



ACIP

Margaret Yarbrough Elementary School

Auburn City Board of Education

Mr. Jeffrey P Forster
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Executive Summary

Introduction

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

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

Description of the School

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

Executive Summary 2017 - 2018

Yarbrough Elementary School is located on the north side of Auburn, AL. Yarbrough Elementary School celebrates our nineteenth year as elementary partners with Auburn City Schools.

Yarbrough continues to lead with the implementation of a variety of new techniques and strategies that improve education. The integration of technology into all classrooms has been, and will continue to be, a major focus for Yarbrough Elementary. A cohort of faculty members was trained to be proficient with many useful apps and web sites to enhance technology in the classroom and enhance parental engagement during the 2016 - 2017 academic year. Additionally, our district continues to grow our social media presence through multiple channels including Facebook, Twitter, and Instagram. Auburn City Schools also standardized Schoology as the official learning management system increasing communication and sharing throughout all schools.

Yarbrough Elementary School (YES) serves a diverse student population of 575 third - fifth grade students (2017 - 2018) in central Alabama. The school's population is affected by the presence of Auburn University which brings many families from various cultures. As of August 9, 2017, our enrollment included 56 Asian students, 154 African American students, 1 Native Hawaiian or Pacific Islander, 347 white students and 16 Hispanic students. 291 students were male and 284 students were female.

During the 2016 - 2017 academic year, YES continued to implement the "Leader in Me" program which promotes leadership opportunities for our students. A component of this program was to incorporate a Club Day at the end of each month, allowing all students to belong to a club of interest, and be well-known by many members of the faculty. Stakeholders were encouraged to lead or present to clubs in order to enhance parental engagement.

Students are encouraged to take ownership of the school by becoming peer tutors, ambassadors, and helpful members of the community. A very successful example of community outreach is a project created by our Instructional Coach, Dr. Shannon Brandt. Dr. Brandt began a "Family Book Club" inviting parents to share the experience of reading a novel and engage in book discussions on the school campus with their children. This popular event will be continued during the 2017 - 2018 school year as we engage family, students and staff through literature. Yarbrough also received a grant allowing students to become "peer tutors," allowing our 5th graders to model learning habits and study skills for our younger students.

The growth of our community creates a unique challenge of a steadily rising student population. According to the 2013 U.S. Census Bureau, Auburn is the 14th fastest growing city in the United States. The population has increased slightly above 3% each year since 1960. ACS has enrolled an average of 416 students new to the district over the past five years. Space for students and teachers is limited at Yarbrough, as there is no room to allow for future growth due to the location of our campus. This challenge affects daily routines, instructional procedures and the classroom community. Another challenge our school faces is the rate of transiency within and out of our district. Auburn City School faculties have collaborated to create common data collections to ensure a smoother transition for incoming students. Auburn City Schools rezoned for the 2013- 2014 school year, which converted Yarbrough to an intermediate elementary school (Grades 3 - 5) school as opposed to grades 1 - 5 prior to rezoning. Yarbrough has continued to successfully transition students into a third - fifth grade school yearly by hosting "Family Night" for rising third graders and their families, and organizing a visit to our campus for incoming students. Yarbrough also works in conjunction with Drake Middle School to ensure that our exiting 5th graders have a smooth transition as well. Teachers from all three schools collaborate to discuss student needs, aptitudes, and personalities.

School's Purpose

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

At Yarbrough, we will teach life skills that lead to success, academically and personally. As we begin our fourth year of implementing "The Leader in Me" seven habits program, we will continue to instill leadership skills in our students. We recognize students displaying great character in the school and who have met their personal goals. Students vote monthly to choose classmates that have exemplified the successful habit highlighted each month. These student leaders are recognized school-wide. We will continue to ignite a love of reading in every student. Because Yarbrough teachers have a passion for great books, and research consistently supports the value of independent student reading, the Y.E.S. faculty will work to increase motivation and opportunities for students to enjoy authentic fiction and nonfiction text. During the 2017 - 2018 school year, we will introduce seven strengths of independent readers to help our students develop relational skills that lead to reading success. These include confidence (thinking independently and expressing ideas with assurance), friendship (having close, trusting relationships and personal connections to others - learning to interact in positive and productive ways), belonging (identifying as a valued, represented member of a larger community), hope (thinking optimistically and believing that today's efforts will produce good things in the future for yourself and the world), curiosity (fostering a willingness to explore new territory and test new theories), kindness (being compassionate towards others, expressing tenderness that has an impact far and near) and courage (having the strength to do something that you know is right even though it may be difficult). It is our hope that these strengths will carry over into everyday life for our students. We will strive to spark interest in Science, Technology, Engineering, and Math. With a new set of Alabama Science Standards, Yarbrough teachers will develop engaging and challenging lessons that connect science to the real world, emphasize engineering practices, and incorporating technology.

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.

Yarbrough Elementary had several notable achievements in the last three years. We continue to implement our school's Strategic Plan and have seen an impact in the overall success of our students. Increasing student leadership opportunities and emphasizing "The Leader in Me" seven habits program has given students a sense of community and belonging. Our Club Day assemblies and club meetings have served several purposes: increasing school spirit, recognizing student and staff achievement, and stronger relationships between students and teachers. During the past year, we have also used our Club Days to provide additional opportunities for parents to be engaged in our school community. Academically, we have shown tremendous growth in our ACT Aspire scores. The percentage of our students who have met the Reading benchmark rose 4% from last year to this year, the largest gain since the ACT Aspire became our state test. This 4% gain represents over 20 students. An area of focus for last year was our fifth grade reading scores, and they increased 12%! Our third and fifth grade math scores were above the system average again this year. While fourth grade was slightly lower than the system average, the number of fourth graders scoring in the "Needs Support" category was impressively low - only 5 out of 179 students scored in this lowest category. The results of the Parent Survey administered in the Spring of 2017, showed that previous parent concerns about communication were alleviated by our efforts to improve communication with an electronic newsletter, parent group texts, and additional opportunities to visit school. Areas to focus on for the 2017-2018 school year include using assessments to monitor the needs of individual students as our state test moves to a growth model. We will also respond to parent concerns from the Spring 2017 survey by providing support and a more cohesive behavior plan for our resource teachers.

Additional Information

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

During the 2017 - 2018 academic school year, Yarbrough will work to instill a love of reading in every student and enhance this love by continuing to invite stakeholders to build a love of reading through our Family Book Club. We will continue to partner with outside agencies such as Our House (a non-profit organization that assists at-risk students in our zone with academics and social skills), the Boys and Girls Club, and Esperanza House, as well as offering sessions for stakeholders to learn strategies in all academic subjects to help students at home.

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.

Our school utilizes faculty and staff, community members, and parents to develop our improvement plan. We surveyed stakeholder interests and needs, which contributed to our plan. We informed stakeholders of their roles and scheduled meetings based on input from our stakeholders. We met with representatives of our stakeholders throughout the year to receive feedback to form our improvement plan.

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

Stakeholders were given the opportunity to read the school's draft of the improvement plan as well as the school compact, and then input from stakeholders helped drive the CIP to completion. Our committee consisted of administrators, the instructional coach, guidance counselor, Title 1 teacher, ESL teacher, grade level representatives, parents, PTO board members and a community representative. Feedback from each member was carefully considered and implemented into our plan and compact.

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

After considering input and suggestions from all stakeholders who indicated they would like to be part of the committee, members met and finalized Yarbrough's improvement plan in the beginning and end of the academic year. Team members researched and collaborated to complete our final strategic plan. Our plan is placed on our school web site, and a Title 1 meeting is held yearly to inform stakeholders of our goals, and a copy is sent home with students.

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?	No	Please see attached document for this year's current Aspire data. Other responses in this document were based on additional data from previous years' trends.	Student Performance Data Aspire results

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates 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?

Overall, our students' performance in math exceeds the expected level of performance. On the state ACT Aspire assessment, 82% of third graders met benchmark, 77% of fourth graders, and 73% of fifth graders. This far exceeds the state averages of 52%, 45%, and 43% respectively. In reading, 60% of Yarbrough third graders met standards, compared to the state average of 35%.

In addition, STAR Assessments also show results above expected levels. With regard to national norms, our students had a percentile ranking over 50% in every grade, both reading and math. Average percentile ranks were 60% for third, 65% for fourth, and 56% for fifth graders in reading. In math, the average percentile ranks are even higher with 70%, 71%, and 69%.

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

The percent of third grade students meeting or exceeding standards on the ACT Aspire increased from 53% to 60% in reading and 79% to 82% in math. Fourth graders increased in math from 66% to 77%. The group of fourth graders who had 66% meet benchmark in math in the spring of 2014 increased to 73% meeting benchmark as fifth graders in the spring of 2015.

Which area(s) indicate the overall highest performance?

The results of the math section of the ACT Aspire show the overall highest performance. When compared to our system, we had more students meet benchmark than any other school. These results were significantly higher than the national and state average, as well.

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

All subgroups show a trend toward increasing performance as evidenced by the increase of standardized test scores.

Between which subgroups is the achievement gap closing?

Yarbrough has shown growth with our African-American and special education population.

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

The results from the state ACT Aspire assessment are consistent with our district STAR assessment. When correlated, over 75% of students had their performance level correctly predicted by the STAR assessment. Because College and Career Ready Standards in math were adopted a year earlier than reading, we have had an additional year to implement the math standards which supports the higher scores in math. In addition, the state and national averages for the ACT Aspire report higher scores in math than reading, consistent with our school's SY 2017-2018

scores.

Areas in Need of Improvement

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

Parent involvement in subgroups is lower than expected.

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

According to Aspire results, a negative trend would be the performance of students entering YES after the school year has begun.

Which area(s) indicate the overall lowest performance?

Reading complex text is an area of academic focus for Yarbrough students.

