



## **ACIP**

Walter Wellborn Elementary School

Calhoun County Board of Education

Mrs. Jeanna Chandler, Principal  
525 Cooper Circle  
Anniston, AL 36201

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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?**

Wellborn Elementary is located in a rural area of Anniston, Alabama. Wellborn Elementary has seen an increase in enrollment. This is partially from the addition of a centralized unit for behavior and the awarding of two preschool grants through the Office of School Readiness. Currently the student enrollment totals 639 students. Student subgroups are as stated below:

- Total Enrollment 639
- Female 48%
- Male 52%
- Caucasian 79%
- African American 14%
- Pacific Islander 0.3%
- American Indian/Alaskan Native 0.3%
- Asian 0.2%
- Hispanic 6%
- Free Lunch 72%
- Reduced Lunch 8%
- Paid Lunch %
- Special Services 11% (does not include speech or gifted)
- Gifted 3%
- Speech 5%
- ESL 4%

The faculty has grown as well to meet the needs of the growing student population. The Wellborn faculty is made up of one principal, one assistant principal, one counselor, one librarian, one reading specialist (provided by ARI) and one reading interventionist. Breakdown of the WWES faculty is below:

- Total Faculty 76
- Female 96%
- Male 4%
- Caucasian 90%
- Minority 8%
- Non-certified 37%
- Certified 63%
- o Bachelors 50%
- o Masters 45%
- o Six Year 5%

Wellborn Elementary has a national certified outdoor classroom. All classrooms have projectors, computers, and other devices for technology. The physical education department has an indoor climbing wall and an outdoor climbing formation. In order to promote a more positive atmosphere WWES has incorporated CHAMPS, The Leader in Me, and Learning Supports. Through Learning Supports the school has collaborated with numerous local agencies to provide needed counseling, medical supports, food and clothing for the children

ofWellborn.

## School's Purpose

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

The mission of Wellborn Elementary School is to work collectively with community and parents to instill a quest for knowledge, foster a lifelong commitment to learning, promote high expectations and provide a safe learning environment as we support one another and learn together. Our educational program is designed to make our children productive citizens as 21st Century learners.

## 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.**

Through professional development and collaboration with colleagues and stakeholders, Wellborn Elementary has had a decrease in discipline referrals over the past three years including a 44% decrease during the 2015/2016 school year. We have received training on positive behavior systems, CHAMPS and Leader in Me that have changed the way situations are approached, therefore, the student leaves feeling positive, yet understanding there was unwanted behavior, why it is both the unwanted, how to replace it with a wanted behavior, and why it should be replaced. This process allows students to see the consequences of actions have consequences both now and later. Through this process we are creating students that think about their actions and the short term, long term, direct, and indirect consequences of their actions. Although parent involvement remains a weakness, it has increased each year over the last three. Wellborn Elementary has reached out to the community several ways. Last year we have a new parent involvement committee that will work hand in hand with the PTO to provide needed services for the school and students. We also have special activity nights for parents and children. This is where the parents are provided the materials needed to make educational games, manipulatives, or another learning resource to help their children at home. Our school also offers P.T.O. meetings periodically throughout the school year. Each meeting serves a different purpose. For example, grandparent's night, open house, craft night, and several student performances. We also have a Title I parent meeting at the beginning of the year to inform parents about what a Title I school is, how they can be involved, and how Title I funds are currently being used. Recently, we received two grants through OSR to start a pre-school program. Our community lacks good pre-school programs, and our students often come in with little exposure to academic skills. Through our preschool program, we hope to offer exposure to student who previously would not have had that opportunity.

## **Additional Information**

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

NA

# **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 considers parents and community members as valuable stakeholders. Therefore, toward the completion of each school year a survey is completed by parents/guardians. Access to the survey is communicate through parent/child communication as well as our school's social media. The faculty and administration work together to use this data to identify and meet the needs at Wellborn Elementary, as well as identify the strengths of the school. Parents are included in the continuous improvement team as well as on the title one committee. In order to give parents more opportunities to be involved, WWES has expanded the roles of the Parent Teacher Organization, a Parent Involvement Committee, and have two title one meetings every year.

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

At least one PTO officer is present for every CIP meeting. We also added a member of the Parent Involvement Committee, who brings in information from other members. We use the information from the surveys and community forms to help guide our decisions.

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

We will have hard copies of our plan at the school. We will also put digital copies on all social media as well as our website.

# **Student Performance Diagnostic**

## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

Our Scantron data shows that our students excel in both Reading and Math in areas that required knowledge based information.

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

Our Reading summative data increased from 25% proficient to 28% proficient.

**Which area(s) indicate the overall highest performance?**

Math procedures is our overall strength.

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

Overall, our females are increasing in proficiency.

**Between which subgroups is the achievement gap closing?**

The achievement gap is closing between African American students and white students.

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

Within the classroom as well as summative, we are seeing a steady increase in performance in females.

## Areas in Need of Improvement

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

Our Scantron data reveals in Reading and Math our students have deficits in tasks that required critical thinking and rigorous skills.

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

Our students are continuing to decline in tasks that require critical thinking.

### Which area(s) indicate the overall lowest performance?

Our Scantron data shows in Reading our overall lowest area of performance is vocabulary and in Math it is problem solving.

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

There is no significant decrease with any particular group.

### Between which subgroups is the achievement gap becoming greater?

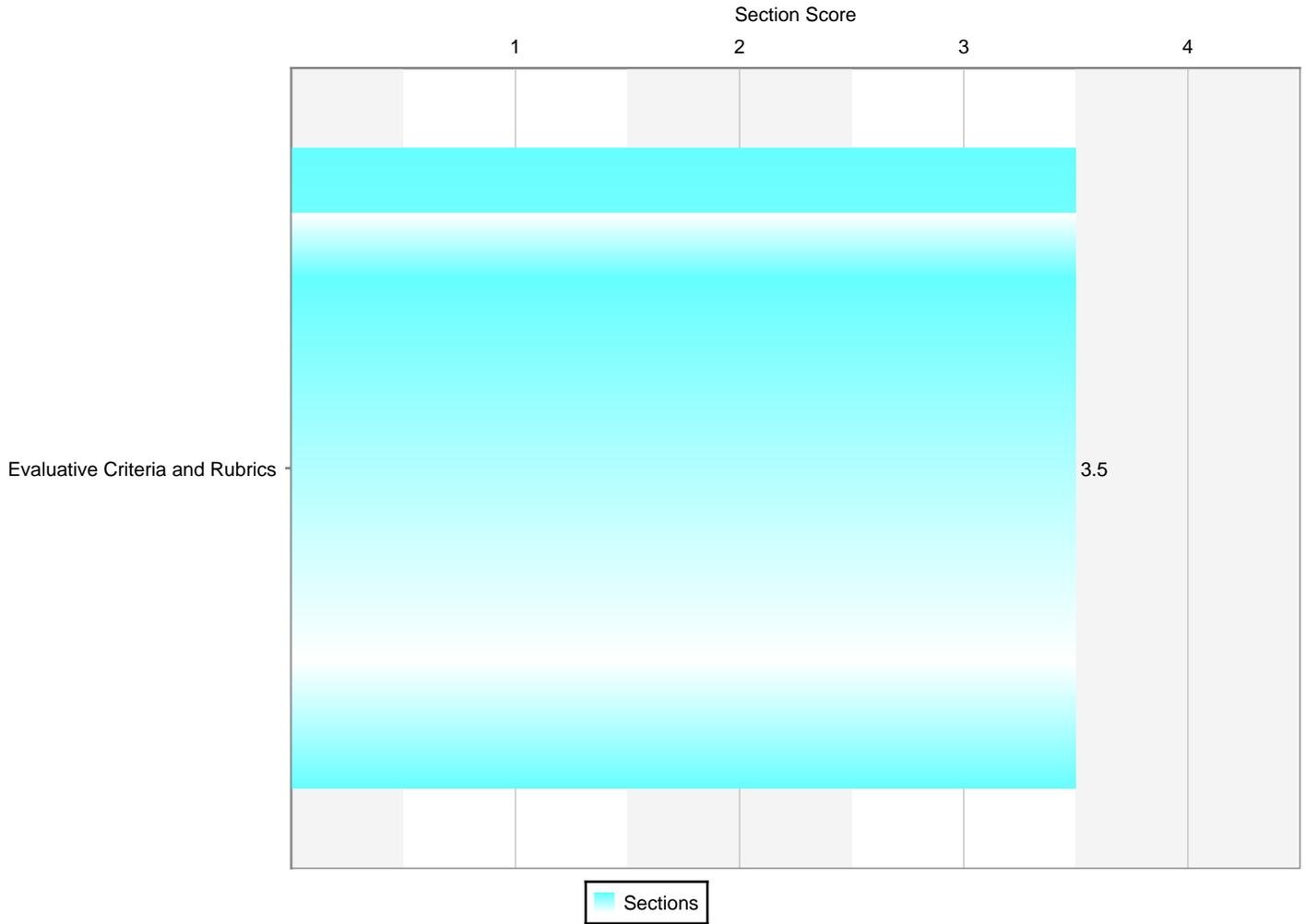
There is no significant gap. However, we have noted the scores of our on grade level students have decreased slightly over time.

