ACIP

White Plains Elementary School

Calhoun County Board of Education

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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?

White Plains Elementary is a rural school and part of the Calhoun County Board of Education in east central Alabama. White Plains is a Pre-Kindergarten through Fourth Grade school. White Plains Elementary serves as a feeder school to White Plains Middle School for grades 5 to 8 and White Plains High School for grades 9 to 12. There are a limited number of businesses in the community. The White Plains Community is landlocked between other communities which limits our economic growth. The local businesses within the immediate area and even some in the Anniston/Oxford city limits support the schools our school. White Plains Elementary is mainly supported by the parents through school fundraisers and the parent teacher organization.

White Plains Elementary is comprised of the following staff:
Certified Personnel
Pre-K 2
Kindergarten 6
First Grade 5
Second Grade 5
Third Grade 6
Fourth Grade 4
Special Education Teachers 3
Speech Language Pathologist 1
Librarian 1
Reading Interventionist 1
EL Teacher (Shared with WPMS. WPHS and WHS) 1
Counselor 1
PE Coach 1
Music (Itinerate) 1
Reading Coach (Itinerate) 1
Title I Facilitator/Assistant Principal 1
Principal 1
Total Certified Staff: 39
Non-Certified Personnel
Library Aide (Both work ½ day each for a total of 1 position) 2
Pre-K Aide 2
SPE Paraprofessionals 5
PE Assistants 2 (1 is shared with WPMS)
Custodians 2
Lunchroom 5
Bus Drivers/Aides (Shared routes with WPMS & WPHS) 13
Bookkeeper 1

Secretary 1

Support Staff/Non-Certified: 31

Currently, there are 571 students enrolled at WPES. These include preschool students receiving speech services,students enrolled Pre-Kindergarten through Fourth grade. Included in this count, we also have three Fifth grade students and one Sixth grade student that receives services through the Student Support Services Program at our campus.

The following is a demographic breakdown of our student body:

Preschool (receiving speech services on campus and/or enrolled in our Pre-K classroom) - 40

Males - 21 (58%)

Females - 19 (42%)

Kindergarten

Asian - Female 1 (1%)

Black/African American - Male 5 (5%), Female 2 (2%)

Native Hawaiian/Pacific Islander - Male 1 (1%)

White - Male 42 (40%), Female 45 (42%)

Is Hispanic - Male 6 (6%), Female 4 (4%)

Total - 106 students - Male 54 (51%), Female 52 (49%)

First Grade

Asian - Female 1 (1%)

Black/African American - Male 3 (3%), Female 6 (6%)

Native Hawaiian/Pacific Islander - Male 1 (1%)

White - Male 38 (39%), Female 36 (37%)

Is Hispanic - Male 6 (6%), Female 6 (6%)

Total - 97 students - Male 48 (49%), Female 49 (51%)

Second Grade

Asian - Female 2 (2%)

Black/African American - Male 3 (3%), Female 1 (1%)

White - Male 40 (41%), Female 41 (42%)

Is Hispanic - Male 7 (7%), Female 3 (3%)

Total - 97 students - Male 50 (52%), Female 47 (48%)

Third Grade

American Indian/Alaskan Native - Male 1 (1%)

Asian - Female 1 (1%)

Black/African American - Male 5 (4%), Female 5 (5%)

White - Male 53 (45%), Female 41 (42%)

Is Hispanic - Male 5 (4%), Female 8 (7%)

Total - 119 students - Male 64 (54%), Female 55 (46%)

Fourth Grade

Asian - Female 1 (1%)

Black/African American - Male 4 (%), Female 5 (5%)

White - Male 39 (36%), Female 47 (44%)

Is Hispanic - Male 4 (4%), Female 8 (7%)

Total - 108 students - Male 47 (44%), Female 61 (56%)

Fifth Grade

Black/African American - Male 1 (33%)

White - Female 2 (66%)

Total - 3 students - Male 1 (33%), Female 2 (66%)

Sixth Grade

White - Male 1 (100%)

Total - 1 student - Male 1 (100%)

At the present time, 45% of the student body qualifies for the free/reduced lunch program according to INow Reports with 314 student (55%)

categorized as paid status and 257 (45%) categorized as free/reduced status.Our breakdown for Free/Reduced is as follows:

Free - 98 students

Free DC Extended Eligibility (SNAP) - 7 students

Free DC Foster - 2 students

Free DC (SNAP) - 121 students

Reduced - 29 students

Total Free/Reduced - 257 students

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.

Our school motto is "Where Pride Equals Success". Our formed mission statement is to share an understanding and commitment to instructional goals, priorities, and assessment procedures and is committed to seeing that students learn to read, to solve problems mathematically, to succeed academically, to pursue learning, and to become effective citizens. Our goals and expectations are expressed clearly so that the students and parents understand that the primary function of the school is teaching and learning and that these expectations can be reached through individual effort. Teachers plan, manage, and instruct in ways that enhance student involvement and academic achievement, with a set of clear expectations for behavior, academic work, and classroom procedures. Rules, regulations, and guidelines provide an orderly, purposeful, and peaceful environment that is conducive to learning, that is physically and psychologically safe, and that creates an atmosphere of purpose, respect, and order. Faculty, staff, and students develop a sense of community and belonging within the classrooms and the building that give the students a sense of responsibility and pride for their school and for themselves. Teachers promote positive attitudes toward learning by providing optimum learning time for students through structured class time, a variety of instructional experiences at the appropriate levels of difficulty, flexible grouping, the use of various materials, and the use of various methods for instruction, practice, remediation, and enrichment.