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

Transient students show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

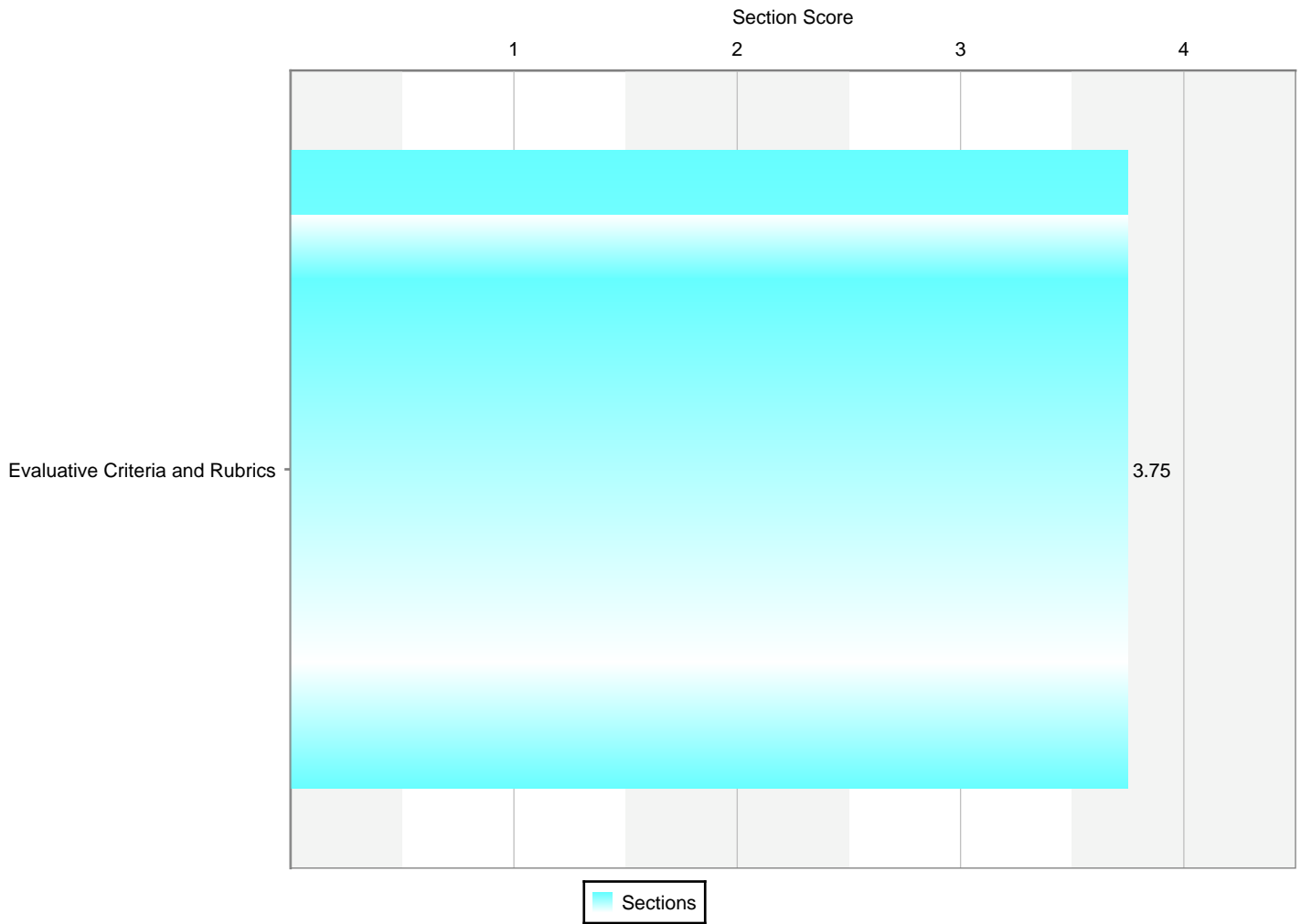
At this time, we have identified no subgroups widening the achievement gap.

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

Reading complex text remains an area of focus after analyzing other data sources.

Report Summary

Scores By Section



2017-2018 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		17-18 Leadership Team

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		Disc.17

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	J. Pete Forster Principal 1555 N. Donahue Dr. Auburn, AL 36830 334-887-1970	Forster17

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		Rights17

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		2017 compact

2017 -2018 Plan for ACIP

Overview

Plan Name

2017 -2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2017 - 2018 Enhance the English as a Second Language (ESL) Program	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$52001
2	2017 - 2018 SCHOOL: Using Learning Targets to Improve Teaching and Learning	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Goal 1: 2017 -2018 SCHOOL: Improving Instruction through Classroom Observation, Data Collection, and Feedback (eleot)	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Independent Readers 2017 - 2018	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Transition and Parent Engagement Meetings 2017-2018	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0

Goal 1: 2017 - 2018 Enhance the English as a Second Language (ESL) Program

Measurable Objective 1:

collaborate to improve the educational experience and performance of English Language Learners by 06/01/2018 as measured by an increase in the percentage of students making adequate progress in language acquisition..

Strategy 1:

Support for Teachers - Yarbrough will provide ongoing support for ESL teachers and regular classroom teachers to include professional development on research based best practices and the practical implementation of classroom accommodations and instructional strategies.

Category: Develop/Implement Learning Supports

Research Cited: ESL English proficiency increases throughout the school year. This will show through classroom performance and classroom independence as well as ACCESS 2.0 scores.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Email Communication-Mrs. Counts and Mrs. Taylor sent emails to faculty and staff throughout the year to provide information about classroom accommodations, quick tips, effective classroom strategies and ways to communicate with limited English parents/guardians.	Other - Professional Learning	09/29/2017	05/25/2018	\$0	No Funding Required	ESL Teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional learning opportunities focusing on the use of learning standards and best practices for the instruction of English learners, including: World-Class Instructional Design and Assessment (WIDA), Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), and School Assistance Meetings for Understanding English Learners (SAMUEL).	Other - Professional Learning	09/22/2017	05/25/2018	\$51000	Title III	Director of Student Services, ESL Teacher

Activity - Cultural Awareness Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL teacher presented a narrated video read by an ESL student that attends a school in our district that described his travels from EL Salvador to the U.S. The ESL teacher also gave community resources for students and families and helped teachers be aware of immigrants' home life.	Professional Learning	03/06/2017	05/25/2018	\$0	No Funding Required	ESL Teacher

Strategy 2:

Support for Learners - Yarbrough will provide support for students through structured learning opportunities and exposure to multicultural events.

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

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACS will provide a locally funded teacher to provide direct instruction to English Learners at the school level.	Direct Instruction	09/22/2017	05/25/2018	\$1	Other	Director of Student Services, Director of Human Resources, Superintendent, and Board of Education
Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yarbrough will provide after school tutorial support in both language acquisition and academic achievement.	Academic Support Program	09/22/2017	05/25/2018	\$1000	Title III	Director of Student Services, Principals, ESL Teacher, and after school Tutors
Activity - Multicultural Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yarbrough students and teachers will collaborate to create class presentations about various cultures. Stakeholders will be encouraged to participate in this activity.	Community Engagement	09/22/2017	05/25/2018	\$0	No Funding Required	Yarbrough faculty and staff

Goal 2: 2017 - 2018 SCHOOL: Using Learning Targets to Improve Teaching and Learning

Measurable Objective 1:

increase student growth by posting and using learning targets to guide teachers and students toward a clear understanding of what students are intended to learn or accomplish for each lesson by 05/25/2018 as measured by the percentage of all classrooms observations/ walk throughs recorded where learning targets are posted throughout the year..

Strategy 1:

Consistent and Pervasive Use - Principals will expect and monitor the posting and use of learning targets in all classrooms for lessons taught throughout the year.

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

Research Cited: AdvancEd Quality Assurance Standards, Learning Targets Research

Activity - Information and Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Margaret Yarbrough Elementary School

The principal will ensure that all teachers are informed of the purposes and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	09/22/2017	05/25/2018	\$0	No Funding Required	Principal, CO support, as requested.
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will systematically monitor and measure compliance with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to eleot) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators.	Policy and Process	09/22/2017	05/25/2018	\$0	No Funding Required	Principal, Accountability Coordinator
Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compliance with this goal should be documented. The percentage of observations where Learning Targets were posted may be reported as a PROGRESS NOTE to this ACTIVITY in ASSIST at the end of the first and second semester. Progress will be reported on the ACS QAR mid-year and end-of-year report card. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school. Policy and Process \$0 No Funding Required Principal Schools:All Schools	Policy and Process	09/22/2017	05/25/2018	\$0	No Funding Required	Principal
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012). Professional Learning \$0 No Funding Required Director, Assessment and Instruction, or designee Schools:All Schools	Professional Learning	09/22/2017	05/25/2018	\$0	No Funding Required	Director, Assessment and Instruction, or designee

Goal 3: Goal 1: 2017 -2018 SCHOOL: Improving Instruction through Classroom Observation, Data Collection, and Feedback (eleot)

Measurable Objective 1:

demonstrate a proficiency in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learning by 05/25/2018 as measured by in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learning.

Strategy 1:

Practice and Research - The principal and each assistant principal will conduct a minimum of three classroom elect observations a month (October, 2016 - May, 2017).

Schools: All Schools

Category: Other - Policy and Process

Activity - Quality Assurance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and each assistant principal will conduct at least three observations with a peer observer a year to monitor the instructional program, develop interrater reliability, provide data for reflection, program evaluation, and sharpen the focus on quality assurance throughout the instructional program. Schools: All Schools	Policy and Process	09/22/2017	05/25/2018	\$0	No Funding Required	Principal
Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A summary of elect observation records for the year will be extracted and summarized centrally to verify compliance for regular observations. Observations conducted with another peer observer should be documented using the "Elect Interrater Reliability Conference Report". This document is linked and labeled "Interrater Reliability" on the QAR Team Page for each school. Schools: All Schools	Policy and Process	10/03/2016	05/19/2017	\$0	No Funding Required	Principal

Goal 4: Independent Readers 2017 - 2018**Measurable Objective 1:**

80% of All Students will demonstrate a behavior choose and engage in books independently in English Language Arts by 05/18/2018 as measured by An increase in Performance Series reading scores.

Strategy 1:

Strengths of independent readers - Students will be encouraged to become independent readers through participation in book clubs, learning the strengths of strong readers (a sense of belonging, curiosity, confidence, etc...), and the school theme , "Reading Takes You Places".

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/7-strengths-super-readers/>

Activity - Book groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in book groups of their interest, family book club meetings, and read-alouds as well as silent reading time embedded into each school day.	Community Engagement	09/05/2017	05/18/2018	\$0	Other	All Yarbrough teachers.

Goal 5: Transition and Parent Engagement Meetings 2017-2018

Measurable Objective 1:

100% of Third and Fifth grade students will collaborate to transition smoothly between schools in Practical Living by 05/18/2018 as measured by student attendance.

Strategy 1:

Transition Meetings 2017-2018 - Rising second graders will travel to Yarbrough at the end of their second grade year to visit our campus and become familiar with personnel. Rising fifth graders will travel in the spring of 2018 to visit Drake Middle School to become familiar with the campus and personnel.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit their future campus to transition more smoothly for the upcoming year.	Field Trip	09/06/2017	05/18/2018	\$0	Other	Faculty at Yarbrough, Richland, and Drake.

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students of our sister school who are rising third graders will be invited to participate in Literacy/Math Night, Family Book Club, and other activities such as Spring Fling.	Parent Involvement	10/04/2017	05/25/2018	\$0	No Funding Required	Yarbrough faculty and staff.

Goal 6: SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment

Measurable Objective 1:

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demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment ACTIVE LEARNING of the Effective Learning Environments Observation Tool (ELEOT) from 3.35 to 3.37 (.5%) by 05/18/2018 as measured by observation ratings.

Strategy 1:

Needs Assessment - Analyze ELEOT observation data from the 2016-17 school year, along with other pertinent school performance data, to identify at least one of the seven ELEOT Learning Environments as an improvement focus for the year.

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

Research Cited: AdvancEd School Performance Standards

Activity - Learning and Support, Admin	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0	No Funding Required	School Improvement Specialist

Activity - Training and Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0	No Funding Required	Principal

Strategy 2:

Learning and Support, Staff - Provide all teachers with an orientation, professional development, and support toward improving performance on the Local Indicator Goal.