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

Our classroom data is in line with the findings from our Scantron reports.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

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		

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	Jeanna Chandler Principal WWES 525 Cooper Circle Anniston, AL 36203 256-741-7501	

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	Attached in second section.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		compact

# **Wellborn Elementary ACIP Plan 18-19**

## **Overview**

### **Plan Name**

Wellborn Elementary ACIP Plan 18-19

### **Plan Description**

This plan outlines the goals and objectives identified and the strategies and activities needed in order to meet these goals.

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Wellborn Elementary students will increase student proficiency in Reading as measured on summative assessments.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$49500
2	Wellborn Elementary students will increase student proficiency in Mathematics as measured on summative assessments.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$21300
3	Implement consistent behavior expectations.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$9000
4	Increase the number of students that are at school for a full day of instruction.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500

## Goal 1: Wellborn Elementary students will increase student proficiency in Reading as measured on summative assessments.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency increase in Reading by 05/23/2019 as measured by summative assessments.

### Strategy 1:

Reading Resources - To improve student proficiency in Reading, we will use evidence based curriculum, programs, and strategies. Some examples are Sounds Sensible, Read 180, and Renaissance learning.

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

Research Cited: [http://teacher.scholastic.com/products/read180/pdfs/READ180\\_ResearchFoundation\\_NextGeneration\\_2011.pdf](http://teacher.scholastic.com/products/read180/pdfs/READ180_ResearchFoundation_NextGeneration_2011.pdf)

<https://www.renaissance.com/>; [https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077\\_Sounds-Sensible-Sampler-FRev1.pdf](https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077_Sounds-Sensible-Sampler-FRev1.pdf)

Activity - Systems 44/Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Systems 44 and Read 180 will be used by a reading interventionist with a small group of students who meet the criteria for the program. They will meet daily for approximately 60 minutes.	Academic Support Program	09/04/2018	05/23/2019	\$10000	Title I Part A	Administration, Teachers, Reading Interventionists

Activity - Brain Pop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Animated Educational Site for Kids	Technology	08/21/2018	05/17/2019	\$2500	Title I Part A	Administrators, teachers

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Activity - Accelerated Reader/STAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader will be used to monitor comprehension and encourage independent reading by students. STAR will be used to assess and monitor reading level of students.	Technology	10/22/2018	10/21/2019	\$3000	Title I Part A	Teachers, Administration

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This resource will be used to address student comprehension deficits in all grades where the need is.	Academic Support Program	09/14/2018	05/23/2019	\$10000	Title I Part A	Teachers and Reading Interventionist

Activity - MyOn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to MyOn year round. This resource allows students access to books with various topics and reading levels. This will enhance comprehension and vocabulary skills. Students are also able to self assess their progress and have access throughout the summer months.	Academic Support Program	10/15/2018	05/23/2019	\$7000	Other	Administration, Media Specialist, Teachers

**Strategy 2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Reading as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://www.ortonacademy.org/training-certification/>

Activity - Professional Learning Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and school leaders will attend professional development sessions that promote reading best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/05/2019	\$14000	Title I Part A	Teachers and Administration
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Activity - In House PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of syllabication and morphology. This PD will also involve lesson studies of current reading standards. Teachers will implement these strategies within their daily Reading instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Professional Learning	10/01/2018	05/23/2019	\$3000	Title I Part A, No Funding Required	Administration , Reading Coach and Interventionist , and Teachers

## Goal 2: Wellborn Elementary students will increase student proficiency in Mathematics as measured on summative assessments.

**Measurable Objective 1:**

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/23/2019 as measured by summative assessments.

**Strategy 1:**

Math Resources - To improve proficiency in Mathematics, we will use evidence based programs such as Eureka Math, V-Math, and Moby Max.

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

Research Cited: <https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based->

<https://www.voyagersopris.com/math/vmath/overview>

<https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/>

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Activity - Eureka Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eureka Math will be used as our core program in grades K-5.	Academic Support Program	08/07/2018	08/06/2019	\$10000	Title I Part A	Teachers Administration

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to Moby Max to enhance mastery of State Standards in Math. This resource will be used to assess progress of student growth.	Technology	10/15/2018	05/23/2019	\$1300	Title I Part A	Teachers, Administration

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to IXL daily as needed to address deficits in Math and to enhance mastery of the State's Standards in Mathematics.	Technology	10/15/2018	05/23/2019	\$6000	Title I Part A	Teachers and Administration

Activity - VMath	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence based intervention program based on student specific need.	Academic Support Program	10/15/2018	05/23/2019	\$1000	Title I Part A	Teachers and Administration

**Strategy 2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Math as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

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Activity - Professional Development Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote math best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/06/2019	\$0	Title I Part A	Administration , Teachers

Activity - In House PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of rigorous instruction and problem solving strategies. This PD will also involve lesson studies of current math standards. Teachers will implement these strategies within their daily Math instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Academic Support Program	10/15/2018	05/23/2019	\$3000	No Funding Required, Title I Part A	Teachers and Administration

**Goal 3: Implement consistent behavior expectations.****Measurable Objective 1:**

A 2% decrease of All Students will demonstrate a behavior that reduces exclusionary practices and corporal punishment in Practical Living by 05/23/2019 as measured by discipline reports.

**Strategy 1:**

Positive Behavior Supports - Teachers will utilize common classroom procedures and routines in correlation with CHAMPS and incorporate local community services and agencies.

Category: Develop/Implement Learning Supports

Activity - Why Try	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Family Links will provide services for boys grades 3-6 who need behavior intervention twice weekly for an hour.	Behavioral Support Program	08/27/2018	05/23/2019	\$2000	Title I Part A	Teachers, Administrator s, Counselor
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Activity - Attendance, Tutoring, and Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will serve students who need a reteach, extra tutoring or to make up work from previous absences, or behavior intervention to teach replacement behaviors for inappropriate behavior. These services are offered during the school day.	Behavioral Support Program	11/01/2018	05/23/2019	\$7000	Title I Part A	Teachers, Administration , Counselor

**Goal 4: Increase the number of students that are at school for a full day of instruction.****Measurable Objective 1:**

3% of All Students will demonstrate a behavior as to attend a full day of school with no tardies in Practical Living by 05/23/2019 as measured by the number of tardies.