Additionally, the school is continuing the focus for the 2017-2018 school year - "One School - One Team - One Goal." This mindset is an ever-present reminder to staff that we work together (with parents and students) with a common goal for student success!

This year, we introduced a Wildcat Promise to help give a focus to student expectations. This promise is used through the classroom and our mentoring program to give a positive focus on our vision for our student's work habits, behaviors, relationships and performance. Our Wildcat Promise focuses on PAWS...four statements that embody a successful Wildcat at WPES.
Prepare Daily...be on task and be on time!
Adjust My Attitude...I can learn. I will learn. I must learn!
Work Hard...to do my best daily!
Show Respect...by treating others how I want to be treated!

Teachers will utilize this terminology through daily lessons and during mentor activities. Administrators and counselors will used this terminology through student conferences and counseling sessions.

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.

White Plains Elementary was awarded its first PreK grant though OCR First Class Pre-K Grant during the 2017-2018 school year. With this grant, we were able to open our first pre-k class which had 16 preschoolers, all four years of age. Since there is only one licensed daycare in our community, this opportunity caused great interest and excitement for our school. We applied for a continuation grant which we were award for this PreK class for the 2018-2019 school year. Additionally, we applied for a OCR First Class PreK Grant for a second classroom. We did receive funding for this second classroom so our PreK enrollment is now at 32 students with two certified teachers and two auxillary teachers.

White Plains Elementary School has met its Continuous Improvement Plan goals over the last three years. Below is a summary of our data:

Academic - Students were engaged in high quality, college and career ready standards through daily instruction. Student progress was noted on multiple assessments throughout the year.

In regards to DIBLES for Kindergarten....
- In 2015-2016, on NWF-WRC (Nonsense Word Fluency - Words Read Correctly), we ended the year with 83% of students at Core instructional level, 4% at Strategic instructional level and 14% at Intensive instructional level.
- In 2016-2017, on NWF-WRC (Nonsense Word Fluency - Words Read Correctly), we ended the year with 81% of students at Core instructional level, 5% at Strategic instructional level and 14% at Intensive instructional level.
- In 2017-2018, on NWF-WRC (Nonsense Word Fluency - Words Read Correctly), we ended the year with 85% of students at Core instructional level, 11% at Strategic instructional level and 4% at Intensive instructional level.

In regards to DIBLES for First Grade....
- In 2015-2016, on ORF (Oral Reading Fluency - Words Correct), we ended the year with 66% of students at Core instructional level, 11% at Strategic instructional level and 23% at Intensive instructional level.
- In 2016-2017, on ORF (Oral Reading Fluency - Words Correct), we ended the year with 75% of students at Core instructional level, 15% at Strategic instructional level and 10% at Intensive instructional level.
- In 2017-2018, on ORF (Oral Reading Fluency - Words Correct), we ended the year with 66% of students at Core instructional level, 23% at Strategic instructional level and 11% at Intensive instructional level.

In regards to DIBLES for Second Grade....
- In 2015-2016, we did not use the DIBELS assessment.
- In 2016-2017, on ORF (Oral Reading Fluency - Words Correct), we ended the year with 77% of students at Core instructional level, 8% at Strategic instructional level and 15% at Intensive instructional level.
- In 2017-2018, on ORF (Oral Reading Fluency - Words Correct), we ended the year with 76% of students at Core instructional level, 17% at Strategic instructional level and 7% at Intensive instructional level.

In regards to Scantron for Third Grade...
...41% of third graders scored at High Average or Above Average in the area of Reading during the spring administration of Scantron.

...65% of third graders scored at High Average or Above Average in the area of Math during the spring administration of Scantron.

*This was the first year for our students to use the Scantron Assessment.

In regards to Scantron for Fourth Grade...

...64% of fourth graders scored at High Average or Above Average in the area of Reading during the spring administration of Scantron.

...81% of fourth graders scored at High Average or Above Average in the area of Math during the spring administration of Scantron.

*This was the first year for our students to use the Scantron Assessment.

During the 2017-2018 school year, we increased our Professional Development to address reading instruction and performance for faculty. This was done through district-wide PD, local school PD, coaching, workshops, book studies and grade level meetings. We plan to continue a focus on strengthening reading instruction to increase student performance in reading.

Parent Involvement Focus:

Throughout the year, parents and stakeholders were invited to attend a variety of activities here at White Plains Elementary School. Events included Title I Annual Meeting, Parent Orientation, Kindergarten Meet & Greet, Open House, Fall Festival, Mother-Son Magic Night, Father-Daughter Dance, Grandparent's Day Lunch, Book Fairs (spring and fall), T'was the Day We Were Reading (in conjunction with Becky Cox), Alabama Living History Museum, Santa's Workshop, Community Helpers, and Awards Day. Additionally, parents were invited to eat lunch with their child monthly and volunteer in various classroom activities. Sign-in sheets from these events are on file. Information was shared about parent workshops at the district level, as well as the school's parent resource center and the district's parent resource center. Here is a breakdown of total visitors, volunteers, parents and guardians who signed in for events throughout the past three years...