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

Research Cited: AdvancEd School Quality School Standards

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Yarbrough Elementary, we will orient teachers to the focus during grade level meetings. This setting is smaller and allows for conversation on the subject. Teachers will be given an updated copy of the ELEOT Observation Tool in order to ensure an understanding of the expectation on Active Learning.	Policy and Process	08/09/2017	06/01/2018	\$0	No Funding Required	Principal

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At Yarbrough Elementary, we will have grade level discussion on methods teachers use to engage students in discussions with teachers and other students as well as how to keep students engaged in their learning activities. We will include conversations with teachers in bi-monthly professional development on ways to make connections between lesson content and real-life experiences.	Professional Learning	10/02/2017	05/18/2018	\$0	No Funding Required	Principal, Instructional Coach
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Strategy 3:

Sampling - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancedEd Effective Learning Observation tool (ELEOT) to collect data and monitor progress.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

Activity - Observing and Collecting Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017-May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	08/09/2017	05/18/2018	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book groups	Students will participate in book groups of their interest, family book club meetings, and read-alouds as well as silent reading time embedded into each school day.	Community Engagement	09/05/2017	05/18/2018	\$0	All Yarbrough teachers.
Field Trip	Students will visit their future campus to transition more smoothly for the upcoming year.	Field Trip	09/06/2017	05/18/2018	\$0	Faculty at Yarbrough, Richland, and Drake.
Direct Instruction	ACS will provide a locally funded teacher to provide direct instruction to English Learners at the school level.	Direct Instruction	09/22/2017	05/25/2018	\$1	Director of Student Services, Director of Human Resources, Superintendent, and Board of Education
Total					\$1	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will attend professional learning opportunities focusing on the use of learning standards and best practices for the instruction of English learners, including: World-Class Instructional Design and Assessment (WIDA), Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), and School Assistance Meetings for Understanding English Learners (SAMUEL).	Other - Professional Learning	09/22/2017	05/25/2018	\$51000	Director of Student Services, ESL Teacher
Extended Learning Time	Yarbrough will provide after school tutorial support in both language acquisition and academic achievement.	Academic Support Program	09/22/2017	05/25/2018	\$1000	Director of Student Services, Principals, ESL Teacher, and after school Tutors

Total

\$52000

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012). Professional Learning \$0 No Funding Required Director, Assessment and Instruction, or designee Schools:All Schools	Professional Learning	09/22/2017	05/25/2018	\$0	Director, Assessment and Instruction, or designee
Learning and Support, Admin	The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0	School Improvement Specialist
Observing and Collecting Data	The principal and assistant principal will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017- May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	08/09/2017	05/18/2018	\$0	Principal
Embedded Professional Development	At Yarbrough Elementary, we will have grade level discussion on methods teachers use to engage students in discussions with teachers and other students as well as how to keep students engaged in their learning activities. We will include conversations with teachers in bi-monthly professional development on ways to make connections between lesson content and real-life experiences.	Professional Learning	10/02/2017	05/18/2018	\$0	Principal, Instructional Coach
Professional Development	Email Communication-Mrs. Counts and Mrs. Taylor sent emails to faculty and staff throughout the year to provide information about classroom accommodations, quick tips, effective classroom strategies and ways to communicate with limited English parents/guardians.	Other - Professional Learning	09/29/2017	05/25/2018	\$0	ESL Teacher
Multicultural Research	Yarbrough students and teachers will collaborate to create class presentations about various cultures. Stakeholders will be encouraged to participate in this activity.	Community Engagement	09/22/2017	05/25/2018	\$0	Yarbrough faculty and staff
Progress Monitoring	The principal will systematically monitor and measure compliance with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to eleot) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators.	Policy and Process	09/22/2017	05/25/2018	\$0	Principal, Accountability Coordinator

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Information and Orientation	The principal will ensure that all teachers are informed of the purposes and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	09/22/2017	05/25/2018	\$0	Principal, CO support, as requested.
Orientation	At Yarbrough Elementary, we will orient teachers to the focus during grade level meetings. This setting is smaller and allows for conversation on the subject. Teachers will be given an updated copy of the ELEOT Observation Tool in order to ensure an understanding of the expectation on Active Learning.	Policy and Process	08/09/2017	06/01/2018	\$0	Principal
Cultural Awareness Professional Development	The ESL teacher presented a narrated video read by an ESL student that attends a school in our district that described his travels from EL Salvador to the U.S. The ESL teacher also gave community resources for students and families and helped teachers be aware of immigrants' home life.	Professional Learning	03/06/2017	05/25/2018	\$0	ESL Teacher
Verification and Documentation	A summary of eleot observation records for the year will be extracted and summarized centrally to verify compliance for regular observations. Observations conducted with another peer observer should be documented using the "Eleot Interrater Reliability Conference Report". This document is linked and labeled "Interrater Reliability" on the QAR Team Page for each school. Schools: All Schools	Policy and Process	10/03/2016	05/19/2017	\$0	Principal
Parent Engagement	Students of our sister school who are rising third graders will be invited to participate in Literacy/Math Night, Family Book Club, and other activities such as Spring Fling.	Parent Involvement	10/04/2017	05/25/2018	\$0	Yarbrough faculty and staff.
Training and Certification	The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0	Principal
Verification and Documentation	Compliance with this goal should be documented. The percentage of observations where Learning Targets were posted may be reported as a PROGRESS NOTE to this ACTIVITY in ASSIST at the end of the first and second semester. Progress will be reported on the ACS QAR mid-year and end-of-year report card. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school. Policy and Process \$0 No Funding Required Principal Schools:All Schools	Policy and Process	09/22/2017	05/25/2018	\$0	Principal

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Quality Assurance	The principal and each assistant principal will conduct at least three observations with a peer observer a year to monitor the instructional program, develop interrater reliability, provide data for reflection, program evaluation, and sharpen the focus on quality assurance throughout the instructional program. Schools: All Schools	Policy and Process	09/22/2017	05/25/2018	\$0	Principal
					Total	\$0

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	We administered the survey electronically.	

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Students most strongly felt that faculty and staff are invested in their learning and want them to reach their full potential. Staff surveys results revealed that all staff are qualified to support student learning. Parent survey results showed that Yarbrough provides a safe learning environment.

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

The second highest surveys responses indicated the following; students felt that they are learning new things that will help them in the future, Staff responses indicated that Yarbrough maintains facilities and environment to support student learning, while parents stated that YES provides opportunities for students to participate in activities that interest them.

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

All of the above findings were aligned with comments made by students, faculty, and staff. Many comments noted the consistent communication between school and home, the caring faculty, and the high emphasis placed on parent/teacher involvement.

Areas in Need of Improvement

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

The lowest scoring survey responses were as follows; students would like to see adults in the building treated with more respect. The staff would like to see more colleagues using a variety of technology as instructional resources, and parents wanted to ensure students have access to support services based on identified needs (3.95)

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

Survey results showed the following; students want adults in the building to ask them how they feel about school which would allow them to have more input in decisions. The staff reported a need to provide more peer coaching. Parents reported they would like students to see a relationship between what is being taught and everyday life (4.06).

What are the implications for these stakeholder perceptions?

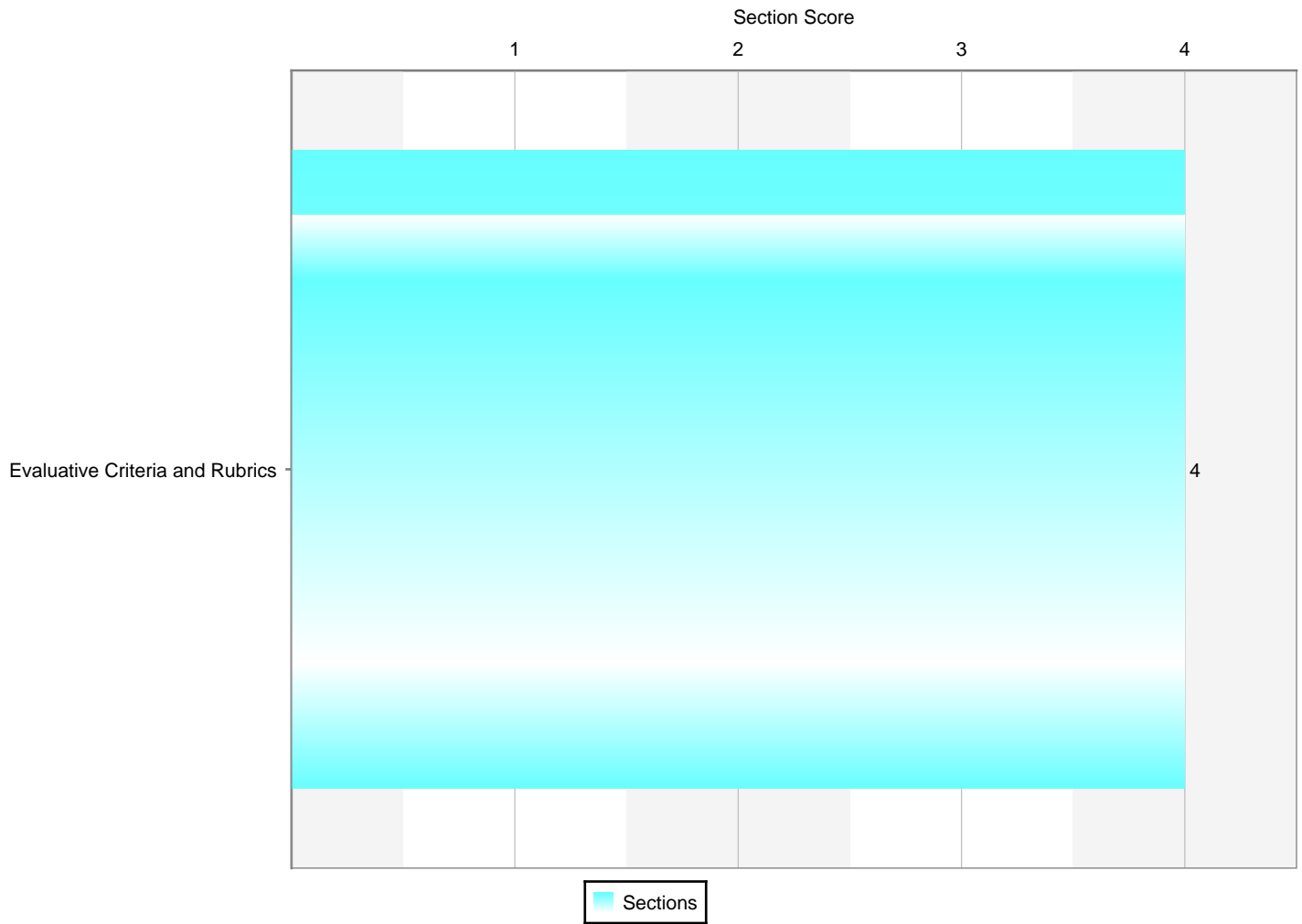
We have increased our student ambassadors, who may act as liaisons between other members of the student body and faculty. We will continue to implement the "Leader in Me" program which addresses the habits of successful students. We are providing our staff with the opportunity to join a technology cohort group in order to learn how to effectively implement technology in the classroom. During the 2017-2018 year, ACS will provide opportunities for teachers to visit peer classrooms, as well as continue the S.W.I.M. program, which provides new teachers a mentor and effective teaching strategies. We will address parent concerns using Performance Series to screen and find the needs of each student and use the reports to plan instruction.

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

Students did note in the survey responses that they would like to see students treating adults as well as other students with respect. Faculty responses noted that technology (internet connection) needed to be improved. ACS added several internet access points in the spring of 2017 to enhance internet connectivity.

Report Summary

Scores By Section



2017-2018 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?

We surveyed stakeholders electronically and through paper surveys.

What were the results of the comprehensive needs assessment?

