EL Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL instruction will be provided to identified students to increase English proficiency.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher

Strategy2:

Imagine Learning Technology Support - K-2 students will work on Imagine Learning on their HCS devices. Classroom teachers will collaborate with the EL teacher to establish time and frequency for each student who needs Imagine Learning instruction.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Research Based

ACIP

Ridgecrest Elementary School

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in Imagine Learning computer based program.	Academic Support Program Technology	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy3:

EL Reading Intervention - At-risk EL students will receive additional instruction from an intervention teacher.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At risk EL students identified through school data will receive additional instruction from an intervention teacher.	Direct Instruction Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 9:

Advising and/or Mentoring

Measurable Objective 1:

collaborate to develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student to support academic progress and personal development by 05/23/2019 as measured by the utilization of students interviews and surveys.

Strategy1:

Advising and/or Mentoring - Primary Standard 2.4 Develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student to support academic progress and personal development.

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

Research Cited: Scientifically Based Research

Activity - Monthly Club Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will participate in a variety of clubs including math, Spanish, book, horticulture, green power, robotics, chess, science, etc. Clubs will take place for 1 hour at the end of each month. *The goal is to increase clubs to include grades K-2.	Academic Support Program Direct Instruction Behavioral Support Program Community Engagement Extra Curricular Tutoring Technology	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

Activity - Mentoring for Tier II Behavior Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II behavior students will be paired with and mentored by an adult in the school. The adult will check in with the student throughout the school day to discuss their progress in improving behaviors.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students in grades 3-5 will implement data notebooks to show student progress in the areas of Reading and Math. Students will set goals for Reading and Math and track their progress over the course of the year. Data conferences will be held with teachers on a regular basis to discuss next steps in achieving their goals	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

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:

Ridgecrest Culture and Climate

Measurable Objective 1:

collaborate to decrease discipline infractions by 05/23/2019 as measured by total number of office discipline referrals, ILC, and out of school suspensions..

Strategy1:

School-wide Discipline - Ridgecrest will implement a school-wide discipline system to address all discipline infractions to include the following:

1. Conduct discipline data meetings to identify trend and develop solutions
2. Provide classroom management professional development to teachers
3. Teachers will enter discipline infractions into BLOOM
4. Administrators will address discipline in a consistent and timely manner.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ridgecrest students will participate in academic field trips to bolster student learning and promote a positive learning environment. Such trips will include offerings from Liberty Legacy, EarthScope, Green Team, and other similar groups.	Community Engagement Field Trip Academic Support Program	08/06/2018	05/23/2019	\$15000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - HCS Character Word of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/students will implement the HCS character word of the month. Students will highlight the character word each day on the morning announcements.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Counselor Curriculum Specialist Reading Specialist

Activity - Advising/Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary Standard 2.4 Develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student academic progress and personal development.	Tutoring Academic Support Program Behavioral Support Program Community Engagement	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Counselor

ACIP

Ridgecrest Elementary School

Activity - Behavioral Learning Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral Learning Guide will be implemented to promote positive behavior choices. 1. District's Behavior Learning Guide to address discipline infractions 2. Ensure equity in utilizing the BLG 3. Restorative practice are utilized as indicated in the BLG 4. Provide BLG training sessions twice a semester (4 total) 5. Implement Class Dojo 6. Fun Fridays to recognize students with positive behavior through the week.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Recognize Positive Behaviors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration/teachers will recognize a Student of the Week (for each grade level) and Teacher of the Year in order to highlight good behavior and instructional choices. Celebrations will take place to promote high quality instruction and support positive behavior.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Measurable Objective 2:

collaborate to support and assist students in transitioning from one grade level to the next by 05/23/2019 as measured by student and/or parent participation in transition programs .

Strategy1:

HCS Transition Programs - Parents and/or students will participate in HCS transition programs ("K for a Day", HCS transition to middle school).

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - Middle School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor from Morris will come to the school to discuss middle school expectations with 5th grade students. Fifth grade students will travel to the Morris P-8 to tour the school and discuss academics and extra-curricular activities.	Extra Curricular Academic Support Program Behavioral Support Program	08/06/2018	05/23/2019	\$500 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor

Activity - K for a Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of students entering HCS Kindergarten will participate in "K for a Day" program. Students will experience what it is like to be a kindergarten student for the day.	Parent Involvement Academic Support Program Behavioral Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Measurable Objective 3:

collaborate to increase student annual daily attendance from 94% to 95% by 05/23/2019 as measured by INOW attendance reports.