- in 2015-2016, we recorded 1,405 signi-ns.
- in 2016-2017, we increased to 2,399 sign-ins.
- in 2017-2018, we increased to 3,505 to sign-ins.

Surveys were complete in the spring to gauge parent perceptions and gather input from parents about White Plains Elementary School. We also increase communication with parents through the use of student planners, social media and the Blackboard messaging system. Finally, we initiated parent communication logs to record parent communications throughout the year. Teachers were encouraged to make a minimum of two contacts per semester for each child in their homeroom.

Learning Supports Focus:

During the 2017-2018 school year, we focused on maintaining at attendance level of 95% or higher. The faculty and staff of WPES recognizes the importance of attendance and its relationship to student performance. Below you will find our attendance averages for the 2017-2018 school year...

- Kindergarten - 94.64%
- First Grade - 96.45%
- Second Grade - 96.26%
- Third Grade - 96.17%
- Fourth Grade -96.62%
- School Average - 96.03%

Additional Information

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

White Plains Middle School was identified as a target school exhibiting a gap in achievement between students identified as regular education and those identified as receiving special education services. This opened the opportunity for additional resources and interventions for White Plains Schools. As a feeder school, White Plains Elementary qualified to receive some of these intervention programs. This means that we incorporated an additional reading intervention program (System 44) during the 2015-2016 school year and continued that intervention last year through our Reading Interventionist. We also have added Read 180 as another level of support for intervention during the 2017-2018 school year. These interventions continue through our Reading Interventionist which is provided through Title I funding.

Additionally, all county schools, including White Plains Elementary, implemented a Positive Behavioral Intervention Support System -PBIS as a means to increase positive behaviors. We are very fortunate our school system was awarded a grant to help bridge gaps for students. The program chosen as our PBIS focus is CHAMPS. CHAMPS is the PBIS system that the Southeastern Equity Center and the state department have both recommended in compliance with our Consent Decree. We continue to review CHAMPS procedures through faculty meetings, grade level meetings and district meetings.

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.

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

Surveys:
Each year, WPES distributes evaluative questionnaires to parents in multiple formats. A school-based questionnaire through the Advanc-Ed/Assist/eProve portal is sent to parents to complete in an online response format and in a paper-pencil format in the spring. Parents are encouraged through social media announcements and newsletter reminders to complete the survey. Results of the survey are used int eh development of the plan. Results from the 2018 spring administration of survey were used for the 2018-2019 development of the school's improvement plan. In addition to parents completing surveys, surveys were also given to students to compete online at school and to faculty/staff for their input into the process. Additionally, a Title I Parent Survey is sent home in the spring for parent input relating to the Title I program.

Communication Methods:
WPES provides a variety of methods to involve parents/stakeholders in the educational process. These include, but are not limited to the following: emails, phone calls, conferences, social media, Title I Workshops, Parent Resource Centers, Library, Pamphlets available in the office, Progress Reports, Report Cards, Emails, ACT Aspire reports on school website and home reports.

Outside Agency Support:
Additionally, WPES works collaboratively to provide support through agencies outside the local school at the district level and beyond, including: LINC programs provided by Sheriff's Department which is referred by teachers, counselor, and Parent Involvement Specialist. WPES will coordinate with other programs such as LINC, churches, and Anniston Army Depot mentors for reasonable support, as appropriate.

Professional Development & Support:
Teachers and school staff attend workshops on how to utilize contributions of parents and how to communicate with parents. The Title I Facilitator attends professional development meetings, workshops and conferences on how to implement and coordinate parent programs and build better parental involvement and works closely with our District Parent Involvement Specialist and Title I Coordinator.

Annual Title I Meeting:
An annual Title I Parent Involvement Meeting is held in both morning and evening times to best meet parent/guardian schedules. During this meeting, how parents can be involved with the school through volunteering, special events/programs, committees and the improvement plan's creation and evaluation is reviewed.

EL Communication:
WPES provides flyers, newsletters, and emails to notify parents of school and parent programs, meetings and other activities. English and Non-English speaking parents receive information on our programs, workshops, and meetings in their appropriate language.

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

Stakeholders were informed through parent and Title 1 parent surveys, staff surveys and student surveys. Data was communicated through PTO meetings and our website. Stakeholders participated in surveys and were provided the opportunity to serve on the School Leadership Team.

The Annual Title I Parent Involvement meeting is held in both morning and evening formats to accommodate parent schedules. During this annual meeting, parents are informed of their role in the development of this plan and how they can be involved in the process, as well as their involvement in other ways at WPES.

Parents interested in serving on committees and with the plan development/review/revision are invited to attend meetings when they are scheduled.

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

The completed improvement plan is posted each year on the school's website for review by parents and stakeholders at their convenience. A parent-friendly summary in the form of a newsletter is sent home each year with all student that outlines the parent role in the process, the goals and focus areas for the year and the evaluation process. Additionally, a full copy is placed in the school office for stakeholder review.

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 Document attached	Student Data Document 2018-2019

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?