**Strategy 1:**

Parent Collaboration - Teachers and Administrators will collaborate with parents to overcome barriers that may prevent students from attending a full instructional school day

Category: Develop/Implement Student and School Culture Program

Activity - After School Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend After School Intervention to replace the time missed at the beginning of each school day.	Behavioral Support Program	08/07/2018	05/23/2019	\$500	Title I Part A	Teachers and Administrator s



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
VMath	Evidence based intervention program based on student specific need.	Academic Support Program	10/15/2018	05/23/2019	\$1000	Teachers and Administration
Brain Pop	Animated Educational Site for Kids	Technology	08/21/2018	05/17/2019	\$2500	Administrators, teachers
Professional Learning Conferences	Teachers and school leaders will attend professional development sessions that promote reading best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/05/2019	\$14000	Teachers and Administration
In House PD	Teachers will be provided PD to develop instructional practices in the area of syllabication and morphology. This PD will also involve lesson studies of current reading standards. Teachers will implement these strategies within their daily Reading instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Professional Learning	10/01/2018	05/23/2019	\$3000	Administration, Reading Coach and Interventionist, and Teachers
Moby Max	Students will have access to Moby Max to enhance mastery of State Standards in Math. This resource will be used to assess progress of student growth.	Technology	10/15/2018	05/23/2019	\$1300	Teachers, Administration
Why Try	Family Links will provide services for boys grades 3-6 who need behavior intervention twice weekly for an hour.	Behavioral Support Program	08/27/2018	05/23/2019	\$2000	Teachers, Administrators, Counselor
Professional Development Conferences	Teachers and school leaders will attend professional development sessions that promote math best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/06/2019	\$0	Administration, Teachers
After School Intervention	Students will attend After School Intervention to replace the time missed at the beginning of each school day.	Behavioral Support Program	08/07/2018	05/23/2019	\$500	Teachers and Administrators

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In House PD	Teachers will be provided PD to develop instructional practices in the area of rigorous instruction and problem solving strategies. This PD will also involve lesson studies of current math standards. Teachers will implement these strategies within their daily Math instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Academic Support Program	10/15/2018	05/23/2019	\$3000	Teachers and Administration
Eureka Math Resources	Eureka Math will be used as our core program in grades K-5.	Academic Support Program	08/07/2018	08/06/2019	\$10000	Teachers Administration
Comprehension Tool Kit	This resource will be used to address student comprehension deficits in all grades where the need is.	Academic Support Program	09/14/2018	05/23/2019	\$10000	Teachers and Reading Interventionist
Attendance, Tutoring, and Intervention Support	This program will serve students who need a reteach, extra tutoring or to make up work from previous absences, or behavior intervention to teach replacement behaviors for inappropriate behavior. These services are offered during the school day.	Behavioral Support Program	11/01/2018	05/23/2019	\$7000	Teachers, Administration, Counselor
Systems 44/Read 180	Systems 44 and Read 180 will be used by a reading interventionist with a small group of students who meet the criteria for the program. They will meet daily for approximately 60 minutes.	Academic Support Program	09/04/2018	05/23/2019	\$10000	Administration, Teachers, Reading Interventionists
Accelerated Reader/STAR	Accelerated Reader will be used to monitor comprehension and encourage independent reading by students. STAR will be used to assess and monitor reading level of students.	Technology	10/22/2018	10/21/2019	\$3000	Teachers, Administration
IXL	Students will have access to IXL daily as needed to address deficits in Math and to enhance mastery of the State's Standards in Mathematics.	Technology	10/15/2018	05/23/2019	\$6000	Teachers and Administration
<b>Total</b>					<b>\$73300</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MyOn	Students will have access to MyOn year round. This resource allows students access to books with various topics and reading levels. This will enhance comprehension and vocabulary skills. Students are also able to self assess their progress and have access throughout the summer months.	Academic Support Program	10/15/2018	05/23/2019	\$7000	Administration, Media Specialist, Teachers
<b>Total</b>					<b>\$7000</b>	

**No Funding Required**

**ACIP**

Walter Wellborn Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In House PD	Teachers will be provided PD to develop instructional practices in the area of rigorous instruction and problem solving strategies. This PD will also involve lesson studies of current math standards. Teachers will implement these strategies within their daily Math instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Academic Support Program	10/15/2018	05/23/2019	\$0	Teachers and Administration
In House PD	Teachers will be provided PD to develop instructional practices in the area of syllabication and morphology. This PD will also involve lesson studies of current reading standards. Teachers will implement these strategies within their daily Reading instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Professional Learning	10/01/2018	05/23/2019	\$0	Administration , Reading Coach and Interventionist , and Teachers
<b>Total</b>					<b>\$0</b>	

# **Stakeholder Feedback Diagnostic**

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	WWES	

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

## **Areas of Notable Achievement**

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

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

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

Leadership and staff foster a culture consistent with the school's purpose and direction

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

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders

## **Areas in Need of Improvement**

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

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

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

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

### **What are the implications for these stakeholder perceptions?**

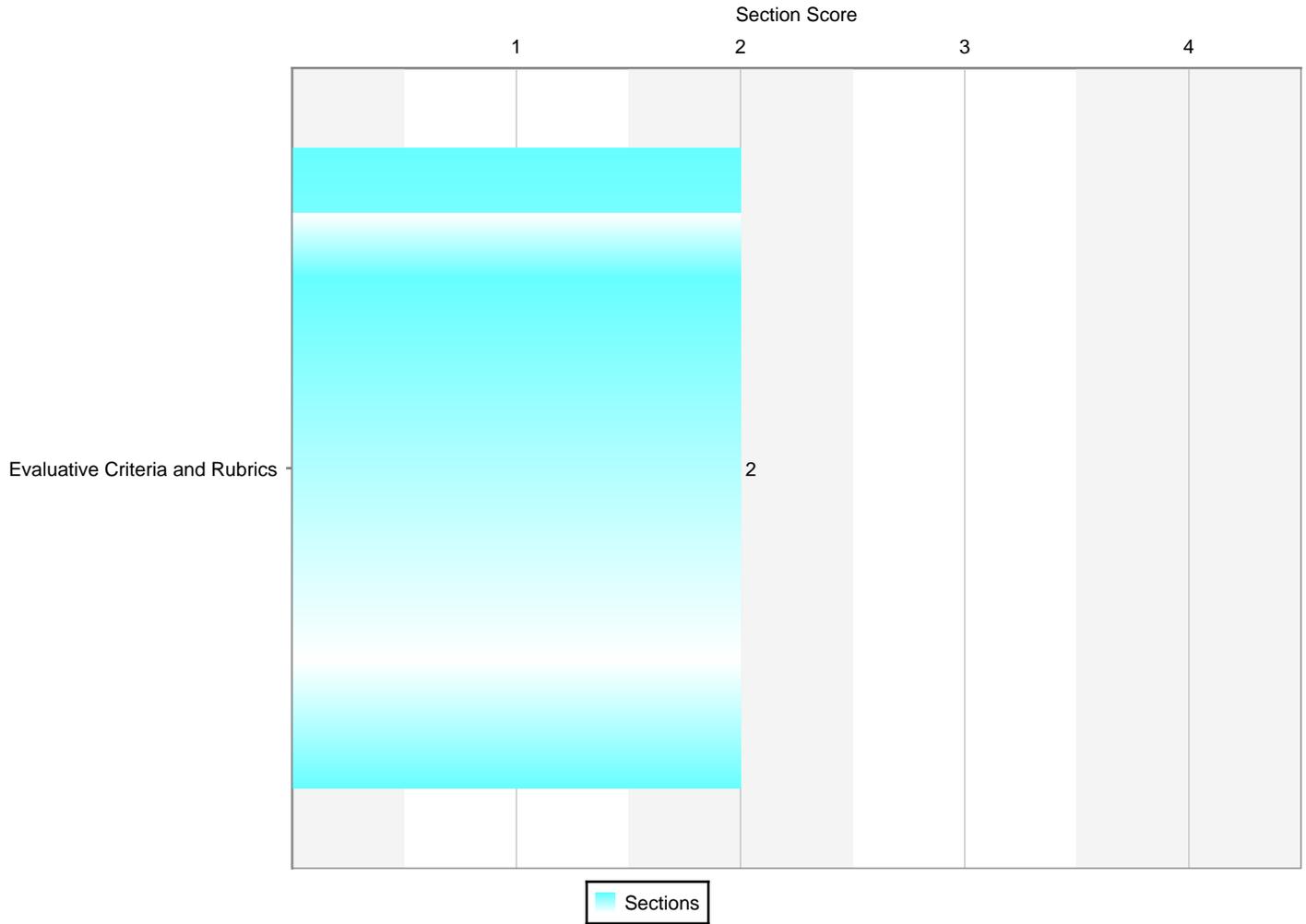
As a school we will work to improve in engaging families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

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

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. This area was the only one between survey sources that was consistently low.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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

### **How was the comprehensive needs assessment conducted?**

The comprehensive needs assessment was completed by five faculty members who reviewed available school data to identify the greatest areas of need. The faculty members included the principal, the assistant principal, the reading coach, and two sixth grade teachers. The data that was used includes DIBELS, Scantron, attendance data, and discipline data from INow. In addition to these sources we also completed a teacher and parent survey to identify what they saw as the areas of need in our school.