Strategy1:

RES Attendance Task Force - An school attendance task force will be implemented to work on improving student attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - AAMU Football Games	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student who have perfect attendance prior to an Alabama A&M University football game will receive free tickets to the game.	Community Engagement	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor Attendance Task Force

Activity - Attendance Bulletin Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes with 100% attendance will be added to the bulletin board. Each additional day with perfect attendance classes will receive a sticker. The class with the most days of perfect attendance will receive a reward at the end of each nine weeks.	Other - Attendance Data Analysis	08/06/2018	05/23/2019	\$0 - Title I Part A	Attendance Task force

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with 2 or more absences will receive a HCS letter address attendance concerns.	Other - HCS Attendance Letters	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Counselor Attendance Task Force

Goal 2:

Advising and/or Mentoring

Measurable Objective 1:

collaborate to develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student to support academic progress and personal development by 05/23/2019 as measured by the utilization of students interviews and surveys.

Strategy1:

Advising and/or Mentoring - Primary Standard 2.4 Develop and implement a system-wide, formalized process for long-term advising and/or mentoring every student to support academic progress and personal development.

ACIP

Ridgecrest Elementary School

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

Research Cited: Scientifically Based Research

Activity - Monthly Club Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will participate in a variety of clubs including math, Spanish, book, horticulture, green power, robotics, chess, science, etc. Clubs will take place for 1 hour at the end of each month. *The goal is to increase clubs to include grades K-2.	Academic Support Program Tutoring Direct Instruction Behavioral Support Program Extra Curricular Community Engagement Technology	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students in grades 3-5 will implement data notebooks to show student progress in the areas of Reading and Math. Students will set goals for Reading and Math and track their progress over the course of the year. Data conferences will be held with teachers on a regular basis to discuss next steps in achieving their goals	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

Activity - Mentoring for Tier II Behavior Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II behavior students will be paired with and mentored by an adult in the school. The adult will check in with the student throughout the school day to discuss their progress in improving behaviors.	Behavioral Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher Counselor Gate Teacher

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

Increase Math Achievement and Growth

Measurable Objective 1:

100% of All Students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by STAR Math and/or Early Literacy.

Strategy1:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Mathematics utilizing Envision 2.0.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Direct Instruction Technology Academic Support Program	04/30/2019	06/28/2019	\$28000 - Title I Part A	Teachers Principal Asst. Principal Reading Specialist Curriculum Specialist

Activity - Resource/Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Resources, printing, and binding will be provided to teachers and students to provide appropriate and needed support within the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy2:

Progress Monitoring - Teachers will progress monitor students, on a schedule based on student performance, to increase performance in the areas of STAR Math, and/or Early Literacy.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Bases Research

Activity - STAR Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

ACIP

Ridgecrest Elementary School

Activity - STAR Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade 1-5 teachers will administer the STAR Math assessment to monitor student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialiaist Reading Specialist

Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in Mathematics by 05/23/2019 as measured by the Scantron assessment.

Strategy1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on interferences.

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

Research Cited: Scientifically Research Based

Activity - DreamBox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DreamBox and ensure all students utilize on a daily basis.	Technology Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Activity - Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer all district initiative assessments as scheduled.	Direct Instruction Academic Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Asst. Principal Principal Curriculum Specialist GATE Teacher

Activity - Connected Practice Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in meaningful connected practice centers/stations.	Academic Support Program Technology	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist

Goal 2:

Increase Reading Achievement and Growth

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will increase student growth by 10% in English Language Arts by 05/23/2019 as measured by student growth on Scantron Reading Assessment.

Strategy1:

Tiered Instruction - 100% of teachers will provide tier I instruction to all students, and Tier II/III instruction those students based on interferences.