In regards to reading performance on the DIBELS Assessment, the following observations can be made about performance above the expected levels...
- Kindergarten performed at/or above the expected level of proficiency in Nonsense Word Fluency-Words Read Correctly NWF-WRC) with 85% scoring at Core Instruction level
- First Grade performed at/or above the expected level of proficiency in Nonsense Word Fluency-Words Read Correctly (NWF-WRC) with 93% scoring at Core Instruction level
- First Grade performed at/or above the expected level of proficiency in Oral Reading Fluency - Accuracy (ORF) with 75% scoring at Core Instruction level
- Second Grade performed at/or above the expected level of proficiency in Oral Reading Fluency - Accuracy (ORF) with 85% scoring at Core Instruction level

In regards to math performance on the PNOA Assessment, the following observations can be made about performance above the expected levels...
- Kindergarten performed at/or above the expected level of proficiency with 80.1% meeting or exceeding benchmark in Forward Sequence, 80.1% meeting or exceeding benchmark in Grouping and 93.4% meeting or exceeding benchmark in Symbolic Notation.
- First Grade performed at/or above the expected level of proficiency with 95.7% meeting or exceeding benchmark in Forward Sequence, 88.1% meeting or exceeding benchmark in Backward Sequence, 51% meeting or exceeding benchmark in Grouping/Place Value, 92.4% meeting or exceeding benchmark in Symbolic Notation, and 73.9% meeting or exceeding benchmark in Operations.

In regards to reading performance on Scantron Performance Assessment, the following observations can be made about performance above the expected levels based upon the Alabama proficiency quartiles...
-Third Graders performed at Average High or Above Average in math with 65% of the students scoring in these proficiency levels based upon the Alabama proficiency quartiles
-Fourth Graders performed at Average High or Above Average in math with 81% of the students scoring in these proficiency levels based upon the Alabama proficiency quartiles

In regards to reading performance on Scantron Performance Assessment, the following observations can be made about performance above the expected levels based upon the National Percentile Ranks....
-Third Graders performed at or better than 45% of students nationally in reading
-Third Graders performed at or better than 49% of students nationally in math
-Fourth Graders performed at or better than 63% of students nationally in reading
-Fourth Graders performed at or better than 73% of students nationally in math

In regards to attendance, the students maintained an average of 96.03% for yearly attendance. All grades, except kindergarten maintained the goal of 95% or higher.

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

In regards to reading performance on the DIBELS Assessment, the following observations can be made about performance and positives trends...
- Kindergarten performed at/or above the expected level of proficiency in Nonsense Word Fluency-Words Read Correctly NWF-WRC) over the past three years
  - 2015-2016 students scored at 83% at Core Instruction
  - 2016-2017 students scored at 81% at Core Instruction
  - 2017-2018 students scored at 85% at Core Instruction
- First Grade performed at/or above the expected level of proficiency in Nonsense Word Fluency-Words Read Correctly NWF-WRC) over the past three years
  - 2015-2016 students scored at 79% at Core Instruction
  - 2016-2017 students scored at 96% at Core Instruction
  - 2017-2018 students scored at 93% at Core Instruction
- Second Grade performed at/or above the expected level of proficiency in Oral Reading Fluency - Accuracy (ORF) over they past two years
  - 2016-2017 students scored at 86% at Core Instruction
  - 2017-2018 students scored at 85% at Core Instruction

This was the first year to give the Scantron Performance Assessment. However in comparison to the previous assessments through ACT Aspire, our students performed as follows....
-In Fourth Grade Reading, students increased from 55% proficient 2015-2016 on ACT Aspire to 59% proficient in 2016-2017 on ACT Aspire to 64% proficient on Scantron Assessment
Fourth Grade Math
No students scored at Level 1 (In Need of Support) on the 2016-2017 ACT Aspire Math Assessment in the area of math and only 2 students scored at Level 1 (Below Average) on the 2017-2018 Scantron Math Assessment with 81% at Average High or Above Avg.

In regards to growth between the Fall and Spring administrations of the Scantron Assessment, the following can be noted...
-In Third Grade Reading, the average SS (Standard Score) was 2367 which increased by an average of 114 SS points to a SS average of 2481.
- In Fourth Grade Reading, the average SS (Standard Score) was 2575 which increased by an average of 205 SS points to a SS average of 2780.
-In Third Grade Math, the average SS (Standard Score) was 2294 which increased by an average of 101 SS points to a SS average of 2395.

- In Fourth Grade Math, the average SS (Standard Score) was 2435 which increased by an average of 161 SS points to a SS average of 2596.

This is the first year for us to use Scantron as a performance measure. Since the key areas do not align with key areas of focus on the ACT Aspire (the assessment used the previous years), we have included the average scores in each of the areas of focus to be used as a baseline for future year's test analysis.
- Third Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2481, Vocabulary SS 2493, Long Passage SS 2483, Fiction SS 2451 and Nonfiction SS 2491
- Fourth Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2780, Vocabulary SS 2777, Long Passage SS 2756, Fiction SS 2781 and Nonfiction SS 2811

Observation: Third Graders scored highest in the area of Vocabulary. Fourth Graders scored highest in Nonfiction.

Which area(s) indicate the overall highest performance?

Fourth Grades demonstrated the highest Growth Categories between the Fall and Spring administrations of the Scantron Assessments with only 3 students scoring at Far Below levels on the growth category, 25 at Below levels, 43 at Above levels and 19 at Far Above. Also, it can be noted that 69% of all students met the annual target for Fourth Grade Math and 72% met the annual target for Fourth Grade Reading.

Kindergarten and First Graders showed high performance in Nonsense Word Fluency-Words Read Correctly which is a measure to track student ability to decode print and is a foundational skill in reading.