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

Students were successful with procedural type tasks. However, when higher order thinking was required, our success rate dropped. This was evident with reading and math. Reading - across grade levels vocabulary (including multiple meanings and word study skills) and compare/contrast were areas of need. There was an overall need for stamina to be built to read longer passages. Math - solving multi-step word problems, conceptual knowledge, and algebraic thinking. We also noticed a significant number of beginning of the tardies.

### **What conclusions were drawn from the results?**

We need professional development for our teachers on providing rigorous instruction on a daily basis. This is provide our students with the ability to think critically across all subject areas. We also need to put into place procedures to encourage all students to attend school for the entire school day.

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

After the comprehensive needs assessment we found that our school's greatest area of need in reading is content and a strong understanding of content in reading. Our greatest area of need in math is place value. As a school we have been able to improve our overall behavior and algebraic thinking skills as well as key ideas and details although it is still a weakness. Our teacher and parent surveys showed that the perception of the school is high although we need to work on providing more opportunities for families and parents to be involved.

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

School goals are based on the results of the needs survey given to parents and data analysis. The academic goals that we have made is improve overall student proficiency in math and reading, to decrease the number of out of school suspensions and incidents of corporal punishment, and to decrease tardies.

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

When creating school goals, we used DIBELS, Scantron, attendance data, and discipline data reports; as well as teacher and parent feedback. These reports provide a detailed view of each student with their strengths and weaknesses identified. Teachers and parents are encouraged to share their ideas and suggestions through surveys and various stakeholder meetings throughout the school year.

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

Our goals address our school wide deficits as shown through data analysis. Our school has a 79% free and reduced lunch rate so the majority of our school is considered disadvantaged. Throughout the year we have a monthly Leading panther program where students are recognized for leadership and behavior, and once a year we have awards programs to recognize student achievements.

## 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:

Wellborn Elementary students will increase student proficiency in Reading as measured on summative assessments.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency increase in Reading by 05/23/2019 as measured by summative assessments.

### Strategy1:

Reading Resources - To improve student proficiency in Reading, we will use evidence based curriculum, programs, and strategies. Some examples are Sounds Sensible, Read 180, and Renaissance learning.

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

Research Cited: [http://teacher.scholastic.com/products/read180/pdfs/READ180\\_ResearchFoundation\\_NextGeneration\\_2011.pdf](http://teacher.scholastic.com/products/read180/pdfs/READ180_ResearchFoundation_NextGeneration_2011.pdf)

<https://www.renaissance.com/>; [https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077\\_Sounds-Sensible-Sampler-FRev1.pdf](https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077_Sounds-Sensible-Sampler-FRev1.pdf)

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to MyOn year round. This resource allows students access to books with various topics and reading levels. This will enhance comprehension and vocabulary skills. Students are also able to self assess their progress and have access throughout the summer months.	Academic Support Program	10/15/2018	05/23/2019	\$7000 - Other	Administration, Media Specialist, Teachers

Activity - Systems 44/Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Systems 44 and Read 180 will be used by a reading interventionist with a small group of students who meet the criteria for the program. They will meet daily for approximately 60 minutes.	Academic Support Program	09/04/2018	05/23/2019	\$10000 - Title I Part A	Administration, Teachers, Reading Interventionists

Activity - Accelerated Reader/STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to monitor comprehension and encourage independent reading by students. STAR will be used to assess and monitor reading level of students.	Technology	10/22/2018	10/21/2019	\$3000 - Title I Part A	Teachers, Administration

**ACIP**

Walter Wellborn Elementary School

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Animated Educational Site for Kids	Technology	08/21/2018	05/17/2019	\$2500 - Title I Part A	Administrators, teachers

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This resource will be used to address student comprehension deficits in all grades where the need is.	Academic Support Program	09/14/2018	05/23/2019	\$10000 - Title I Part A	Teachers and Reading Interventionist

**Strategy2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Reading as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://www.ortonacademy.org/training-certification/>

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of syllabication and morphology. This PD will also involve lesson studies of current reading standards. Teachers will implement these strategies within their daily Reading instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Professional Learning	10/01/2018	05/23/2019	\$3000 - Title I Part A \$0 - No Funding Required	Administration, Reading Coach and Interventionist, and Teachers

Activity - Professional Learning Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote reading best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/05/2019	\$14000 - Title I Part A	Teachers and Administration

**Goal 2:**

Wellborn Elementary students will increase student proficiency in Mathematics as measured on summative assessments.

**Measurable Objective 1:**

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/23/2019 as measured by summative assessments.

**Strategy1:**

Math Resources - To improve proficiency in Mathematics, we will use evidence based programs such as Eureka Math, V-Math, and Moby

**ACIP**

Walter Wellborn Elementary School

Max.

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

Research Cited: <https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-><https://www.voyagersopris.com/math/vmath/overview><https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/>

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to IXL daily as needed to address deficits in Math and to enhance mastery of the State's Standards in Mathematics.	Technology	10/15/2018	05/23/2019	\$6000 - Title I Part A	Teachers and Administration

Activity - Eureka Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka Math will be used as our core program in grades K-5.	Academic Support Program	08/07/2018	08/06/2019	\$10000 - Title I Part A	Teachers Administration

Activity - VMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence based intervention program based on student specific need.	Academic Support Program	10/15/2018	05/23/2019	\$1000 - Title I Part A	Teachers and Administration

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to Moby Max to enhance mastery of State Standards in Math. This resource will be used to assess progress of student growth.	Technology	10/15/2018	05/23/2019	\$1300 - Title I Part A	Teachers, Administration

**Strategy2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Math as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited:

**ACIP**

Walter Wellborn Elementary School

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of rigorous instruction and problem solving strategies. This PD will also involve lesson studies of current math standards. Teachers will implement these strategies within their daily Math instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Academic Support Program	10/15/2018	05/23/2019	\$3000 - Title I Part A \$0 - No Funding Required	Teachers and Administration

Activity - Professional Development Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote math best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/06/2019	\$0 - Title I Part A	Administration, Teachers

**Goal 3:**

Implement consistent behavior expectations.

**Measurable Objective 1:**

A 2% decrease of All Students will demonstrate a behavior that reduces exclusionary practices and corporal punishment in Practical Living by 05/23/2019 as measured by discipline reports.

**Strategy1:**

Positive Behavior Supports - Teachers will utilize common classroom procedures and routines in correlation with CHAMPS and incorporate local community services and agencies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Why Try	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Links will provide services for boys grades 3-6 who need behavior intervention twice weekly for an hour.	Behavioral Support Program	08/27/2018	05/23/2019	\$2000 - Title I Part A	Teachers, Administrators, Counselor

Activity - Attendance, Tutoring, and Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will serve students who need a reteach, extra tutoring or to make up work from previous absences, or behavior intervention to teach replacement behaviors for inappropriate behavior. These services are offered during the school day.	Behavioral Support Program	11/01/2018	05/23/2019	\$7000 - Title I Part A	Teachers, Administration, Counselor

**Goal 4:**

Increase the number of students that are at school for a full day of instruction.