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

Research Cited: Scientifically Research Based

Activity - eSpark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First and second grade teachers will implement eSpark, an ELA technology support program daily.	Technology Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Implementation of Collaborative Classrooms and Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will fully implement the district's Collaborative Classroom and Reading Pathways, utilizing Tiered Instruction.	Direct Instruction Academic Support Program	08/06/2018	05/23/2019	\$15000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer all assessments a scheduled and utilized data to guide instruction.	Academic Support Program	08/06/2018	05/23/2019	\$0 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Measurable Objective 2:

100% of All Students will increase student growth by 10% in Reading by 05/23/2019 as measured by STAR Reading, and/or STAR Early Literacy assessments.

Strategy1:

Reading Intervention - Students performing below grade level will receive additional instruction from an intervention teacher.

Category: Implement Community Based Support and Intervention System

Research Cited: Scientifically Research Based

Activity - Intervention Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students identified through school data will receive additional instruction from an intervention teacher. Ridgecrest will employ retired teachers to maximize the impact on targeted students.	Academic Support Program	08/06/2018	05/23/2019	\$95000 - Title I Part A	Principal, Asst. Principal, Reading Coach, Curriculum Specialist, Teachers, and Intervention Teachers

Strategy2:

Alabama College and Career Readiness Standards - Teachers will implement the Alabama College-and-Career Readiness Standards for Language Arts by incorporating best practices instructional strategies and tiered instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Based Research

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school will be provided for students in 1st through 3rd grade who need additional support in the area of math.	Direct Instruction Academic Support Program Technology	05/28/2019	06/28/2019	\$28000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of all core teachers, including collaborative, will provide opportunities for students to read independently utilizing the Accelerated Reader Program to increase volume of reading.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - Resource/Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and supplies will be purchased to provide students with the necessary instructional materials to implement the Alabama CCRS. Classroom resources, printing, and binding will be provided to teachers and students to provide necessary and appropriate support in the classroom.	Academic Support Program	08/06/2018	05/23/2019	\$40000 - Title I Part A	Classroom Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Specialist will provide on-going professional development and in class coaching to teachers as needed.	Academic Support Program	08/06/2018	05/23/2019	\$5000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy3:

Progress Monitoring - Teachers will progress monitor students on a schedule based on student performance, to increase achievement in the areas of STAR Early Literacy, STAR Reading, DIBELS, and fluency.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Based Research

ACIP

Ridgecrest Elementary School

Activity - STAR Reading/Early Literacy Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade K-5 teachers will administer the STAR Reading/Early Literacy assessment to monitor student achievement on grade level skills.	Academic Support Program Technology	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialaist

Activity - DIBELS/Fluency Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-1 teachers will administer DIBELS progress monitoring assessments and teachers in grade 2-5 will conduct fluency checks to determine student achievement on grade level skills.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teacher Principal Asst. Principal Curriculum Specialist Reading Specialist

Goal 3:

Increase ELL Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language in English Language Arts by 05/23/2019 as measured by the Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

Strategy1:

EL Reading Intervention - At-risk EL students will receive additional instruction from an intervention teacher.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At risk EL students identified through school data will receive additional instruction from an intervention teacher.	Academic Support Program Direct Instruction	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy2:

Imagine Learning Technology Support - K-2 students will work on Imagine Learning on their HCS devices. Classroom teachers will collaborate with the EL teacher to establish time and frequency for each student who needs Imagine Learning instruction.

Category: Develop/Implement Learning Supports

Research Cited: Scientifically Research Based

ACIP

Ridgecrest Elementary School

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in Imagine Learning computer based program.	Technology Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist

Strategy3:

EL Instruction - An ELL teacher will analyze data, screen students, provide professional development and instructional support to ELL students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scientifically Research Based

Activity - EL Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL instruction will be provided to identified students to increase English proficiency.	Academic Support Program	08/06/2018	05/23/2019	\$10000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist EL Teacher

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.

Individual academic achievement results are provided to parents various times throughout the year. Results are provided in English and Spanish. Interpreters are provided by the district for parent teacher conferences where student data is discussed.

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

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

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

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

The district ensures that all teachers hired are highly-qualified. Extra measures are taken to try to match skill sets of teachers to the appropriate grade-levels.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

There was a 12% turnover rate for the 2018 - 2019 school year (4 new teachers out of 32 total -- number includes Pre-K teachers).

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

Bachelors - approx. 17

Masters - approx. 17

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).