Overall, survey results were positive. The highest rated responses for each survey are as follows;

Student: "In my school, my principal and teachers want every student to learn, "In my school my teachers want me to do my best work", "My principal and teachers help me get ready for the next grade" were the tops three responses.

Parent: "Our school provides a safe learning environment", "Our school provides opportunities for students to participate in activities that interest them" and "Our school ensures that the facilities support student learning were the top three responses.

Staff: "Our school provides qualified staff members to support student learning", "Our school maintains facilities that contribute to a safe environment" and "Our school provides instructional time and resources to support our school's goals and priorities" were the top responses.

Areas of improvement include (by stakeholder survey);

Staff: "Not all teachers use a variety of technology as instructional resources, "and "Staff members provide peer coaching to teachers".

Student: "Students treat adults with respect" and "My principal and teachers ask me what I think about school".

Parent: "My child sees a relationship between what is being taught and everyday life" and "My child has access to support services based on his/her identified needs".

What conclusions were drawn from the results?

Students and parents feel that the school is safe and the faculty and staff are invested in their education. We will continue to foster these traits in our school.

YES will work to implement more peer coaching through a district-wide project that allows teachers to visit other classrooms and collaborate across the district. ACS will continue to offer technology cohort classes to enhance the use of technology as an instructional resource. Club Days and The Leader in Me will assist faculty in instilling leadership traits (respect) and enhance the personal relationships between faculty and student population.

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

We will continue to survey student interests and provide mentors for all student population, so that each student is well-known by at least one adult on campus. Collaboration between faculty and staff will continue to increase use of technology, as well as peer coaching.

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

YES saw a need for leadership qualities based on previous years' surveys as well as a need to foster the love of reading. Through our reading and leadership programs, students are encouraged to read books of their interest and use behavioral traits to connect reading with their every day life. Continuing the cohort groups between staff members should increase peer coaching.

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

Our goals are formed through analysis of survey questions, open-ended responses, test scores, faculty/student dialogue and academic screeners.

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

Our goals address the needs of the entire school population by using student interest surveys, collaboration among the staff and student population, and continuing to instill leadership traits and firm reading habits through programs previously mentioned.

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:

Faculty and staff will engage learners in developing and monitoring goals for their own learning and behavior.

Measurable Objective 1:

collaborate to investigate, study, and determine strategies for establishing learning and behavioral goals for all students. We will utilize goal setting strategies in the classroom for individual students. by 05/08/2015 as measured by students will develop academic and behavioral goals. Students will increase academic achievement due to goal setting opportunities and reflection..

Strategy1:

Implementation - Faculty and staff will participate in The Leader in Me book study. We will research strategies for individual goal setting. We will create instructional activities that enable students to set and monitor academic and behavioral goals. We will provide opportunities for learners to demonstrate and reflect on academic and behavioral progress.

Category:

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty participate in professional development to help student set goals and create steps to achieve academic goals.	Academic Support Program	09/08/2014	05/08/2015	\$0 - No Funding Required	All faculty and staff at Yarbrough Elementary School.

Goal 2:

Evaluate the school structure whereby each student is well-known by at least one adult advocate in the school who supports the students' educational experience.

Measurable Objective 1:

collaborate to Ensure all students have an assigned adult advocate by 05/15/2015 as measured by assigned student-teacher partnerships.

Strategy1:

Mentors - Students will have an adult who foster their passions and goals by meeting monthly in student choice clubs.

Category:

Research Cited: Leader in Me

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Yarbrough will join a club based on their interests and goals.	Behavioral Support Program	10/03/2014	05/15/2015	\$0 - No Funding Required	All Faculty and staff at Yarbrough.

Goal 3:

2015 - 2016 Formative assessment: Ensure that common system-wide formative assessments and data meetings to analyze results are prepared and scheduled for all core academic courses.

Measurable Objective 1:

demonstrate a proficiency in analyzing, interpreting, and using formative assessment results in core academic courses to improve teaching and learning by 11/02/15 as measured by evidence of structured meetings and action plans to increase student achievement. by 06/03/2016 as measured by STIPD registration, QAR school team assignment, data analysis summary report.

Strategy1:

Quality Assurance - Each principal will designate and administrator and facilitators by course to ensure that data analysis meetings follow all administrations of common formative assessments. The aim of the sessions will be analyzing and interpreting results and reacting through planning and instruction toward improved student achievement.

Category:

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For each common formative assessment scheduled at the system or school level, a Data Analysis Meeting should be scheduled within one week of posted results. Data meetings must be posted on the system data analysis log.	Policy and Process	09/01/2015	06/03/2016	\$0 - No Funding Required	Quality Assurance Administrator, Data meeting designee, teacher teams by course.

Activity - Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each data analysis meeting must be scheduled in STIPD. A data analysis summary report (district template) must be completed to summarize the findings of each meeting. The most severe performance deficiencies, the implications for the curriculum, and actions that will be taken to improve performance must be addressed in the report.	Policy and Process	09/14/2015	05/13/2016	\$0 - No Funding Required	Assigned QAR administrator and facilitator.

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Activity - Accessing Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to access their respective class reports from the preferred computer-based platform.	Professional Learning	09/14/2015	10/30/2015	\$0 - No Funding Required	Building test coordinators, assessment platform administrators.

Goal 4:

2017 - 2018 Enhance the English as a Second Language (ESL) Program

Measurable Objective 1:

collaborate to improve the educational experience and performance of English Language Learners by 06/01/2018 as measured by an increase in the percentage of students making adequate progress in language acquisition..

Strategy1:

Support for Learners - Yarbrough will provide support for students through structured learning opportunities and exposure to multicultural events.

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

Research Cited:

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough will provide after school tutorial support in both language acquisition and academic achievement.	Academic Support Program	09/22/2017	05/25/2018	\$1000 - Title III	Director of Student Services, Principals, ESL Teacher, and after school Tutors

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACS will provide a locally funded teacher to provide direct instruction to English Learners at the school level.	Direct Instruction	09/22/2017	05/25/2018	\$1 - Other	Director of Student Services, Director of Human Resources, Superintendent, and Board of Education

Activity - Multicultural Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough students and teachers will collaborate to create class presentations about various cultures. Stakeholders will be encouraged to participate in this activity.	Community Engagement	09/22/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff

Strategy2:

Support for Teachers - Yarbrough will provide ongoing support for ESL teachers and regular classroom teachers to include professional development on research based best practices and the practical implementation of classroom accommodations and instructional strategies.

Category: Develop/Implement Learning Supports

Research Cited: ESL English proficiency increases throughout the school year. This will show through classroom performance and

classroom independence as well as ACCESS 2.0 scores.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Email Communication-Mrs. Counts and Mrs. Taylor sent emails to faculty and staff throughout the year to provide information about classroom accommodations, quick tips, effective classroom strategies and ways to communicate with limited English parents/guardians.	Other - Professional Learning	09/29/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Activity - Cultural Awareness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESL teacher presented a narrated video read by an ESL student that attends a school in our district that described his travels from EL Salvador to the U.S. The ESL teacher also gave community resources for students and families and helped teachers be aware of immigrants' home life.	Professional Learning	03/06/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities focusing on the use of learning standards and best practices for the instruction of English learners, including: World-Class Instructional Design and Assessment (WIDA), Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), and School Assistance Meetings for Understanding English Learners (SAMUEL).	Other - Professional Learning	09/22/2017	05/25/2018	\$51000 - Title III	Director of Student Services, ESL Teacher

Goal 5:

SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment

Measurable Objective 1:

demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment ACTIVE LEARNING of the Effective Learning Environments Observation Tool (ELEOT) from 3.35 to 3.37 (.5%) by 05/18/2018 as measured by observation ratings.

Strategy1:

Needs Assessment - Analyze ELEOT observation data from the 2016-17 school year, along with other pertinent school performance data, to identify at least one of the seven ELEOT Learning Environments as an improvement focus for the year.

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

Research Cited: AdvancEd School Performance Standards

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Activity - Training and Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Activity - Learning and Support, Admin	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0 - No Funding Required	School Improvement Specialist

Strategy2:

Learning and Support, Staff - Provide all teachers with an orientation, professional development, and support toward improving performance on the Local Indicator Goal.

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

Research Cited: AdvancEd School Quality School Standards

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will have grade level discussion on methods teachers use to engage students in discussions with teachers and other students as well as how to keep students engaged in their learning activities. We will include conversations with teachers in bi-monthly professional development on ways to make connections between lesson content and real-life experiences.	Professional Learning	10/02/2017	05/18/2018	\$0 - No Funding Required	Principal, Instructional Coach

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will orient teachers to the focus during grade level meetings. This setting is smaller and allows for conversation on the subject. Teachers will be given an updated copy of the ELEOT Observation Tool in order to ensure an understanding of the expectation on Active Learning.	Policy and Process	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Strategy3:

Sampling - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancedEd Effective Learning Observation tool (ELEOT) to collect data and monitor progress.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

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Activity - Observing and Collecting Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017- May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	08/09/2017	05/18/2018	\$0 - No Funding Required	Principal

Goal 6:

Independent Readers 2017 - 2018

Measurable Objective 1:

80% of All Students will demonstrate a behavior choose and engage in books independently in English Language Arts by 05/18/2018 as measured by An increase in Performance Series reading scores.

Strategy1:

Strengths of independent readers - Students will be encouraged to become independent readers through participation in book clubs, learning the strengths of strong readers (a sense of belonging, curiosity, confidence, etc...), and the school theme , "Reading Takes You Places".

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/7-strengths-super-readers/>

Activity - Book groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in book groups of their interest, family book club meetings, and read-alouds as well as silent reading time embedded into each school day.	Community Engagement	09/05/2017	05/18/2018	\$0 - Other	All Yarbrough teachers.

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:

Faculty and staff will connect the curriculum to other content areas and real-life settings to promote retention and relevance.

Measurable Objective 1:

collaborate to have an understanding of and ability to implement ELA CCRS reading and writing standards, and to increase opportunities for reading and writing in all content areas. by 05/08/2015 as measured by students possessing the ability to apply ELA CCRS reading and writing standards to all content areas..

Strategy1:

Professional development - Faculty will participate in ELA CCRS focused professional development from Instructional Coach at faculty meetings, grade level meetings, and bi-monthly professional development time.

Category:

Research Cited: The Common Core Guidebook: Informational Text

Activity - Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will read and utilize information in The Common Core Guidebook: Informational Text Lessons and The Common Core Writing Book. The faculty will create opportunities for students to read and write in content areas. The faculty will collaborate with all teachers to connect reading and writing in all content areas.	Professional Learning	09/08/2014	05/08/2015	\$0 - No Funding Required	Administrators, Instructional Coach, Resource teachers, classroom teachers

Goal 2:

Faculty and staff will engage learners in developing and monitoring goals for their own learning and behavior.

Measurable Objective 1:

collaborate to investigate, study, and determine strategies for establishing learning and behavioral goals for all students. We will utilize goal setting strategies in the classroom for individual students. by 05/08/2015 as measured by students will develop academic and behavioral goals. Students will increase academic achievement due to goal setting opportunities and reflection..

Strategy1:

Implementation - Faculty and staff will participate in The Leader in Me book study. We will research strategies for individual goal setting. We will create instructional activities that enable students to set and monitor academic and behavioral goals. We will provide opportunities for learners to demonstrate and reflect on academic and behavioral progress.