**Measurable Objective 1:**

3% of All Students will demonstrate a behavior as to attend a full day of school with no tardies in Practical Living by 05/23/2019 as measured by the number of tardies.

**Strategy1:**

Parent Collaboration - Teachers and Administrators will collaborate with parents to overcome barriers that may prevent students from attending a full instructional school day

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - After School Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend After School Intervention to replace the time missed at the beginning of each school day.	Behavioral Support Program	08/07/2018	05/23/2019	\$500 - Title I Part A	Teachers and Administrators

**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:**

Wellborn Elementary students will increase student proficiency in Reading as measured on summative assessments.

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency increase in Reading by 05/23/2019 as measured by summative assessments.

**Strategy1:**

Reading Resources - To improve student proficiency in Reading, we will use evidence based curriculum, programs, and strategies. Some examples are Sounds Sensible, Read 180, and Renaissance learning.

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

Research Cited: [http://teacher.scholastic.com/products/read180/pdfs/READ180\\_ResearchFoundation\\_NextGeneration\\_2011.pdf](http://teacher.scholastic.com/products/read180/pdfs/READ180_ResearchFoundation_NextGeneration_2011.pdf)

<https://www.renaissance.com/>; [https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077\\_Sounds-Sensible-Sampler-FRev1.pdf](https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077_Sounds-Sensible-Sampler-FRev1.pdf)

**ACIP**

Walter Wellborn Elementary School

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to MyOn year round. This resource allows students access to books with various topics and reading levels. This will enhance comprehension and vocabulary skills. Students are also able to self assess their progress and have access throughout the summer months.	Academic Support Program	10/15/2018	05/23/2019	\$7000 - Other	Administration, Media Specialist, Teachers

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Animated Educational Site for Kids	Technology	08/21/2018	05/17/2019	\$2500 - Title I Part A	Administrators, teachers

Activity - Systems 44/Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Systems 44 and Read 180 will be used by a reading interventionist with a small group of students who meet the criteria for the program. They will meet daily for approximately 60 minutes.	Academic Support Program	09/04/2018	05/23/2019	\$10000 - Title I Part A	Administration, Teachers, Reading Interventionists

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This resource will be used to address student comprehension deficits in all grades where the need is.	Academic Support Program	09/14/2018	05/23/2019	\$10000 - Title I Part A	Teachers and Reading Interventionist

Activity - Accelerated Reader/STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to monitor comprehension and encourage independent reading by students. STAR will be used to assess and monitor reading level of students.	Technology	10/22/2018	10/21/2019	\$3000 - Title I Part A	Teachers, Administration

**Strategy2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Reading as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://www.ortonacademy.org/training-certification/>

Activity - Professional Learning Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote reading best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/05/2019	\$14000 - Title I Part A	Teachers and Administration

**ACIP**

Walter Wellborn Elementary School

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of syllabication and morphology. This PD will also involve lesson studies of current reading standards. Teachers will implement these strategies within their daily Reading instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Professional Learning	10/01/2018	05/23/2019	\$3000 - Title I Part A \$0 - No Funding Required	Administration, Reading Coach and Interventionist, and Teachers

**Goal 2:**

Wellborn Elementary students will increase student proficiency in Mathematics as measured on summative assessments.

**Measurable Objective 1:**

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/23/2019 as measured by summative assessments.

**Strategy1:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Math as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote math best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/06/2019	\$0 - Title I Part A	Administration, Teachers

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of rigorous instruction and problem solving strategies. This PD will also involve lesson studies of current math standards. Teachers will implement these strategies within their daily Math instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Academic Support Program	10/15/2018	05/23/2019	\$0 - No Funding Required \$3000 - Title I Part A	Teachers and Administration

**Strategy2:**

Math Resources - To improve proficiency in Mathematics, we will use evidence based programs such as Eureka Math, V-Math, and Moby Max.

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

Research Cited: <https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based->

**ACIP**

Walter Wellborn Elementary School

<https://www.voyagersopris.com/math/vmath/overview><https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/>

Activity - VMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence based intervention program based on student specific need.	Academic Support Program	10/15/2018	05/23/2019	\$1000 - Title I Part A	Teachers and Administration

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to IXL daily as needed to address deficits in Math and to enhance mastery of the State's Standards in Mathematics.	Technology	10/15/2018	05/23/2019	\$6000 - Title I Part A	Teachers and Administration

Activity - Eureka Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka Math will be used as our core program in grades K-5.	Academic Support Program	08/07/2018	08/06/2019	\$10000 - Title I Part A	Teachers Administration

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to Moby Max to enhance mastery of State Standards in Math. This resource will be used to assess progress of student growth.	Technology	10/15/2018	05/23/2019	\$1300 - Title I Part A	Teachers, Administration

**Goal 3:**

Implement consistent behavior expectations.

**Measurable Objective 1:**

A 2% decrease of All Students will demonstrate a behavior that reduces exclusionary practices and corporal punishment in Practical Living by 05/23/2019 as measured by discipline reports.

**Strategy1:**

Positive Behavior Supports - Teachers will utilize common classroom procedures and routines in correlation with CHAMPS and incorporate local community services and agencies.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Walter Wellborn Elementary School

Activity - Attendance, Tutoring, and Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will serve students who need a reteach, extra tutoring or to make up work from previous absences, or behavior intervention to teach replacement behaviors for inappropriate behavior. These services are offered during the school day.	Behavioral Support Program	11/01/2018	05/23/2019	\$7000 - Title I Part A	Teachers, Administration, Counselor

Activity - Why Try	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Links will provide services for boys grades 3-6 who need behavior intervention twice weekly for an hour.	Behavioral Support Program	08/27/2018	05/23/2019	\$2000 - Title I Part A	Teachers, Administrators, Counselor

**Goal 4:**

Increase the number of students that are at school for a full day of instruction.

**Measurable Objective 1:**

3% of All Students will demonstrate a behavior as to attend a full day of school with no tardies in Practical Living by 05/23/2019 as measured by the number of tardies.

**Strategy1:**

Parent Collaboration - Teachers and Administrators will collaborate with parents to overcome barriers that may prevent students from attending a full instructional school day

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - After School Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend After School Intervention to replace the time missed at the beginning of each school day.	Behavioral Support Program	08/07/2018	05/23/2019	\$500 - Title I Part A	Teachers and Administrators

**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:**

Wellborn Elementary students will increase student proficiency in Reading as measured on summative assessments.

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency increase in Reading by 05/23/2019 as measured by summative assessments.

**Strategy1:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Reading as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://www.ortonacademy.org/training-certification/>

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of syllabication and morphology. This PD will also involve lesson studies of current reading standards. Teachers will implement these strategies within their daily Reading instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Professional Learning	10/01/2018	05/23/2019	\$0 - No Funding Required \$3000 - Title I Part A	Administration, Reading Coach and Interventionist, and Teachers

Activity - Professional Learning Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote reading best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/05/2019	\$14000 - Title I Part A	Teachers and Administration

**Strategy2:**

Reading Resources - To improve student proficiency in Reading, we will use evidence based curriculum, programs, and strategies. Some examples are Sounds Sensible, Read 180, and Renaissance learning.