Ridgecrest Elementary School has assigned each new highly-qualified teacher a mentor to assist in their matriculation through year one of instruction. The state of Alabama has also assigned mentors to assist teachers new to education. Teachers are also offered high quality professional development as a means of ensuring that they are familiar with implementation of curriculum programs and classroom management tactics for continued success with students

The school donates materials to classrooms, implements incentives for classrooms, promotes duty free lunch, door prizes, and teacher appreciation brunches to boost teacher morale and ensure a positive learning environment for all.

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.

Strengths and weaknesses from the data is used to determine the needs of our teachers and students. Based on the data results, the principal, asst. principal, specialists, and teachers discuss what support is needed and what professional development is available to meet those needs.

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

Various Program Training

Title I Parent Training

Summer Professional Learning Conference, Mobile, AL

SDE National Conference on Differentiated Instruction

ASCD Empower Conference

Various in state and out of state opportunities related to curriculum and instruction

Summer Retreat to promote a sense of community and cultural awareness

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

HCS New Teacher Orientation

Alabama State Department of Education Teacher Mentors

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

New and non-tenured teachers are offered multiple opportunities to meet and plan with their assigned mentor as well as the principal, reading specialist and curriculum specialist. Notes are taken from meetings and used as documentation and referral sources to ensure interaction actually takes place and that teachers are supported continuously throughout the entire school year.

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:

Ridgecrest Culture and Climate

Measurable Objective 1:

collaborate to support and assist students in transitioning from one grade level to the next by 05/23/2019 as measured by student and/or parent participation in transition programs .

Strategy1:

HCS Transition Programs - Parents and/or students will participate in HCS transition programs ("K for a Day", HCS transition to middle school).

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientifically Based Research

Activity - Middle School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor from Morris will come to the school to discuss middle school expectations with 5th grade students. Fifth grade students will travel to the Morris P-8 to tour the school and discuss academics and extra-curricular activities.	Academic Support Program Behavioral Support Program Extra Curricular	08/06/2018	05/23/2019	\$500 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specialist Reading Specialist Counselor

Activity - K for a Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of students entering HCS Kindergarten will participate in "K for a Day" program. Students will experience what it is like to be a kindergarten student for the day.	Parent Involvement Behavioral Support Program Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Part A	Teachers Principal Asst. Principal Curriculum Specilaist Reading Specialist

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

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

Teachers meet in data meetings to review and analyze student assessment data. The strengths and weaknesses of individual students and classroom skill deficiencies are shared. Next steps in instruction are produced and implemented.

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?

Data from the state's academic achievement assessment is reviewed and students are identified according to specific standards that they have not mastered.

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?

Once students are identified as having difficulty and needing additional assistance to master state academic achievement assessment standards, provisions are made within lessons to address those specific needs. Students that continue to have issues are offered an opportunity to participate in additional small-group settings (teacher, intervention tutors, reading specialist, curriculum specialist) inclusive of Tiers I and II. Students that have severe academic needs are offered Tier III services that are more intensive and specific.

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.

Students are able to access online practice opportunities via district supplied technology at home and at school. Students are able to work at their instructional level on programs such as Dreambox, eSpark, iReady, etc. Robotics, Math, Academic Cheerleaders, and Greenpower clubs takes place for students to reinforce academic skills. Summer school will be held for five weeks during the summer of 2019. After-school tutoring is also a possibility for the 2018-2019 school year.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students, including those identified as Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students have access to services and programs available, including free/reduced lunch, EL services, Special Education services, and counseling services. All homeless, migratory, and limited English proficient students have equal access to the same free appropriate public education and are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held, without being stigmatized or isolated.

*Teachers are provided time each week to meet with their grade level teams to review data and to plan.

* Problem Solving Team members, which include teachers from each grade level, analyze data collected on screened students to determine if there are any indicators that would warrant more in depth intervention, testing or referral for special services.

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

N/A

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

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

All students at Ridgecrest including identified as migrant, limited English proficient, homeless, economically disadvantaged, and neglected/delinquent have access to all services and programs available. These programs and services include: Title I, EL, special education, GATE, speech, intervention, and counseling. All students at Ridgecrest receive free breakfast, lunch, and dinner. Ridgecrest receives help from Huntsville City Schools Federal Programs department, Department of Human Resources, NOVA, Enrich and Impact, and other community based organizations to provide resources to students for counseling, school supplies, medical care, clothing, and shelter.