Category:

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty participate in professional development to help student set goals and create steps to achieve academic goals.	Academic Support Program	09/08/2014	05/08/2015	\$0 - No Funding Required	All faculty and staff at Yarbrough Elementary School.

Goal 3:

Evaluate the school structure whereby each student is well-known by at least one adult advocate in the school who supports the students' educational experience.

Measurable Objective 1:

collaborate to Ensure all students have an assigned adult advocate by 05/15/2015 as measured by assigned student-teacher partnerships.

Strategy1:

Mentors - Students will have an adult who foster their passions and goals by meeting monthly in student choice clubs.

Category:

Research Cited: Leader in Me

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Yarbrough will join a club based on their interests and goals.	Behavioral Support Program	10/03/2014	05/15/2015	\$0 - No Funding Required	All Faculty and staff at Yarbrough.

Goal 4:

2017 - 2018 Enhance the English as a Second Language (ESL) Program

Measurable Objective 1:

collaborate to improve the educational experience and performance of English Language Learners by 06/01/2018 as measured by an increase in the percentage of students making adequate progress in language acquisition..

Strategy1:

Support for Learners - Yarbrough will provide support for students through structured learning opportunities and exposure to multicultural events.

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

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACS will provide a locally funded teacher to provide direct instruction to English Learners at the school level.	Direct Instruction	09/22/2017	05/25/2018	\$1 - Other	Director of Student Services, Director of Human Resources, Superintendent, and Board of Education

Activity - Multicultural Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough students and teachers will collaborate to create class presentations about various cultures. Stakeholders will be encouraged to participate in this activity.	Community Engagement	09/22/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough will provide after school tutorial support in both language acquisition and academic achievement.	Academic Support Program	09/22/2017	05/25/2018	\$1000 - Title III	Director of Student Services, Principals, ESL Teacher, and after school Tutors

Strategy2:

Support for Teachers - Yarbrough will provide ongoing support for ESL teachers and regular classroom teachers to include professional development on research based best practices and the practical implementation of classroom accommodations and instructional strategies.

Category: Develop/Implement Learning Supports

Research Cited: ESL English proficiency increases throughout the school year. This will show through classroom performance and classroom independence as well as ACCESS 2.0 scores.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities focusing on the use of learning standards and best practices for the instruction of English learners, including: World-Class Instructional Design and Assessment (WIDA), Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), and School Assistance Meetings for Understanding English Learners (SAMUEL).	Other - Professional Learning	09/22/2017	05/25/2018	\$51000 - Title III	Director of Student Services, ESL Teacher

Activity - Cultural Awareness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESL teacher presented a narrated video read by an ESL student that attends a school in our district that described his travels from EL Salvador to the U.S. The ESL teacher also gave community resources for students and families and helped teachers be aware of immigrants' home life.	Professional Learning	03/06/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Email Communication-Mrs. Counts and Mrs. Taylor sent emails to faculty and staff throughout the year to provide information about classroom accommodations, quick tips, effective classroom strategies and ways to communicate with limited English parents/guardians.	Other - Professional Learning	09/29/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Goal 5:

2017 - 2018 SCHOOL: Using Learning Targets to Improve Teaching and Learning

Measurable Objective 1:

increase student growth by posting and using learning targets to guide teachers and students toward a clear understanding of what students are intended to learn or accomplish for each lesson by 05/25/2018 as measured by the percentage of all classrooms observations/ walk throughs recorded where learning targets are posted throughout the year..

Strategy1:

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Consistent and Pervasive Use - Principals will expect and monitor the posting and use of learning targets in all classrooms for lessons taught throughout the year.

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

Research Cited: AdvancEd Quality Assurance Standards, Learning Targets Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012). Professional Learning \$0 No Funding Required Director, Assessment and Instruction, or designee Schools:All Schools	Professional Learning	09/22/2017	05/25/2018	\$0 - No Funding Required	Director, Assessment and Instruction, or designee

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will systematically monitor and measure compliance with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to elect) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators.	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, Accountability Coordinator

Activity - Information and Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will ensure that all teachers are informed of the purposes and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, CO support, as requested.

Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compliance with this goal should be documented. The percentage of observations where Learning Targets were posted may be reported as a PROGRESS NOTE to this ACTIVITY in ASSIST at the end of the first and second semester. Progress will be reported on the ACS QAR mid-year and end-of-year report card. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school. Policy and Process \$0 No Funding Required Principal Schools:All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

Goal 6:

Goal 1: 2017 -2018 SCHOOL: Improving Instruction through Classroom Observation, Data Collection, and Feedback (eleot)

Measurable Objective 1:

demonstrate a proficiency in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learni by 05/25/2018 as measured by in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learni.

Strategy1:

Practice and Research - The principal and each assistant principal will conduct a minimum of three classroom eleot observations a month (October, 2016 - May, 2017).

Schools: All Schools

Category: Other - Policy and Process

Research Cited:

Activity - Quality Assurance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and each assistant principal will conduct at least three observations with a peer observer a year to monitor the instructional program, develop interrater reliability, provide data for reflection, program evaluation, and sharpen the focus on quality assurance throughout the instructional program. Schools: All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

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Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A summary of eleot observation records for the year will be extracted and summarized centrally to verify compliance for regular observations. Observations conducted with another peer observer should be documented using the "Eleot Interrater Reliability Conference Report". This document is linked and labeled "Interrater Reliability" on the QAR Team Page for each school. Schools: All Schools	Policy and Process	10/03/2016	05/19/2017	\$0 - No Funding Required	Principal

Goal 7:

SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment

Measurable Objective 1:

demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment ACTIVE LEARNING of the Effective Learning Environments Observation Tool (ELEOT) from 3.35 to 3.37 (.5%) by 05/18/2018 as measured by observation ratings.

Strategy1:

Sampling - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancedEd Effective Learning Observation tool (ELEOT) to collect data and monitor progress.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

Activity - Observing and Collecting Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017- May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	08/09/2017	05/18/2018	\$0 - No Funding Required	Principal

Strategy2:

Learning and Support, Staff - Provide all teachers with an orientation, professional development, and support toward improving performance on the Local Indicator Goal.

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

Research Cited: AdvancEd School Quality School Standards

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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will have grade level discussion on methods teachers use to engage students in discussions with teachers and other students as well as how to keep students engaged in their learning activities. We will include conversations with teachers in bi-monthly professional development on ways to make connections between lesson content and real-life experiences.	Professional Learning	10/02/2017	05/18/2018	\$0 - No Funding Required	Principal, Instructional Coach

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will orient teachers to the focus during grade level meetings. This setting is smaller and allows for conversation on the subject. Teachers will be given an updated copy of the ELEOT Observation Tool in order to ensure an understanding of the expectation on Active Learning.	Policy and Process	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Strategy3:

Needs Assessment - Analyze ELEOT observation data from the 2016-17 school year, along with other pertinent school performance data, to identify at least one of the seven ELEOT Learning Environments as an improvement focus for the year.

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

Research Cited: AdvancEd School Performance Standards

Activity - Learning and Support, Admin	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0 - No Funding Required	School Improvement Specialist

Activity - Training and Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Goal 8:

Independent Readers 2017 - 2018

Measurable Objective 1:

80% of All Students will demonstrate a behavior choose and engage in books independently in English Language Arts by 05/18/2018 as measured by An increase in Performance Series reading scores.

Strategy1:

Strengths of independent readers - Students will be encouraged to become independent readers through participation in book clubs, learning the strengths of strong readers (a sense of belonging, curiosity, confidence, etc...), and the school theme , "Reading Takes You Places".

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/7-strengths-super-readers/>

Activity - Book groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in book groups of their interest, family book club meetings, and read-alouds as well as silent reading time embedded into each school day.	Community Engagement	09/05/2017	05/18/2018	\$0 - Other	All Yarbrough teachers.

Goal 9:

Transition and Parent Engagement Meetings 2017-2018

Measurable Objective 1:

100% of Third and Fifth grade students will collaborate to transition smoothly between schools in Practical Living by 05/18/2018 as measured by student attendance.

Strategy1:

Transition Meetings 2017-2018 - Rising second graders will travel to Yarbrough at the end of their second grade year to visit our campus and become familiar with personnel. Rising fifth graders will travel in the spring of 2018 to visit Drake Middle School to become familiar with the campus and personnel.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students of our sister school who are rising third graders will be invited to participate in Literacy/Math Night, Family Book Club, and other activities such as Spring Fling.	Parent Involvement	10/04/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff.

Activity - Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit their future campus to transition more smoothly for the upcoming year.	Field Trip	09/06/2017	05/18/2018	\$0 - Other	Faculty at Yarbrough, Richland, and Drake.

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:
 Evaluate the school structure whereby each student is well-known by at least one adult advocate in the school who supports the students' educational experience.

Measurable Objective 1:
 collaborate to Ensure all students have an assigned adult advocate by 05/15/2015 as measured by assigned student-teacher partnerships.

Strategy1:
 Mentors - Students will have an adult who foster their passions and goals by meeting monthly in student choice clubs.
 Category:
 Research Cited: Leader in Me

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Yarbrough will join a club based on their interests and goals.	Behavioral Support Program	10/03/2014	05/15/2015	\$0 - No Funding Required	All Faculty and staff at Yarbrough.

Goal 2:
 2017 - 2018 Enhance the English as a Second Language (ESL) Program

Measurable Objective 1:
 collaborate to improve the educational experience and performance of English Language Learners by 06/01/2018 as measured by an increase in the percentage of students making adequate progress in language acquisition..

Strategy1:

Support for Learners - Yarbrough will provide support for students through structured learning opportunities and exposure to multicultural events.

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

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACS will provide a locally funded teacher to provide direct instruction to English Learners at the school level.	Direct Instruction	09/22/2017	05/25/2018	\$1 - Other	Director of Student Services, Director of Human Resources, Superintendent, and Board of Education

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough will provide after school tutorial support in both language acquisition and academic achievement.	Academic Support Program	09/22/2017	05/25/2018	\$1000 - Title III	Director of Student Services, Principals, ESL Teacher, and after school Tutors

Activity - Multicultural Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough students and teachers will collaborate to create class presentations about various cultures. Stakeholders will be encouraged to participate in this activity.	Community Engagement	09/22/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff

Strategy2:

Support for Teachers - Yarbrough will provide ongoing support for ESL teachers and regular classroom teachers to include professional development on research based best practices and the practical implementation of classroom accommodations and instructional strategies.

Category: Develop/Implement Learning Supports

Research Cited: ESL English proficiency increases throughout the school year. This will show through classroom performance and classroom independence as well as ACCESS 2.0 scores.

Activity - Cultural Awareness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESL teacher presented a narrated video read by an ESL student that attends a school in our district that described his travels from EL Salvador to the U.S. The ESL teacher also gave community resources for students and families and helped teachers be aware of immigrants' home life.	Professional Learning	03/06/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Email Communication-Mrs. Counts and Mrs. Taylor sent emails to faculty and staff throughout the year to provide information about classroom accommodations, quick tips, effective classroom strategies and ways to communicate with limited English parents/guardians.	Other - Professional Learning	09/29/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities focusing on the use of learning standards and best practices for the instruction of English learners, including: World-Class Instructional Design and Assessment (WIDA), Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), and School Assistance Meetings for Understanding English Learners (SAMUEL).	Other - Professional Learning	09/22/2017	05/25/2018	\$51000 - Title III	Director of Student Services, ESL Teacher

Goal 3:

2017 - 2018 SCHOOL: Using Learning Targets to Improve Teaching and Learning

Measurable Objective 1:

increase student growth by posting and using learning targets to guide teachers and students toward a clear understanding of what students are intended to learn or accomplish for each lesson by 05/25/2018 as measured by the percentage of all classrooms observations/ walk throughs recorded where learning targets are posted throughout the year..