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

Research Cited: [http://teacher.scholastic.com/products/read180/pdfs/READ180\\_ResearchFoundation\\_NextGeneration\\_2011.pdf](http://teacher.scholastic.com/products/read180/pdfs/READ180_ResearchFoundation_NextGeneration_2011.pdf)

<https://www.renaissance.com/>; [https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077\\_Sounds-Sensible-Sampler-FRev1.pdf](https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077_Sounds-Sensible-Sampler-FRev1.pdf)

**ACIP**

Walter Wellborn Elementary School

Activity - Accelerated Reader/STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to monitor comprehension and encourage independent reading by students. STAR will be used to assess and monitor reading level of students.	Technology	10/22/2018	10/21/2019	\$3000 - Title I Part A	Teachers, Administration

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This resource will be used to address student comprehension deficits in all grades where the need is.	Academic Support Program	09/14/2018	05/23/2019	\$10000 - Title I Part A	Teachers and Reading Interventionist

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Animated Educational Site for Kids	Technology	08/21/2018	05/17/2019	\$2500 - Title I Part A	Administrators, teachers

Activity - Systems 44/Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Systems 44 and Read 180 will be used by a reading interventionist with a small group of students who meet the criteria for the program. They will meet daily for approximately 60 minutes.	Academic Support Program	09/04/2018	05/23/2019	\$10000 - Title I Part A	Administration, Teachers, Reading Interventionists

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to MyOn year round. This resource allows students access to books with various topics and reading levels. This will enhance comprehension and vocabulary skills. Students are also able to self assess their progress and have access throughout the summer months.	Academic Support Program	10/15/2018	05/23/2019	\$7000 - Other	Administration, Media Specialist, Teachers

**Goal 2:**

Wellborn Elementary students will increase student proficiency in Mathematics as measured on summative assessments.

**Measurable Objective 1:**

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/23/2019 as measured by summative assessments.

**Strategy1:**

Math Resources - To improve proficiency in Mathematics, we will use evidence based programs such as Eureka Math, V-Math, and Moby Max.

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

**ACIP**

Walter Wellborn Elementary School

Research Cited: <https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-><https://www.voyagersopris.com/math/vmath/overview><https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/>

Activity - VMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence based intervention program based on student specific need.	Academic Support Program	10/15/2018	05/23/2019	\$1000 - Title I Part A	Teachers and Administration

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to IXL daily as needed to address deficits in Math and to enhance mastery of the State's Standards in Mathematics.	Technology	10/15/2018	05/23/2019	\$6000 - Title I Part A	Teachers and Administration

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to Moby Max to enhance mastery of State Standards in Math. This resource will be used to assess progress of student growth.	Technology	10/15/2018	05/23/2019	\$1300 - Title I Part A	Teachers, Administration

Activity - Eureka Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka Math will be used a our core program in grades K-5.	Academic Support Program	08/07/2018	08/06/2019	\$10000 - Title I Part A	Teachers Administration

**Strategy2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Math as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of rigorous instruction and problem solving strategies. This PD will also involve lesson studies of current math standards. Teachers will implement these strategies within their daily Math instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Academic Support Program	10/15/2018	05/23/2019	\$0 - No Funding Required \$3000 - Title I Part A	Teachers and Administration

**ACIP**

Walter Wellborn Elementary School

Activity - Professional Development Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote math best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/06/2019	\$0 - Title I Part A	Administration, Teachers

**Goal 3:**

Implement consistent behavior expectations.

**Measurable Objective 1:**

A 2% decrease of All Students will demonstrate a behavior that reduces exclusionary practices and corporal punishment in Practical Living by 05/23/2019 as measured by discipline reports.

**Strategy1:**

Positive Behavior Supports - Teachers will utilize common classroom procedures and routines in correlation with CHAMPS and incorporate local community services and agencies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Why Try	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Links will provide services for boys grades 3-6 who need behavior intervention twice weekly for an hour.	Behavioral Support Program	08/27/2018	05/23/2019	\$2000 - Title I Part A	Teachers, Administrators, Counselor

Activity - Attendance, Tutoring, and Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will serve students who need a reteach, extra tutoring or to make up work from previous absences, or behavior intervention to teach replacement behaviors for inappropriate behavior. These services are offered during the school day.	Behavioral Support Program	11/01/2018	05/23/2019	\$7000 - Title I Part A	Teachers, Administration, Counselor

**Goal 4:**

Increase the number of students that are at school for a full day of instruction.

**Measurable Objective 1:**

3% of All Students will demonstrate a behavior as to attend a full day of school with no tardies in Practical Living by 05/23/2019 as measured by the number of tardies.

**Strategy1:**

Parent Collaboration - Teachers and Administrators will collaborate with parents to overcome barriers that may prevent students from attending a full instructional school day

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - After School Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend After School Intervention to replace the time missed at the beginning of each school day.	Behavioral Support Program	08/07/2018	05/23/2019	\$500 - Title I Part A	Teachers and Administrators

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

Wellborn Elementary students will increase student proficiency in Reading as measured on summative assessments.

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency increase in Reading by 05/23/2019 as measured by summative assessments.

**Strategy1:**

Reading Resources - To improve student proficiency in Reading, we will use evidence based curriculum, programs, and strategies. Some examples are Sounds Sensible, Read 180, and Renaissance learning.

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

Research Cited: [http://teacher.scholastic.com/products/read180/pdfs/READ180\\_ResearchFoundation\\_NextGeneration\\_2011.pdf](http://teacher.scholastic.com/products/read180/pdfs/READ180_ResearchFoundation_NextGeneration_2011.pdf)

<https://www.renaissance.com/>; [https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077\\_Sounds-Sensible-Sampler-FRev1.pdf](https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/sounds-sensible/268077_Sounds-Sensible-Sampler-FRev1.pdf)

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This resource will be used to address student comprehension deficits in all grades where the need is.	Academic Support Program	09/14/2018	05/23/2019	\$10000 - Title I Part A	Teachers and Reading Interventionist

**ACIP**

Walter Wellborn Elementary School

Activity - Systems 44/Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Systems 44 and Read 180 will be used by a reading interventionist with a small group of students who meet the criteria for the program. They will meet daily for approximately 60 minutes.	Academic Support Program	09/04/2018	05/23/2019	\$10000 - Title I Part A	Administration, Teachers, Reading Interventionists

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to MyOn year round. This resource allows students access to books with various topics and reading levels. This will enhance comprehension and vocabulary skills. Students are also able to self assess their progress and have access throughout the summer months.	Academic Support Program	10/15/2018	05/23/2019	\$7000 - Other	Administration, Media Specialist, Teachers

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Animated Educational Site for Kids	Technology	08/21/2018	05/17/2019	\$2500 - Title I Part A	Administrators, teachers

Activity - Accelerated Reader/STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to monitor comprehension and encourage independent reading by students. STAR will be used to assess and monitor reading level of students.	Technology	10/22/2018	10/21/2019	\$3000 - Title I Part A	Teachers, Administration

**Strategy2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Reading as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://www.ortonacademy.org/training-certification/>

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of syllabication and morphology. This PD will also involve lesson studies of current reading standards. Teachers will implement these strategies within their daily Reading instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Professional Learning	10/01/2018	05/23/2019	\$3000 - Title I Part A \$0 - No Funding Required	Administration, Reading Coach and Interventionist, and Teachers

**ACIP**

Walter Wellborn Elementary School

Activity - Professional Learning Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote reading best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/05/2019	\$14000 - Title I Part A	Teachers and Administration

**Goal 2:**

Wellborn Elementary students will increase student proficiency in Mathematics as measured on summative assessments.

**Measurable Objective 1:**

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/23/2019 as measured by summative assessments.

**Strategy1:**

Math Resources - To improve proficiency in Mathematics, we will use evidence based programs such as Eureka Math, V-Math, and Moby Max.