The Leadership team meets monthly to review strategies implemented during the 2018-2019 school year. They discuss which strategies are/are not effective in increasing student achievement. Grade level teams meet to discuss and analyze 2018-2019 test data (STAR, ACCESS, and Scantron). This is done in order to identify areas of strength and areas which need improvement. Teachers review the assessment results continuously and meet monthly during data meetings to address the findings related to specific groups to identify the gaps in student achievement. The leadership team, including parents, meets annually to discuss strategies, professional development, and budget concerns. The working copy is reviewed and revisions are made as needed. The PST members evaluate data collected and refer students to determine if there are in need of additional interventions, or if there are any indicators that would warrant more testing or referral for special services.

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)?

Based on Scantron, STAR Enterprise, DIBELS, and other assessments, the school selects targeted students to participate in tutoring and other programs to improve areas of weakness. Skills focus on reading, math, and language acquisition for students identified as at-risk. Ridgecrest has a community partnership with an area church. They provide individuals, many of whom are retired teachers, who tutor students on a regular basis throughout the school day. Additional support/materials are provided by volunteers from Alabama A&M University and by Huntsville City Schools Federal Programs.

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

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

Ridgecrest takes many different steps to evaluate the school wide program. We administer surveys to teachers, parents, and students and use the results to refine the Continuous Improvement Plan. We periodically send out questionnaires or other correspondence to solicit feedback. We also hold several meetings during the year that include stakeholders from the school, community, and parents to help us review the improvement plan.

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?

Once teachers reconvene at the beginning of the school year, data from the State's annual assessments are reviewed and compared longitudinally to check for growth from year to year. Also, other summative assessment data from the district and school level is reviewed and compared to state data to make determinations of specific deficiencies.

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

The school evaluates the success of the school wide plan in reaching those students furthest from achieving the standards by disaggregating data from several sources- STAR Enterprise, Scantron, DIBELS, program data, etc.

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?

Ridgecrest hold several review meetings throughout the year to revise and update the plan as needed. The school takes steps to include all stakeholders, parents, community, teacher, etc. in the review process.

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.	34.4

Provide the number of classroom teachers.

32.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1799142.0

Total

1,799,142.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	100294.2

Total

100,294.20

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	86995.42

Total

86,995.42

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	63476.76

Total

63,476.76

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	64096.62

Total

64,096.62

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	11370.0

Total

11,370.00

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.	3411.0

Total

3,411.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	20317.0

Total

20,317.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3644.0

Total

3,644.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	470240.6

Provide a brief explanation and breakdown of expenses.

- \$92,536.00 to fund a Curriculum Specialist in order to support implementation of Title I requirements, instruction, and coaching.
- \$75,663.00 to fund an EL Teacher in order to support the implementation of WIDA standards and EL students.
- \$90,000 to fund the hiring of intervention teachers to support the needs of struggling students in the areas of reading and mathematics.
- \$40,611.00 to fund the hiring of a Student/Community Engagement Liaison between students' families and the school to establish effective communication and positively promote collaboration in resolving identified issues encouraging parent/guardian participation in the student's educational planning
- \$500.00 to cover substitutes for certified support in their absence.
- \$6,000.00 to cover the cost of printing student material in house and various vendors.
- \$53,254.00 to purchase classroom supplies, subscriptions, etc. for students and teachers.
- \$5,000.00 to purchase needed software such as Renaissance Accelerated reader, Accelerated Math, various library software, etc.
- \$2,000.00 to purchase technology equipment to support the digital one-to-one curriculum.
- \$4,000.00 to purchase additional laptops, iPads, etc. Additionally, to repair iPads, computers purchased with Title I funds.
- \$15,000.00 to pay for student registration fees for students to attend various in state and out of state field trips.
- \$4,000.00 To cover the charge for buses for students to attend various in state and out of state field trips.
- \$14,500.00 to cover the cost of substitutes for teachers who attend in house and outside professional development. To cover the cost of stipends and benefits for teachers to attend professional development activities outside of their contracted hours.
- \$9,000.00 to fund the cost to cover fees from various consultants.
- \$3,000.00 to fund travel expensed for teachers to attend various in state professional development opportunities.
- \$11,000.00 to fund travel expenses for teachers to attend various out of state professional development.
- \$250.00 to cover the cost of supplies needed for professional development provided by various consultants.
- \$6,000.00 to cover the cost of registration fees for teachers to attend various in state and out of state professional development.