Strategy1:

Consistent and Pervasive Use - Principals will expect and monitor the posting and use of learning targets in all classrooms for lessons taught throughout the year.

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

Research Cited: AdvancEd Quality Assurance Standards, Learning Targets Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012). Professional Learning \$0 No Funding Required Director, Assessment and Instruction, or designee Schools:All Schools	Professional Learning	09/22/2017	05/25/2018	\$0 - No Funding Required	Director, Assessment and Instruction, or designee

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will systematically monitor and measure compliance with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to eleot) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators.	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, Accountability Coordinator

Activity - Information and Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will ensure that all teachers are informed of the purposes and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, CO support, as requested.

Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compliance with this goal should be documented. The percentage of observations where Learning Targets were posted may be reported as a PROGRESS NOTE to this ACTIVITY in ASSIST at the end of the first and second semester. Progress will be reported on the ACS QAR mid-year and end-of-year report card. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school. Policy and Process \$0 No Funding Required Principal Schools:All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

Goal 4:

Goal 1: 2017 -2018 SCHOOL: Improving Instruction through Classroom Observation, Data Collection, and Feedback (eleot)

Measurable Objective 1:

demonstrate a proficiency in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learn" by 05/25/2018 as measured by in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learn".

Strategy1:

Practice and Research - The principal and each assistant principal will conduct a minimum of three classroom eleot observations a month
SY 2017-2018

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(October, 2016 - May, 2017).

Schools: All Schools

Category: Other - Policy and Process

Research Cited:

Activity - Quality Assurance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and each assistant principal will conduct at least three observations with a peer observer a year to monitor the instructional program, develop interrater reliability, provide data for reflection, program evaluation, and sharpen the focus on quality assurance throughout the instructional program. Schools: All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A summary of eleot observation records for the year will be extracted and summarized centrally to verify compliance for regular observations. Observations conducted with another peer observer should be documented using the "Eleot Interrater Reliability Conference Report". This document is linked and labeled "Interrater Reliability" on the QAR Team Page for each school. Schools: All Schools	Policy and Process	10/03/2016	05/19/2017	\$0 - No Funding Required	Principal

Goal 5:

SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment

Measurable Objective 1:

demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment ACTIVE LEARNING of the Effective Learning Environments Observation Tool (ELEOT) from 3.35 to 3.37 (.5%) by 05/18/2018 as measured by observation ratings.

Strategy1:

Learning and Support, Staff - Provide all teachers with an orientation, professional development, and support toward improving performance on the Local Indicator Goal.

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

Research Cited: AdvancEd School Quality School Standards

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Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will orient teachers to the focus during grade level meetings. This setting is smaller and allows for conversation on the subject. Teachers will be given an updated copy of the ELEOT Observation Tool in order to ensure an understanding of the expectation on Active Learning.	Policy and Process	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will have grade level discussion on methods teachers use to engage students in discussions with teachers and other students as well as how to keep students engaged in their learning activities. We will include conversations with teachers in bi-monthly professional development on ways to make connections between lesson content and real-life experiences.	Professional Learning	10/02/2017	05/18/2018	\$0 - No Funding Required	Principal, Instructional Coach

Strategy2:

Needs Assessment - Analyze ELEOT observation data from the 2016-17 school year, along with other pertinent school performance data, to identify at least one of the seven ELEOT Learning Environments as an improvement focus for the year.

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

Research Cited: AdvancEd School Performance Standards

Activity - Training and Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Activity - Learning and Support, Admin	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0 - No Funding Required	School Improvement Specialist

Strategy3:

Sampling - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancedEd Effective Learning Observation tool (ELEOT) to collect data and monitor progress.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

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Activity - Observing and Collecting Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017- May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	08/09/2017	05/18/2018	\$0 - No Funding Required	Principal

Goal 6:

Independent Readers 2017 - 2018

Measurable Objective 1:

80% of All Students will demonstrate a behavior choose and engage in books independently in English Language Arts by 05/18/2018 as measured by An increase in Performance Series reading scores.

Strategy1:

Strengths of independent readers - Students will be encouraged to become independent readers through participation in book clubs, learning the strengths of strong readers (a sense of belonging, curiosity, confidence, etc...), and the school theme , "Reading Takes You Places".

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/7-strengths-super-readers/>

Activity - Book groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in book groups of their interest, family book club meetings, and read-alouds as well as silent reading time embedded into each school day.	Community Engagement	09/05/2017	05/18/2018	\$0 - Other	All Yarbrough teachers.

Goal 7:

Transition and Parent Engagement Meetings 2017-2018

Measurable Objective 1:

100% of Third and Fifth grade students will collaborate to transition smoothly between schools in Practical Living by 05/18/2018 as measured by student attendance.

Strategy1:

Transition Meetings 2017-2018 - Rising second graders will travel to Yarbrough at the end of their second grade year to visit our campus and become familiar with personnel. Rising fifth graders will travel in the spring of 2018 to visit Drake Middle School to become familiar with the campus and personnel.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

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Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students of our sister school who are rising third graders will be invited to participate in Literacy/Math Night, Family Book Club, and other activities such as Spring Fling.	Parent Involvement	10/04/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff.

Activity - Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit their future campus to transition more smoothly for the upcoming year.	Field Trip	09/06/2017	05/18/2018	\$0 - Other	Faculty at Yarbrough, Richland, and Drake.

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

2017 - 2018 Enhance the English as a Second Language (ESL) Program

Measurable Objective 1:

collaborate to improve the educational experience and performance of English Language Learners by 06/01/2018 as measured by an increase in the percentage of students making adequate progress in language acquisition..

Strategy1:

Support for Teachers - Yarbrough will provide ongoing support for ESL teachers and regular classroom teachers to include professional development on research based best practices and the practical implementation of classroom accommodations and instructional strategies.

Category: Develop/Implement Learning Supports

Research Cited: ESL English proficiency increases throughout the school year. This will show through classroom performance and classroom independence as well as ACCESS 2.0 scores.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities focusing on the use of learning standards and best practices for the instruction of English learners, including: World-Class Instructional Design and Assessment (WIDA), Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), and School Assistance Meetings for Understanding English Learners (SAMUEL).	Other - Professional Learning	09/22/2017	05/25/2018	\$51000 - Title III	Director of Student Services, ESL Teacher

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Email Communication-Mrs. Counts and Mrs. Taylor sent emails to faculty and staff throughout the year to provide information about classroom accommodations, quick tips, effective classroom strategies and ways to communicate with limited English parents/guardians.	Other - Professional Learning	09/29/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Activity - Cultural Awareness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESL teacher presented a narrated video read by an ESL student that attends a school in our district that described his travels from EL Salvador to the U.S. The ESL teacher also gave community resources for students and families and helped teachers be aware of immigrants' home life.	Professional Learning	03/06/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Strategy2:

Support for Learners - Yarbrough will provide support for students through structured learning opportunities and exposure to multicultural events.

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

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACS will provide a locally funded teacher to provide direct instruction to English Learners at the school level.	Direct Instruction	09/22/2017	05/25/2018	\$1 - Other	Director of Student Services, Director of Human Resources, Superintendent, and Board of Education

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough will provide after school tutorial support in both language acquisition and academic achievement.	Academic Support Program	09/22/2017	05/25/2018	\$1000 - Title III	Director of Student Services, Principals, ESL Teacher, and after school Tutors

Activity - Multicultural Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough students and teachers will collaborate to create class presentations about various cultures. Stakeholders will be encouraged to participate in this activity.	Community Engagement	09/22/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff

Goal 2:

2017 - 2018 SCHOOL: Using Learning Targets to Improve Teaching and Learning

Measurable Objective 1:

increase student growth by posting and using learning targets to guide teachers and students toward a clear understanding of what students are intended to learn or accomplish for each lesson by 05/25/2018 as measured by the percentage of all classrooms observations/ walk throughs recorded where learning targets are posted throughout the year..

Strategy1:

Consistent and Pervasive Use - Principals will expect and monitor the posting and use of learning targets in all classrooms for lessons taught throughout the year.

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

Research Cited: AdvancEd Quality Assurance Standards, Learning Targets Research

Activity - Information and Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will ensure that all teachers are informed of the purposes and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, CO support, as requested.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will systematically monitor and measure compliance with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to elect) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators.	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, Accountability Coordinator

Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compliance with this goal should be documented. The percentage of observations where Learning Targets were posted may be reported as a PROGRESS NOTE to this ACTIVITY in ASSIST at the end of the first and second semester. Progress will be reported on the ACS QAR mid-year and end-of-year report card. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school. Policy and Process \$0 No Funding Required Principal Schools:All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012). Professional Learning \$0 No Funding Required Director, Assessment and Instruction, or designee Schools:All Schools	Professional Learning	09/22/2017	05/25/2018	\$0 - No Funding Required	Director, Assessment and Instruction, or designee

Goal 3:

Goal 1: 2017 -2018 SCHOOL: Improving Instruction through Classroom Observation, Data Collection, and Feedback (eleot)

Measurable Objective 1:

demonstrate a proficiency in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learni by 05/25/2018 as measured by in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learni.

Strategy1:

Practice and Research - The principal and each assistant principal will conduct a minimum of three classroom eleot observations a month (October, 2016 - May, 2017).

Schools: All Schools

Category: Other - Policy and Process

Research Cited:

Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A summary of eleot observation records for the year will be extracted and summarized centrally to verify compliance for regular observations. Observations conducted with another peer observer should be documented using the "Eleot Interrater Reliability Conference Report". This document is linked and labeled "Interrater Reliability" on the QAR Team Page for each school. Schools: All Schools	Policy and Process	10/03/2016	05/19/2017	\$0 - No Funding Required	Principal

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Activity - Quality Assurance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and each assistant principal will conduct at least three observations with a peer observer a year to monitor the instructional program, develop interrater reliability, provide data for reflection, program evaluation, and sharpen the focus on quality assurance throughout the instructional program. Schools: All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

Goal 4:

SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment

Measurable Objective 1:

demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment ACTIVE LEARNING of the Effective Learning Environments Observation Tool (ELEOT) from 3.35 to 3.37 (.5%) by 05/18/2018 as measured by observation ratings.

Strategy1:

Needs Assessment - Analyze ELEOT observation data from the 2016-17 school year, along with other pertinent school performance data, to identify at least one of the seven ELEOT Learning Environments as an improvement focus for the year.

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

Research Cited: AdvancEd School Performance Standards

Activity - Learning and Support, Admin	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0 - No Funding Required	School Improvement Specialist

Activity - Training and Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Strategy2:

Sampling - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancedEd Effective Learning Observation tool (ELEOT) to collect data and monitor progress.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

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Activity - Observing and Collecting Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017- May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	08/09/2017	05/18/2018	\$0 - No Funding Required	Principal

Strategy3:

Learning and Support, Staff - Provide all teachers with an orientation, professional development, and support toward improving performance on the Local Indicator Goal.