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

This was the first year using the Scantron Assessment. This will serve as baseline data for future assessments. In regards to the Scantron Assessment, the following subgroups showed a positive trend in performance...
-73% of Fourth Grade students with an IEP met the Annual Target in Reading by scoring Above or Far Above in the Growth Category
-67% of Fourth Grade students identified with an LEP (Limited English Proficiency) met the Annual Target in Reading by scoring Above or Far Above in the Growth Category
-43% of Third Grade students identified as African-American met the Annual Target in Reading by scoring Above or Far Above in the Growth Category
-100% of Fourth Grade students identified as African-American met the Annual Target in Reading by scoring Above or Far Above in the Growth Category
- 75% of Fourth Grade students identified as Male subgroups met the Annual Target in Reading by scoring Above or Far Above in the Growth Category
- 75% of Third Grade students identified as Male subgroups met the Annual Target in Reading by scoring Above or Far Above in the Growth Category
-69% of Fourth Grade students identified as Female subgroups met the Annual Target in Reading by scoring Above or Far Above in the Growth Category
-67% of Fourth Grade students with an IEP met the Annual Target in Math by scoring Above or Far Above in the Growth Category
-100% of Fourth Grade students with an LEP met the Annual Target in Math by scoring Above or Far Above in the Growth Category
-71% of Fourth Grade students identified as Male met the Annual Target in Math by scoring Above or Far Above in the Growth Category
-67% of Fourth Grade students identified as Female met the Annual Target in Math by scoring Above or Far Above in the Growth Category

Between which subgroups is the achievement gap closing?

Based upon the school average for Scantron, students show trends in closing achievement gaps in the following categories....
- Female students showed 65% of the population meeting the Annual Growth Targets versus 57% of Male students meeting the Annual Growth Target in Reading Gains
- African-Americans showed 81% of the population meeting the Annual Growth Targets versus 50% of Caucasian students meeting the Annual Growth Target in Reading Gains
- Students with LEP showed 58% of the population meeting the Annual Growth Targets versus 48% of the student population meeting the

Annual Growth Target in Math Gains

- Male students showed 53% of the population meeting the Annual Growth Targets versus 44% of Female students meeting the Annual Growth Target in Math Gains

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

Last year was our first year using the Scantron Performance Assessment so data from the 2017-2018 school year will serve as baseline data. WPES will be incorporating iXL as a means of tracking student progress and giving additional practice/remediation of skills. iXL will serve as another data source to use in comparing student performance for the 2018-2019 school year.

Areas in Need of Improvement

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

In regards to reading performance on the DIBELS Assessment, the following observations can be made about performance below the expected levels...
- Kindergarten performed below the expected level of proficiency in Letter Naming Fluency (LNF) with only 66% scoring at Core Instruction level
- First Grade performed below the expected level of proficiency in Oral Reading Fluency (ORF-Words Correct) with 66% scoring at Core Instruction level

In regards to math performance on the PNOA Assessment, the following observations can be made about performance below the expected levels...
- First Grade performed the lowest on the expected level of proficiency with 51% meeting or exceeding benchmark in Grouping/Place Value

In regards to reading performance on Scantron Performance Assessment, the following observations can be made about performance below the expected levels...
-Third Grade Reading only had 42% of the students performing at a proficient level (Avg High or Above Avg)

In regards to the ACCESS 2.0, students scored lowest in the areas of Speaking and Writing. There were 30 students tested in Spring 2018 - of these, 22 were considered E2 and had comparative data scores. Of these twenty two, ten met the growth goal. One factor that is noted is that the scoring process recently changed. No students exited the program but the school did show growth.

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

In regards to the DIBELS assessment, performance has been inconsistent in the following areas....
- First Grade performed in Oral Reading Fluency-Words Correct (ORF-WRC) over the past three years
   - 2015-2016 ORF 66% students scoring at Core Instructional level
   - 2016-2017 ORF 75% students scoring at Core Instructional level
   - 2017-2018 ORF 66% students scoring at Core Instructional level

This is the first year for us to use Scantron as a performance measure. Since the key areas do not align with key areas of focus on the ACT Aspire (the assessment used the previous years), we have included the average scores in each of the areas of focus to be used as a baseline for future year's test analysis.
- Third Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2481, Vocabulary SS 2493, Long Passage SS 2483, Fiction SS 2451 and Nonfiction SS 2491
- Fourth Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2780, Vocabulary SS 2777, Long Passage SS 2756, Fiction SS 2781 and Nonfiction SS 2811
   Reading Observation: Third Graders scored lowest in the area of Fiction. Fourth Graders scored lowest in Long Passage.

-Third Grade Math performed at the following averages Mean Math SS (Standard Score) 2395, Number & Operations SS 2356, Algebra SS 2397, Geometry SS 2385, Measurement SS 2429, Data Analysis & Probability SS 2407
-Fourth Grade Math performed at the following averages Mean Math SS (Standard Score) 2596, Number & Operations SS 2572, Algebra SS 2598, Geometry SS 2588, Measurement SS 2625, Data Analysis & Probability SS 2603

Math Observation: Third Graders and Fourth Graders scored lowest in the area of Numbers & Operations.

Which area(s) indicate the overall lowest performance?

When comparing student performance in the two core subjects of reading and math, data shows students at WPES score higher and more consistent in the area of math.