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

Research Cited: <https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based->

<https://www.voyagersopris.com/math/vmath/overview>

<https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/>

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to Moby Max to enhance mastery of State Standards in Math. This resource will be used to assess progress of student growth.	Technology	10/15/2018	05/23/2019	\$1300 - Title I Part A	Teachers, Administration

Activity - Eureka Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka Math will be used as our core program in grades K-5.	Academic Support Program	08/07/2018	08/06/2019	\$10000 - Title I Part A	Teachers Administration

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to IXL daily as needed to address deficits in Math and to enhance mastery of the State's Standards in Mathematics.	Technology	10/15/2018	05/23/2019	\$6000 - Title I Part A	Teachers and Administration

Activity - VMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence based intervention program based on student specific need.	Academic Support Program	10/15/2018	05/23/2019	\$1000 - Title I Part A	Teachers and Administration

**ACIP**

Walter Wellborn Elementary School

**Strategy2:**

Professional Development - Teachers and school leaders will participate in professional development for best practices that will support our goal in improving student proficiency in Math as measured by summative assessments.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders will attend professional development sessions that promote math best practices. This learning will be implemented into daily routines.	Professional Learning	08/07/2018	08/06/2019	\$0 - Title I Part A	Administration, Teachers

Activity - In House PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD to develop instructional practices in the area of rigorous instruction and problem solving strategies. This PD will also involve lesson studies of current math standards. Teachers will implement these strategies within their daily Math instruction. This implementation will be guided and monitored on a monthly basis through ACIP meetings and documentation. Substitutes will be provided for PD during the school day.	Academic Support Program	10/15/2018	05/23/2019	\$0 - No Funding Required \$3000 - Title I Part A	Teachers and Administration

**Narrative:**

We have an EL teacher housed at our school to supplement the needs of our EL students and families.

**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.**

The EL teacher at Wellborn Elementary meets with parents of English Learners and interprets the data for them. She is able to speak to them in Spanish for a better understanding of the information.

### 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.**

As teaching positions become available we identify highly qualified teachers who will fill needs, strengthen our staff, and provide quality instruction. The needs assessment as well as our school wide goals will be reviewed and strengths that will be most beneficial in reaching our goals are identified. We then select applicants based on experience and strengths that will best address our needs and help in achieving our goals. We are fortunate to have an Employment Committee at the board level that does much of the screening for us prior to interviews.

## **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?**

All of our teachers returned for the 2018/19 school year who served our students for the 2017/18 school year.

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

We have 7 regular education teachers who are have non-tenured status. The majority have taught 8-15 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).**

Turnover rate is not high.

## **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.**

By examining our student data from the end of the school year last year, it was evident that rigorous instruction is an area of need. Teaching our students to think critically and be problem solvers is the area of focus for professional development.

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

IMSE Orton Gillingham Training to address reading instruction; ongoing professional development from our Reading Coach, provided through ARI; Eureka Math guidance with our district's math coach; CHAMPS continued training to address positive behavior strategies; attendance conference to address the need for full day attendance for all students.

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

We have two new teachers. Each of these has a mentor that is a veteran teacher. These two will meet at least once per week either before school or after. They will also meet with a board level professional for assistance and instruction as first year teachers.

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

Most professional development takes place over a span of time allowing for teacher and student growth. Some PD is delivered in professional learning communities. Those who attend professional development are expected to provide turn around training for the faculty and be leaders in that area of instruction. We also have monthly data meetings where student needs are addressed and discuss interventions and needed PD to meet these needs.

## 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:

Implement consistent behavior expectations.

### Measurable Objective 1:

A 2% decrease of All Students will demonstrate a behavior that reduces exclusionary practices and corporal punishment in Practical Living by 05/23/2019 as measured by discipline reports.

### Strategy1:

Positive Behavior Supports - Teachers will utilize common classroom procedures and routines in correlation with CHAMPS and incorporate local community services and agencies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Why Try	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Links will provide services for boys grades 3-6 who need behavior intervention twice weekly for an hour.	Behavioral Support Program	08/27/2018	05/23/2019	\$2000 - Title I Part A	Teachers, Administrators, Counselor

Activity - Attendance, Tutoring, and Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will serve students who need a reteach, extra tutoring or to make up work from previous absences, or behavior intervention to teach replacement behaviors for inappropriate behavior. These services are offered during the school day.	Behavioral Support Program	11/01/2018	05/23/2019	\$7000 - Title I Part A	Teachers, Administration, Counselor

### Goal 2:

Increase the number of students that are at school for a full day of instruction.

### Measurable Objective 1:

3% of All Students will demonstrate a behavior as to attend a full day of school with no tardies in Practical Living by 05/23/2019 as measured by the number of tardies.

**ACIP**Walter Wellborn Elementary School

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**Strategy1:**

Parent Collaboration - Teachers and Administrators will collaborate with parents to overcome barriers that may prevent students from attending a full instructional

school day

Category: Develop/Implement Student and School Culture Program

Research Cited:

<b>Activity - After School Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will attend After School Intervention to replace the time missed at the beginning of each school day.	Behavioral Support Program	08/07/2018	05/23/2019	\$500 - Title I Part A	Teachers and Administrators

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

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

We also provide a kindergarten camp each summer that will assist in transitioning from home or preschool to kindergarten. At the end of each school year the teachers from the upper grade will visit the students who will be transitioning to their grade the following year. During this time they discuss the curriculum and expectations. Students who are transitioning to the high school will have visits from many of the high school teachers to discuss options in scheduling. The students will also tour the high school.

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

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

The summative data was discussed with each grade level at the end of the school year. In grades kindergarten through second grade, we combined DIBELS and classroom academic data to determine the type of instruction the student will need to begin the year. If the student needed extra attention on a regular basis, it was decided that student would begin the following school year with an additional tier of classroom instruction, where data will be collected on his or her progress. In grade 3-6, Scantron data was used to determine this same process. However, if the student was two grade levels behind, they would begin the school year with additional instruction outside the classroom. The progress of every student will be monitor with monthly data meetings.

### **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?**

Students who are demonstrating difficulty with mastery of the state's standards will receive an additional time of instruction in the classroom. If there is not significant improvement , the student will be referred to the PST, where outside interventions will be provided. The student will be monitored through monthly PST meetings.

### **Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Students also have opportunities to work on different programs at home through the internet. After school opportunities are provided throughout the school year for students to stay after school for more instruction. Videos of the lessons are shared with parents to help them assist their child.

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

Our school houses one EL teacher, 4 special education teachers, 5 special education para professionals, one reading interventionist and a reading coach. Our school offers services through community partners that provide mental health counseling, a Why Try program that provides mentoring for boys, project reach that provides services for kindergarten students and a back pack club that provides easy to prepare meals for students when they leave school on Friday and for holidays. We also have a school resource officer. We collaborate with our district's Social Worker as well.

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

N/A

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

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

Services are provided according to state and federal guidelines for programs such as Special Education, Child Nutrition, Gifted Education, English Language Learners, Homebound Services and McKinney-Vento as explained in our system Code of Student Conduct.

**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)?**

Services are provided according to state and federal guidelines for programs such as Special Education, Child Nutrition, Gifted Education, English Language Learners, Homebound Services and McKinney-Vento. These programs are coordinated to assist with individual needs addressed through our schoolwide plan. In addition we use learning supports which are coordinated by our guidance counselor to provide needed additional counseling during the school day. This includes grief counseling, anger management, Why-Try, social skills training, etc

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

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

Our team meets monthly (more often when needed) to review our progress on our schoolwide plan. Data meetings are held monthly to monitor academic growth and areas of need.

### **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?**

Data meetings are held monthly to review student progress and determine needs as they arise. Intervention groups are rearranged based on need and rate of growth. Professional development offerings are designed to specifically address areas of concern and training to develop programs and skills that will assist improvement of student achievement.

### **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 do a yearly needs assessment where we look at various data sources. We not only analyze academic data, but student profile data such as attendance and behavior. Within the needs assessment, we see if our goals were obtained from the previous year. The effectiveness of our school wide program is also monitored monthly via data meetings.

### **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?**

Each month the plan is reviewed. As needs are assessed, instruction is reviewed and achievement data are discussed by our instructional leaders and faculty. Data meetings are also held monthly to monitor academic progress. When the team agrees progress is not being made we determine how best to adjust our plan in order to achieve our goal

# 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.	36.26

Provide the number of classroom teachers.