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

Research Cited: AdvancEd School Quality School Standards

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will have grade level discussion on methods teachers use to engage students in discussions with teachers and other students as well as how to keep students engaged in their learning activities. We will include conversations with teachers in bi-monthly professional development on ways to make connections between lesson content and real-life experiences.	Professional Learning	10/02/2017	05/18/2018	\$0 - No Funding Required	Principal, Instructional Coach

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will orient teachers to the focus during grade level meetings. This setting is smaller and allows for conversation on the subject. Teachers will be given an updated copy of the ELEOT Observation Tool in order to ensure an understanding of the expectation on Active Learning.	Policy and Process	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Goal 5:

Independent Readers 2017 - 2018

Measurable Objective 1:

80% of All Students will demonstrate a behavior choose and engage in books independently in English Language Arts by 05/18/2018 as measured by An increase in Performance Series reading scores.

Strategy1:

Strengths of independent readers - Students will be encouraged to become independent readers through participation in book clubs, learning the strengths of strong readers (a sense of belonging, curiosity, confidence, etc...), and the school theme , "Reading Takes You Places".

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/7-strengths-super-readers/>

Activity - Book groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in book groups of their interest, family book club meetings, and read-alouds as well as silent reading time embedded into each school day.	Community Engagement	09/05/2017	05/18/2018	\$0 - Other	All Yarbrough teachers.

Goal 6:

Transition and Parent Engagement Meetings 2017-2018

Measurable Objective 1:

100% of Third and Fifth grade students will collaborate to transition smoothly between schools in Practical Living by 05/18/2018 as measured by student attendance.

Strategy1:

Transition Meetings 2017-2018 - Rising second graders will travel to Yarbrough at the end of their second grade year to visit our campus and become familiar with personnel. Rising fifth graders will travel in the spring of 2018 to visit Drake Middle School to become familiar with the campus and personnel.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit their future campus to transition more smoothly for the upcoming year.	Field Trip	09/06/2017	05/18/2018	\$0 - Other	Faculty at Yarbrough, Richland, and Drake.

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students of our sister school who are rising third graders will be invited to participate in Literacy/Math Night, Family Book Club, and other activities such as Spring Fling.	Parent Involvement	10/04/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff.

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.

During Individualized Educational Language Plan (IELP) meetings, classroom grades and standardized test results are discussed with parent(s). A liaison is present to help explain the reports and how the ESL teacher uses the information to guide instruction. Translation tools are also used to convert documents when necessary. New assessments or changes in the assessment program are also discussed. ESL Teachers work with Liaisons and classroom teachers to assist with Parent/Teacher Conference days. The Parent/Teacher Conference

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provides an opportunity for parent(s) to gain a better understanding of our assessments and how teachers use the data for teaching and learning.

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.

Auburn City Schools only hires teachers that meet "highly qualified" criteria.

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?

86% of the YES faculty remained at Yarbrough for the 2017-2018 academic year. 2 teachers transferred out of state and one teacher retired.

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

Our faculty has an average of 13 years experience.

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).

We do not have a high turnover rate. 86% of our faculty remained at Yarbrough for the 2017 - 2018 academic year.

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.**

Our instructional coach reviews assessment scores with the teaching staff in academic areas to identify student needs. Professional development is then provided to teachers in areas of concern within the school. Professional development is offered in these areas at the district level as well.

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

Faculty and staff are provided numerous opportunities for professional development in all academic areas. Our Director of Curriculum and Instruction at the district level provides a monthly newsletter listing various opportunities for professional development for all teachers. Additionally, staff are able to access professional development classes through Chalkable (STIPD) and are also informed through school emails. Professional development topics include a myriad of subjects such as dyslexia, technology, math and reading strategies.

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

ACS provides a mentoring class for new teachers (S.W.I.M) with monthly meetings. Additionally, new teachers are assigned a mentor within the school. During the 2017-2018 year, ACS has implemented a program that allows teachers to visit and learn from various classrooms throughout the district.

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

Professional development is sustained in ongoing in that we have many sessions that continue over a year or more span, such as the technology cohort group. We have faculty professional development days dedicated to professional development where teachers are trained with their grade-level peers. ACS teachers are required to complete PLPs which ensure professional development is ongoing. YES also participates in book study groups based on professional learning.

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:

2017 - 2018 Enhance the English as a Second Language (ESL) Program

Measurable Objective 1:

collaborate to improve the educational experience and performance of English Language Learners by 06/01/2018 as measured by an increase in the percentage of students making adequate progress in language acquisition..

Strategy1:

Support for Teachers - Yarbrough will provide ongoing support for ESL teachers and regular classroom teachers to include professional development on research based best practices and the practical implementation of classroom accommodations and instructional strategies.

Category: Develop/Implement Learning Supports

Research Cited: ESL English proficiency increases throughout the school year. This will show through classroom performance and classroom independence as well as ACCESS 2.0 scores.

Activity - Cultural Awareness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESL teacher presented a narrated video read by an ESL student that attends a school in our district that described his travels from EL Salvador to the U.S. The ESL teacher also gave community resources for students and families and helped teachers be aware of immigrants' home life.	Professional Learning	03/06/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities focusing on the use of learning standards and best practices for the instruction of English learners, including: World-Class Instructional Design and Assessment (WIDA), Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), and School Assistance Meetings for Understanding English Learners (SAMUEL).	Other - Professional Learning	09/22/2017	05/25/2018	\$51000 - Title III	Director of Student Services, ESL Teacher

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Email Communication-Mrs. Counts and Mrs. Taylor sent emails to faculty and staff throughout the year to provide information about classroom accommodations, quick tips, effective classroom strategies and ways to communicate with limited English parents/guardians.	Other - Professional Learning	09/29/2017	05/25/2018	\$0 - No Funding Required	ESL Teacher

Strategy2:

Support for Learners - Yarbrough will provide support for students through structured learning opportunities and exposure to multicultural events.

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

Research Cited:

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACS will provide a locally funded teacher to provide direct instruction to English Learners at the school level.	Direct Instruction	09/22/2017	05/25/2018	\$1 - Other	Director of Student Services, Director of Human Resources, Superintendent, and Board of Education

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough will provide after school tutorial support in both language acquisition and academic achievement.	Academic Support Program	09/22/2017	05/25/2018	\$1000 - Title III	Director of Student Services, Principals, ESL Teacher, and after school Tutors

Activity - Multicultural Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yarbrough students and teachers will collaborate to create class presentations about various cultures. Stakeholders will be encouraged to participate in this activity.	Community Engagement	09/22/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff

Goal 2:

2017 - 2018 SCHOOL: Using Learning Targets to Improve Teaching and Learning

Measurable Objective 1:

increase student growth by posting and using learning targets to guide teachers and students toward a clear understanding of what students are intended to learn or accomplish for each lesson by 05/25/2018 as measured by the percentage of all classrooms observations/ walk throughs recorded where learning targets are posted throughout the year..

Strategy1:

Consistent and Pervasive Use - Principals will expect and monitor the posting and use of learning targets in all classrooms for lessons taught

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throughout the year.

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

Research Cited: AdvancEd Quality Assurance Standards, Learning Targets Research

Activity - Information and Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will ensure that all teachers are informed of the purposes and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, CO support, as requested.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012). Professional Learning \$0 No Funding Required Director, Assessment and Instruction, or designee Schools:All Schools	Professional Learning	09/22/2017	05/25/2018	\$0 - No Funding Required	Director, Assessment and Instruction, or designee

Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compliance with this goal should be documented. The percentage of observations where Learning Targets were posted may be reported as a PROGRESS NOTE to this ACTIVITY in ASSIST at the end of the first and second semester. Progress will be reported on the ACS QAR mid-year and end-of-year report card. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school. Policy and Process \$0 No Funding Required Principal Schools:All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will systematically monitor and measure compliance with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to eleot) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators.	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal, Accountability Coordinator

Goal 3:

Goal 1: 2017 -2018 SCHOOL: Improving Instruction through Classroom Observation, Data Collection, and Feedback (eleot)

Measurable Objective 1:

demonstrate a proficiency in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learni by 05/25/2018 as measured by in observing, collecting data, providing feedback, and analyzing results to inform continuous improvement in teaching and learning by 05/26/2018 as measured by 100% of principals and assistant principals completing training for AdvancEd "Effective Learni.

Strategy1:

Practice and Research - The principal and each assistant principal will conduct a minimum of three classroom eleot observations a month (October, 2016 - May, 2017).

Schools: All Schools

Category: Other - Policy and Process

Research Cited:

Activity - Verification and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A summary of eleot observation records for the year will be extracted and summarized centrally to verify compliance for regular observations. Observations conducted with another peer observer should be documented using the "Eleot Interrater Reliability Conference Report". This document is linked and labeled "Interrater Reliability" on the QAR Team Page for each school. Schools: All Schools	Policy and Process	10/03/2016	05/19/2017	\$0 - No Funding Required	Principal

Activity - Quality Assurance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and each assistant principal will conduct at least three observations with a peer observer a year to monitor the instructional program, develop interrater reliability, provide data for reflection, program evaluation, and sharpen the focus on quality assurance throughout the instructional program. Schools: All Schools	Policy and Process	09/22/2017	05/25/2018	\$0 - No Funding Required	Principal

Goal 4:

SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment

Measurable Objective 1:

demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment ACTIVE LEARNING of the Effective Learning Environments Observation Tool (ELEOT) from 3.35 to 3.37 (.5%) by 05/18/2018 as measured by observation ratings.

Strategy1:

Sampling - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancedEd Effective Learning Observation tool (ELEOT) to collect data and monitor progress.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

Activity - Observing and Collecting Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017- May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	08/09/2017	05/18/2018	\$0 - No Funding Required	Principal

Strategy2:

Learning and Support, Staff - Provide all teachers with an orientation, professional development, and support toward improving performance on the Local Indicator Goal.

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

Research Cited: AdvancEd School Quality School Standards

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will have grade level discussion on methods teachers use to engage students in discussions with teachers and other students as well as how to keep students engaged in their learning activities. We will include conversations with teachers in bi-monthly professional development on ways to make connections between lesson content and real-life experiences.	Professional Learning	10/02/2017	05/18/2018	\$0 - No Funding Required	Principal, Instructional Coach

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Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Yarbrough Elementary, we will orient teachers to the focus during grade level meetings. This setting is smaller and allows for conversation on the subject. Teachers will be given an updated copy of the ELEOT Observation Tool in order to ensure an understanding of the expectation on Active Learning.	Policy and Process	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Strategy3:

Needs Assessment - Analyze ELEOT observation data from the 2016-17 school year, along with other pertinent school performance data, to identify at least one of the seven ELEOT Learning Environments as an improvement focus for the year.

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

Research Cited: AdvancEd School Performance Standards

Activity - Training and Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0 - No Funding Required	Principal

Activity - Learning and Support, Admin	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0 - No Funding Required	School Improvement Specialist

Goal 5:

Independent Readers 2017 - 2018

Measurable Objective 1:

80% of All Students will demonstrate a behavior choose and engage in books independently in English Language Arts by 05/18/2018 as measured by An increase in Performance Series reading scores.

Strategy1:

Strengths of independent readers - Students will be encouraged to become independent readers through participation in book clubs, learning the strengths of strong readers (a sense of belonging, curiosity, confidence, etc...), and the school theme , "Reading Takes You Places".