ACIPRidgecrest Elementary School

- 3,000.00 to cover the cost of supplies for various parent involvement activities.
- 5,426.60 1% set aside for parent involvement.
- \$28,000 Summer School salaries and benefits for the 2018-2019 school year.
- \$5,000.00 to cover the cost of Extended Day.

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	3.26

Provide a brief explanation and breakdown of expenses.

Teachers - \$107,148.59

Asst. Principal - \$86,995.42

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))

An annual Title I meeting for parents is held each September to discuss the criteria for being a Title I School. The meeting agenda consists of funding, parent engagement opportunities, curriculum, assessment, and Parents-Right-to-Know. The meeting is conducted twice to meet the needs of our parents, and is also conducted in English and Spanish.

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))

Our parent engagement coordinator will offer meetings at various times to meet the needs of parents. Child care and transportation will be provided when possible. Notices will be sent home to all students inviting parents to attend. During the Title I advisory committee meeting, parents will have an opportunity to review the plan, school-parent compact, and the Title I budget. For parents who are unable to attend, the parent coordinator may send home a survey to elicit feedback. Title I parent engagement funds are utilized to secure a school parent coordinator.

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

- * Title I informational pamphlets in front office
- * Workshops are offered for parents
- * Parent/Teacher conferences- once per semester, and additionally as needed
- * Both written notices and SchoolCast phone call notices are sent out
- * Parent and Family Engagement flyers are sent out in English and 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))

Each year, our School-Parent Compact is reviewed and updated by a committee of parents. This compact is given to parents in both English and Spanish. Each teacher, parent, and student signs the compact. Teachers maintain possession of the compacts and they are used to
SY 2018-2019

guide parent/teacher conferences throughout the year.

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

Parents can submit comments/dissatisfaction about the Continuous Improvement Plan by bringing them to their child's teacher or submit written comments to the office staff. Parents may also comment upon the CIP during review meetings held during the year.

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)

Ridgecrest builds parental capacity by providing parent/teacher conferences throughout the year to address concerns with individual learners. The school maintains an active PTA to help keep all parents informed about the school and their child's education. Written notices will be distributed in order to notify parents of opportunities. Phone calls, newsletters, Facebook posts, the Ridgecrest website, Twitter etc. are also available to help keep parents informed and engaged.

Parents are invited to all Title I workshops and Literacy classes, offered by the School Parent Coordinator. Surveys are sent home inquiring as to the needs of parents. Parents in our Pre-K classes volunteer in their child's classroom to get a first-hand look at how their child is performing. Our school parent coordinator will be working to solicit volunteers for classrooms and special activities (Kite Day, Field Day, etc.). We have money allocated in our budget to purchase supplies that may be helpful for parents in response to the information gathered by the school parent coordinator.

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)

Ridgecrest holds monthly parent parties, PTA meetings, annual open houses, and other gatherings/events to help build ties between the

parents, community, and school.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Ridgecrest maintains a parent resource section in the school library and in the main foyer of the school. These resources cover a broad range of parenting skills. We have revived our Adult English classes and we coordinate with District Federal Programs and EL Department to make our parents aware of broader offerings to help them better help their children in school. A Lending Library will be created to help further develop and home school literacy connection.

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)

All information on school functions, activities, delays and closings, etc. is sent to parents in both English and Spanish. We communicate with our parents in various ways including Schoolcasts, weekly newsletters, the school sign, Facebook, Twitter, flyers, and the school website.

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)

Ridgecrest seeks to accommodate any reasonable requests that we receive. We fulfill such requests through parent conferences, workshops, meetings, and by providing resources as necessary.

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 provide information in parents' preferred language, when possible, when communicating verbally or in writing. The school utilizes district translators in most school meetings and events and translate all school communication.