36.26

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1758821.0

Total

1,758,821.00

### Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82333.0

Total

82,333.00

**Assistant Principal**

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

**Provide the number of Assistant Principals.**

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	34200.0

Total

34,200.00

### 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.	56509.0

Total

56,509.00

**Librarian**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Librarian assigned units.	1.0

**Provide the number of Librarians.**

1.00

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Librarian.	53574.0

Total

53,574.00

### 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.	11928.0

Total

11,928.00

### 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.	3578.0

Total

3,578.00

### EL Teachers

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

Provide the number of EL Teachers.

0.0

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

Total

0.00

### Instructional Supplies

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	21314.0

Total

21,314.00

### Library Enhancement

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3822.0

Total

3,822.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	160363.56

**Provide a brief explanation and breakdown of expenses.**

Wellborn Elementary

Total Budget Allocation \$ 157,014.09

Title I Facilitator

Salary 34,200.00

Insurance 4,800.00

Retirement 4,244.00

Social Security 2,068.00

Medicare 484.00

Unemployment 3.00

Instructional

Classroom Supplies 12,425.82

Software (AR, STAR) 30,000.00

Computer Hardware 9,375.00

Professional Development

Substitutes 3,800.00

In-State Travel 26,731.09

Out-of-State Travel 6,000.00

Staff Training Supplies 2,000.00

Registration Fees 14,000.00

Tutoring/ExtDay/Summer Pro

For Board Employees -Stipends 5,225.00

Retirement 823.00

Social Security 489.00

Medicare 96.00

Unemployment 1.00

Classroom Supplies for 250.00

Summer Camp

TOTALS 157,014.09

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Parent Instruction Supplies 3,348.65

Total with PIS                      160,363.56

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	1500.0

**Provide a brief explanation and a breakdown of expenses.**

Registration Fees    900  
Travel                400  
Substitutes          200

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

na

**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.**

na

### 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.**

NA

### 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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

**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.**

NA

### Local Funds

Label	Question	Value
1.	Provide the total	223564.0

**Provide a brief explanation and breakdown of expenses.**

Public 140878

Non-public 82686

# 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))**

We will conduct two meetings on September 12, 2018. There will be one in the morning at Wellborn Elementary School. Also, to meet the scheduling needs of those parents who are not able to attend the morning meeting, we will have an evening meeting at the youth fields across the street from the school. Both will be held at Wellborn High School. By collaborating we are hoping to provide an opportunity for parents of both high school and elementary students to attend one meeting. There will be a morning meeting and an evening meeting to provide access for those who may work during the day.

**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))**

1) We will conduct two meetings on September 12, 2018. There will be one in the morning at Wellborn Elementary School. Also, to meet the scheduling needs of those parents who are not able to attend the morning meeting, we will have an evening meeting at the youth fields across the street from the school. Both will be held at Wellborn High School. By collaborating we are hoping to provide an opportunity for parents of both high school and elementary students to attend one meeting. There will be a morning meeting and an evening meeting to provide access for those who may work during the day.

2) Parents will collaborate with PTO and a PTO officer will attend our planning sessions. This officer will be one avenue for relaying information to the parents and will act as an advocate for the parent concerns brought to her through PTO. Every parent also has a Title I compact, which is used at each parent/teacher conference. Parent input is also communicated through the teachers to the leadership team.

3) We use our parent money to provide each student with a planner full of important school specific information. It also includes the Title I compact.

**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))**

We have found one of the most efficient ways of getting information to our parents in a timely manner is by using social media. We have a Facebook page, Instagram, and a Twitter account. These media are updated regularly with daily school information and happenings. We also use Blackboard to relay vital information to our families. The majority of our teachers use Remind 101 to communicate classroom needs, events, and other information to our parents. In addition, our PTO meetings are held periodically throughout the school year. Any news information from these meetings is then communicated through social media and the school's website. To accommodate our Spanish-speaking families, we have an interpreter at our PTO meetings and any written communication is translated and sent home in Spanish. Our  
SY 2018-2019

teachers have weekly newsletters, use email, and Remind 101 to communicate academic expectations and to keep parents up to date with current content. If a meeting is suggested by parents, we accommodate and meet as regularly as they wish. All is documented on the Title I compact.

**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 Title I Compact is discussed with every parent at the beginning of the year, at PTO meetings, and with each parent/teacher conference. These compacts include responsibilities for parents, school staff, and students. Throughout the year students review their responsibilities. Parents are encouraged to submit any ideas or changes that are needed to the compact. Each year parents are invited and encouraged to be an active part of revising and improving our Compact.

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

A link to our Continuous Improvement Plan is located on our school's website. If parents would like to submit comments or dissatisfaction with this plan, they are encouraged to talk with their child's teacher, voice concerns through PTO meetings, contact the administration directly through email or phone, and/or attend other parent meetings scheduled throughout the year.

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

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

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

We begin our school year with Parent Orientation. During this time, general information is shared with parents as to what to expect for the upcoming school year. Also, this is the time when contact information is shared initially and teachers share tips with parents as to how to aid in their student's success. Teachers and administration are in consistent communication with parents through social media, email, and face to face conferences regarding any concerns or issue that may arise or be identified by either party. Periodically throughout the year, we conduct PTO meetings and Parent Involvement Committee meetings and activities that encourage parents to learn more about how to aid in their child's education.

**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)**

Our school considers parents and community members valuable stakeholders. Our staff works diligently to identify cultural values of our community and individual families within our community. Our staff is trained through our administration, ELL teacher, and counselor on the needs of various groups. Our administration, counselor and PTO coordinate many activities throughout the school year, such as mentor groups, boys and girls' night, pep rallies, spirit days, and parent groups. A student/parent needs survey is distributed at the beginning of the year and available throughout the school year for counseling, as well as academic needs of the students.

**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)**

Toward the completion of each school year a survey is completed by parents/guardians and a Google form is posted to allow parents to communicate any concerns or ideas. This information is used to make improvements and highlight strengths. Parents are included in the continuous improvement team as well as on the Title I committee. This committee meets with the county Title I director annually, usually during the summer months to review any changes or plans for the upcoming school year. PTO has initiated a Parent Involvement Committee. The goal of this committee is to pool together parents who are willing and able to participate in all functions at the school. This information will be used by the PTO officers to gather volunteers for various PTO events throughout the school year.

We incorporate parents and families in school wide activities during the school day such as creating books, reading to children, mentoring children, etc. We also assist families with counseling through Family Lincs and other local community programs. Local churches mentor students at Wellborn Elementary and provide needed materials such as school supplies, clothing, food, etc.

In addition to the parent involvement throughout the day, a parent center is set up in the lobby of the school. This area has computers, help documents, job postings, and other material that is relevant for our 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)**

We use various methods of relating information to parents. Many of our announcements are communicated via Blackboard (an automated phone/email/text service). This information is translated and sent out to our Spanish speaking families as well. Information is also sent home on paper flyers and posting the information on social media (Facebook, Twitter, Instagram, and our school's website). Our school marque is also used to communicate general school-wide information. Our faculty uses a variety of technology apps to communicate with our parents as well. These apps also have a translation feature for our Spanish speaking 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 provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

At Wellborn Elementary with the use of Learning Supports we are always welcoming to parent and family needs. We work closely with community agencies to best meet the needs of students and their families to allow students to focus on learning while at school. We are working with Family Linc through the program I AM MORE. This program provides families that are identified with a Social Worker work side by side with the families to better meet their needs.

**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))**

Parents and family members of all of our students are encouraged and provided school information through various resources as mentioned before, i.e. social media, weekly newsletters, Blackboard, etc. We have an EL teacher who translates for our families who are not English Language speakers/readers. Our case managers are aware of the needs of our students with disabilities to provide communication if the need arises. Our County Liason keeps us informed of families with migratory children so that we are able to meet their needs as well.