This is the first year for us to use Scantron as a performance measure. Since the key areas do not align with key areas of focus on the ACT Aspire (the assessment used the previous years), we have included the average scores in each of the areas of focus to be used as a baseline for future year's test analysis.
- Third Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2481, Vocabulary SS 2493, Long Passage SS 2483, Fiction SS 2451 and Nonfiction SS 2491
- Fourth Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2780, Vocabulary SS 2777, Long Passage SS 2756, Fiction SS 2781 and Nonfiction SS 2811

Reading Observation: Third Graders scored lowest in the area of Fiction. Fourth Graders scored lowest in Long Passage.

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

This is the first year to use the Scantron Performance Assessment. This year's data will be used as baseline data in determining trends in decreasing performance.

Between which subgroups is the achievement gap becoming greater?

Based upon the school average for Scantron, students show achievement gaps in the following categories....
- Third Grader students with IEPs only had 25% of students meet Annual Target versus 73% of Fourth Graders with IEPs that met Annual Targets
- Third Grader students with LEPs only had 17% of students meet Annual Target versus 67% of Fourth Graders with LEPs that met Annual Targets
- Female Third Grader students had 28% of students meet Annual Target versus 40% of Third Graders Males that met Annual Targets

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

Last year was our first year using the Scantron Performance Assessment so data from the 2017-2018 school year will serve as baseline data. WPES will be incorporating iXL as a means of tracking student progress and giving additional practice/remediation of skills. iXL will serve as another data source to use in comparing student performance for the 2018-2019 school year.

In comparison to the ACCESS 2.0, it is noted that the lowest areas of performance was Speaking and Writing, which both fall in the ELA domain. This aligns with student performance being lower in the area of Reading on Scantron as compared to Math.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
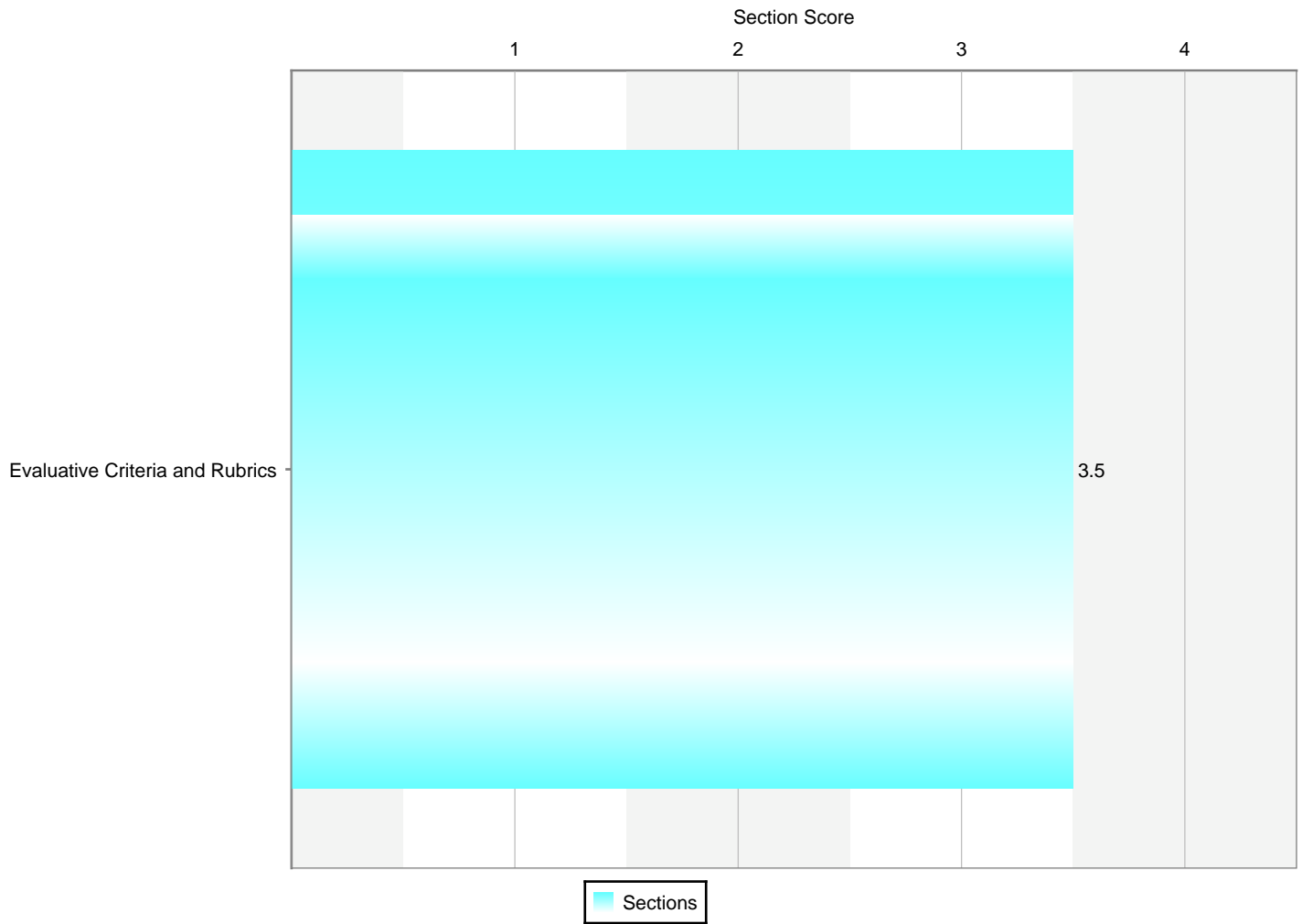
Sections