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/7-strengths-super-readers/>

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Activity - Book groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in book groups of their interest, family book club meetings, and read-alouds as well as silent reading time embedded into each school day.	Community Engagement	09/05/2017	05/18/2018	\$0 - Other	All Yarbrough teachers.

Goal 6:

Transition and Parent Engagement Meetings 2017-2018

Measurable Objective 1:

100% of Third and Fifth grade students will collaborate to transition smoothly between schools in Practical Living by 05/18/2018 as measured by student attendance.

Strategy1:

Transition Meetings 2017-2018 - Rising second graders will travel to Yarbrough at the end of their second grade year to visit our campus and become familiar with personnel. Rising fifth graders will travel in the spring of 2018 to visit Drake Middle School to become familiar with the campus and personnel.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students of our sister school who are rising third graders will be invited to participate in Literacy/Math Night, Family Book Club, and other activities such as Spring Fling.	Parent Involvement	10/04/2017	05/25/2018	\$0 - No Funding Required	Yarbrough faculty and staff.

Activity - Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit their future campus to transition more smoothly for the upcoming year.	Field Trip	09/06/2017	05/18/2018	\$0 - Other	Faculty at Yarbrough, Richland, and Drake.

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?

The YES faculty meet to analyze assessment results with our instructional coach to find areas of strength and weaknesses according to academic assessments. The team then makes decisions to impact student learning. These meetings are held after each statewide assessment.

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?

YES uses DIBELS for students who are not reading fluently, Performance Series to identify needs in reading, math, and science (5th grade), and STAR to progress monitor in between assessments. Students are then placed in the proper intervention classes and/or discussed with the DSI team.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Our DSI meeting is held once a month to address teacher concerns and whether or not a student needs intervention services. However, grades are tracked and students may receive services immediately upon identification of need and may not need to be discussed at DSI before receiving these services. Intervention includes Marzano's Strategies, Phonics First, LLI, and Moby Max, all of which differentiate instruction in reading and math.

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.

YES partners with Our House and The Boys and Girls Club to support academic services beyond the school day. Our after school program offers academic help to students, as well as scholarships for those families who may not be able to afford for their child to attend. We also offer after school tutoring at various times during the year, which is lead by Yarbrough teachers. Our system also offers summer school for those in need of interventions. Interventions are provided for at least thirty minutes a day for 4 days.

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 are able to receive intervention services, regardless of their status in or outside of school. All services are available to students who need them, with a separate summer school being offered to English Language Learners to address their needs.

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.

Special population students are able to receive intervention services for academics if needed. No consideration is given as to whether they come from a single parent home or not. We monitor each student, and offer interventions as needed. Our criteria for providing services does not consider family circumstances as far as academics. We do have programs in place to offer household assistance if needed through our counselor and PTO.

**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.

Title 1 provides intervention for all students in need of intervention. The Title III programs provide support for our English Language Learners. We partner with several organizations at the local level including Blessings in Backpacks to provide food for at-risk students on the weekend. Our House provides food, family, and academic services to students living in poverty. Esperanza House provides the same services as Our House for Hispanic students in need.

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)?

Our school offers free or reduced breakfast and lunch for students who meet criteria. We also offer free after school tutoring and teach positive life habits through the Leader in Me program. YES partners with several Auburn University programs to offer mentors to students in need.

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

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

We evaluate the program using survey feedback and data analysis, and student performance.

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

We use the data to decide where our largest focus should lie from year to year, based on student need. We review assessment data as the driving factor across the school and grade levels.

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?

We use the data to identify students needing interventions and track them throughout their academic career at Yarbrough. We change interventions based on lack of increase in student performance.

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

We meet monthly to track identified students and intervene as needed. Grade levels discuss student needs weekly and then if further discussion is warranted, we meet monthly to track identified students and intervene as needed.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.47

Provide the number of classroom teachers.

30.48

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1686700.0

Total

1,686,700.00

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.	96720.0

Total

96,720.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	67933.0

Total

67,933.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	62475.0

Total

62,475.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54461.0

Total

54,461.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7187.0

Total

7,187.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2635.0

Total

2,635.00

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.	33.47

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14323.0

Total

14,323.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	33.47

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	7187.0

Total

7,187.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	74010.35

Provide a brief explanation and breakdown of expenses.

Salary 49,628.59

Insurance 88000.00

Retirement 5960.35

Medicare 2835.89

Unemployment 663.2

Unemployment 9.90

Instructional 962.89

Student support 3260.25

Parent instruction 1271.67

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	1838440.0

Provide a brief explanation and a breakdown of expenses.

We are allocated \$183,840 at the district level and it is all spent on class size reduction teacher units. Yarbrough has one teacher salaried from Title II funds.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	77725.0

Provide a brief explanation and a breakdown of expenses.

We use local funds to support English learners. We pay for parent liaisons, curriculum materials and professional development. Auburn City Schools employs seven ESL Teachers with ESL certification and who meet HQ status under the requirements of The No Child Left Behind Act of 2001. The ESL teacher is responsible for facilitating (1) the development of English communication skills in the regular classroom through coaching and modeling with careful attention to listening, speaking, reading, and writing English across the curriculum in context; (2) culture study and sensitivity. Cultural awareness is an important part of the curriculum that helps to enhance the self-esteem and develop respect and an appreciation of the student's own culture and the culture of others. The ESL teacher's individualized approach to instruction considering the student's ELP and allows them to proceed at an appropriate pace. Students work individually, in small groups, and in-cooperative learning situations. Instruction can take place in pull-out groups or one-on-one, push-in scenarios, resource class support and in content classrooms using SDAIE.

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	77725.0

Provide a brief explanation and breakdown of expenses.

We fund ESL teachers' salaries through local funds.

2017-2018 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))

During the first nine weeks of school, we hold our annual Title 1 meeting. Parents are notified of this meeting through flyers, phone message system, and the school website. Topics that are discussed at this meeting include the school-wide improvement plan, the school's parental involvement plan, school-parent compacts, school-wide status, federal government money, parents' right to know, and the 1% of Title funds set aside for parental involvement. At the meeting, opportunities for parental involvement are shared and encouraged. The meeting topics are guided through the ALSDE Title 1 Powerpoint presentation.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Meetings are held for parents to discuss the needs of students and to offer suggestions as to how best meet those needs. Meetings take place at various times including before, during and after the school day. Spring surveys are sent home to solicit parental input in our decision making process. Furthermore, a Title 1 Parent Advisory Board is formed as a way for parents to become involved in the planning, review, and improvement of the Title 1 program and school-wide plan. Title 1 parental involvement funds are used to provide parents with informational handouts and resources to help their child(ren) at home. We provide opportunities for families to come to the school for instructional strategies and educational games. Title 1 funds are used to supply materials needed for educational resources for parents.

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))

All correspondence is provided to parents in a language they can understand or a translator is available when needed. We also have the resource, TransAct, which gives us access to school documents translated in various languages. Secondly, parents are provided a progress report every 4 1/2 weeks, and they may request a meeting at any time. Parents of students receiving Title 1 services are notified when the student enters, and are sent updated progress reports every two weeks. Classrooms send newsletters weekly, and a school-wide newsletter is sent home monthly. These newsletters provide an explanation of learning objectives in the classrooms. Yarbrough holds an annual conference day, but parent requests for meetings are honored as well at any time during the year. Progress reports are sent home every 4 ½ weeks, with report cards being sent every nine weeks.

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))

The School-Parent Compact describes the responsibilities of each stakeholder; teacher, parent, administration, and student. Each teacher houses their compacts in the classroom and reviews them during conferences. The school-parent compact is updated annually and all stakeholder feedback regarding revisions is considered at that time. The PTO board represents YES parents and meets once a month. At this meeting, parents are afforded the opportunity to meet with Yarbrough's administration to discuss any matter related to the school as a whole. All stakeholders are surveyed in the spring, and input from those surveys are considered as well.

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

YES has a school-wide leadership team that reviews, evaluates and revises its school-wide plan. A parent representative serves on this team to represent parent interest. All YES parents have access to the CIP via the school's website, as well as a paper copy located in the Title 1 room. Parents are notified of revision processes through written correspondence. The letter makes parents aware that the plan is available for review in the Title 1 room and the school website. If a parent finds the plan unsatisfactory, he or she has the right to submit any concerns in writing to the school. The school will, in turn, submit the concerns to the district office.

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)

Yarbrough will provide training for parents in understanding topics such as CCRS standards, local academic assessments, the requirements of Title 1, and how to monitor their child's progress and work with teachers to improve the academic performance of their child. YES will accomplish the majority of this through Meet the Teacher and Curriculum Nights during the first nine weeks of school. Parents receive an overview of the state's academic content standards and local assessments. In addition, at our annual Title 1 meeting, an explanation of our school-wide Title 1 status is explained, along with a description of services offered, and how parents have a right to be involved in their child's education. Parents will be given the opportunity to meet their child's teacher, learn about individual classroom assessments, and gain knowledge of strategies to work with teachers to improve the academic achievements of their child. YES offers opportunities throughout the year at various times to allow parents to learn strategies to help their student academically.

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)

YES provides materials and training to help parents work with their child to improve academic achievement. Parent Education Fairs hosted at the school include parental involvement events like Literacy Night, Family Book Club, Curriculum Night, and parent conference days. Additionally, Family Book Club guides literary conversation between parents and students with the instructional coach modeling "book talks". Family Night provides the opportunity for parents to learn the academic objectives and ways to help their student master them in all academic areas. Curriculum Nights explain learning objectives and methods parents may use to help their child reach academic success.

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)

Teachers are provided opportunities for professional development through East Alabama in-service Center (EARIC), district in-service opportunities, state department conferences/workshops, colleague conferences, job embedded training and through other offers. Other staff members are given professional development opportunities through outside sources and district training. Teachers are encouraged during committee and faculty meetings to reach out to community resources as part of the educational process for funding and partnerships in the schools. Parents are provided information during the above mentioned meetings on various agencies that provide help to families.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parents are provided pamphlets and other resources such as books, flash cards, web sites and games to help them with their child's academic needs. A Parent Informational Fair held during the year offers additional strategies to help their student succeed. The materials available during the fair remain available to parents all year. YES also partners with Boys and Girls Club as well as Our House to assist parents of at-risk students so that they may understand learning objectives and use various strategies to improve their child's academic success.

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)

Correspondence related to school and parent programs, meetings, and other activities is sent to parents in a language that parents can understand to the extent practicable. Correspondences are translated by the district's ESL translators or through a translation website. Parents are also surveyed yearly so they may offer insight or address concerns. These surveys are available in different languages.

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))

YES provides opportunities for the participation of all parents with limited English proficiency, parents with disabilities, and parents of migratory students. Our ESL teacher provides communication and outreach opportunities for ELL and immigrant families to build relationships, bridge the cultural gap, and provide assistance with tasks and activities associated with merging into a new culture. Every effort is made to ensure that necessary parent communication letters are sent home in their native language. We presently use the forms on the TransAct website, and our district site has forms translated into other languages as well. Efforts are made through community resources to provide verbal translations during conferences so parents can communicate and feel comfortable coming to school to discuss their child's academic progress. At this time, YES has no migratory students. Every effort is made to accommodate parents with disabilities. YES is a handicapped-accessible building and abides by all ADA regulations and policies.