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	WPES Leadership Team: Wendy Turner (Chair) - Teacher Regan Brewer (Co-chair) - Teacher Rhonda Wineman (Secretary) - Teacher Jennifer Rosier - Teacher Donna Thompson - Teacher Tchelyndria Curtis - Teacher Christine Hollis - Librarian/Technology Coordinator Stacey Greenwood - Title I Reading Interventionist Nicole Mouchka - Counselor April Blakeney - EL Teacher Jonathan Gilbert - Principal Jennifer Edwards - Title I Facilitator/Asst Principal Salina Clay - Parent Heather Shatus - Parent	ACIP Leadership Team Members

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	Title II Mrs.Holly Box 256-741-7457 Title IX Mr. Ed Roe 256-741-7411 Section 504 Mrs. Kassie Hollingsworth 256-741-7432 Discipline Administrator Mr. Donald Turner 256-741-7410	Equal Education Opportunity Statement

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	Title II Mrs.Holly Box 256-741-7457 Title IX Mr. Ed Roe 256-741-7411 Section 504 Mrs. Kassie Hollingsworth 256-741-7432 Discipline Administrator Mr. Donald Turner 256-741-7410	Equal Education Opportunity Statement

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	Parent and Family Engagement Plan attached School-Parent-Student Compact attached	Parent Engagement Plan and Compact

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

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	WPES will engage learners through high quality aligned college and career ready standards, instruction and assessments for all content areas.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	$79054
2	WPES will work to improve the use of human and organizational capital to increase stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$14400
3	WPES will work to achieve and maintain at least a 95% attendance rate for students at White Plains Elementary School.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

Goal 1: WPES will engage learners through high quality aligned college and career ready standards, instruction and assessments for all content areas.

Measurable Objective 1:

increase student growth by 2% by 05/24/2019 as measured by the number of students who score proficient on formative and summative assessment in reading.

Strategy 1:

Reading Instruction & Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will carry non-fiction reading strategies into the social studies curriculum to extend reading instruction. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading and math, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, DIBELS PNOA, etc). Kindergarten through Second Grade teachers will utilize DIBELS, PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Kindergarten through Second grades my also utilize iRead to assess, progress monitor and practice grade appropriate skills in reading. Kindergarten through Fourth grades may also use myOn to extend reading opportunities beyond the classroom, practice reading skills, assess progress and provide opportunities on the student's individualized reading level. Third and Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as resource tools for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Professional Learning, Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$20013	Title I Part A	Administrator (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$5000	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$14264	Title I Part A, Title II Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development. | Professional Learning, Academic Support Program | 08/01/2018 | 07/31/2019 | $1000 | Title I Part A | Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers |

Activity - EL Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/ Special Education Teachers

Measurable Objective 2:

increase student growth by 2% by 05/24/2019 as measured by increasing the number of students who score proficient on formative and summative assessments in mathematics .

Strategy 1:

Math Instruction and Progress Monitoring - Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, PNOA, etc). Kindergarten through First Grade teachers will utilize PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Second through Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Professional Learning, Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$20013	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Professional Learning, Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$5000	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

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

Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning	08/01/2018	07/31/2019	$1000	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

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

Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/ Special Education Teachers

Goal 2: WPES will work to improve the use of human and organizational capital to increase stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to increase stakeholder involvement in school activities by 05/24/2019 as measured by increasing parent involvement activities in school events/activities by 2% from the previous year's parent/stakeholder signins.

Strategy 1:

Parent Involvement Activities - Parent Involvement Activities - Increase opportunities for parents to be involved at White Plains Elementary School through parent focused meetings and activities and collaboration with the PTO at our school. These may include, but are not limited to, parent-teacher meetings, parent-teacher conferences, Open House, lunch/special meals with students, academic nights (e.g. Math Night), Make-and-Take days and other events as planned for parents.

Category: Develop/Implement Learning Supports

Research Cited: Meeting the Challenge of INVOLVING PARENTS in School.

Retrieved from: https://files.eric.ed.gov/fulltext/ED494603.pdf

Activity - Parent Communication Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will attempt to make 2 contacts per child per semester through a variety of methods, including phone calls, letter, email, and/or conferences (phone and in person). Teachers will log communications on a Google doc shared with administrators. Teachers will coordinate with EL teacher to help in interpreting for parents needing information in their native language. | Parent Involvement | 08/01/2018 | 05/24/2019 | $0 | No Funding Required | Administrators (Principal and Title I Facilitator), Certified Teachers, Reading Interventionist, Collaborative/Special Education Teachers |

Activity - School-Parent Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Involve and connect with parents through activities, meetings, training opportunities, etc to increase student achievement. Communication will be through multiple methods, including flyers, text messages, emails, websites, social media, newsletters, Student Planner, Communication Folders, etc. The School Counselor will assist in sending the Home-Parent Connection Newsletter monthly that includes helps and tips for a successful school year.	Parent Involvement	08/01/2018	05/24/2019	$1636	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase understanding of parental involvement through professional development, including but not limited to workshops, professional learning teams, book studies, administrative meetings, and conferences.	Professional Learning, Parent Involvement, Policy and Process	08/01/2018	07/31/2019	$12764	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Communication Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To increase communication regarding events and activities that involve parent participation in student-centered/student focused events and activities at WPES through various forms of media (automated calls, text messages, emails, newsletters, flyers, Twitter, Facebook, Instagram, etc.). The EL teacher will assist in helping to communicate for those needed assistance in their native language by translating or communicating with parents.	Parent Involvement	08/01/2018	07/31/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Strategy 2:

Student Involvement Activities - Student Mentoring - Students will be paired with an adult who will serve as a mentor throughout the school year. The goal of the mentor is to be an additional resource, encourager, and supporter for the student throughout the year. Mentors will meet with students on a regular schedule through a small group model. Our goal is to build positive relationships with our students through partnerships that foster academic and social growth throughout the year. Students will meet with designated mentors throughout the year through formal meetings (monthly scheduled meetings) and informal (casual check-ins, hallway conversations, etc).

Category: Develop/Implement Learning Supports

Research Cited: School Based Mentoring.

Obtainted from https://nationalmentoringresourcecenter.org/index.php/30-topic-areas/182-school-based-mentoring.html?highlight=WyJwZWVyIiwicGVlcnMiLCJtZW50b3JpbmciLCJtZW50b3IiLCJtZW50b3JzIiwibWVudG9yJ3MiLCJtZW50b3JlZCIsIm1lbnRvcnMiIiwibWVudG9yaW5nJ3MiLCInbWVudG9yJyIsInBlZXIgbWVudG9yaW5nIl0=

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

PAWS will meet from monthly on designated meeting days. Students will meet with assigned faculty and staff members through formal meetings based upon the given schedule. Faculty and staff are also encouraged to make informal contacts and check-ins with students, as needed. Homeroom teachers may communicate special needs or celebrations for mentors to address in both formal and informal contacts. Mentors will record attendance for meetings and activities in their PAWS Mentor binder/folder.	Academic Support Program, Behavioral Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Collaborative/ Special Education Teachers

Goal 3: WPES will work to achieve and maintain at least a 95% attendance rate for students at White Plains Elementary School.

Measurable Objective 1:

collaborate to maintain a 95% attendance rate for students in kindergarten through fourth grade at White Plains Elementary School by 05/24/2019 as measured by monthly attendance reports using INow.

Strategy 1:

County Wide Attendance - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. It is implemented at each local school by the administrators, school based attendance supervisor and/or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters & Phone Calls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence. The letter after the fifth unexcused absences notifies parents of referral to the court for truancy. The initial contact is made by the school. The notification of truancy court is sent from the District Attendance Officer. Phone calls are made on the day of the absence. Automated calls are generated to contact parents upon a recorded absence and to remind parents to send an excuse upon return to school.	Behavioral Support Program, Policy and Process	08/01/2018	05/24/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary, District Attendance Officer

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Monitoring of Unexcused Absences and Quarterly Data Analysis	Behavioral Support Program, Policy and Process	08/01/2018	05/24/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary, District Attendance Officer, Grade Level/Data Teams

Activity - Referral to Truancy Court	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the fifth unexcused absence, the student will be referred to court for violation of the attendance policy. Should the student have two subsequent unexcused absences after attendance to truancy court, the school and district will follow the district policy for attendance by submitting information to the court system for petition.	Behavioral Support Program, Parent Involvement, Policy and Process	08/01/2018	05/24/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary, District Attendance Officer

Activity - Attendance Rewards & Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance bulletin board to highlight grade level attendance averages, recognition of students with perfect attendance, along with rewards for meeting attendance goals (monthly incentives/rewards). Perfect attendance recognition occurs at the end of the year for semester and all year Perfect Attendance.	Behavioral Support Program, Parent Involvement	08/01/2018	05/24/2019	$0	No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Strategies	Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/ Special Education Teachers
Attendance Data Analysis	Monthly Monitoring of Unexcused Absences and Quarterly Data Analysis	Behavioral Support Program, Policy and Process	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator/Ass istant Principal), Attendance Secretary, District Attendance Officer, Grade Level/Data Teams

Attendance Letters & Phone Calls	Attendance letters will be sent home after the first and fifth unexcused absence. The letter after the fifth unexcused absences notifies parents of referral to the court for truancy. The initial contact is made by the school. The notification of truancy court is sent from the District Attendance Officer. Phone calls are made on the day of the absence. Automated calls are generated to contact parents upon a recorded absence and to remind parents to send an excuse upon return to school.	Behavioral Support Program, Policy and Process	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary, District Attendance Officer
EL Strategies	Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/Special Education Teachers
Referral to Truancy Court	After the fifth unexcused absence, the student will be referred to court for violation of the attendance policy. Should the student have two subsequent unexcused absences after attendance to truancy court, the school and district will follow the district policy for attendance by submitting information to the court system for petition.	Behavioral Support Program, Parent Involvement, Policy and Process	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary, District Attendance Officer

PAWS	PAWS will meet from monthly on designated meeting days. Students will meet with assigned faculty and staff members through formal meetings based upon the given schedule. Faculty and staff are also encouraged to make informal contacts and check-ins with students, as needed. Homeroom teachers may communicate special needs or celebrations for mentors to address in both formal and informal contacts. Mentors will record attendance for meetings and activities in their PAWS Mentor binder/folder.	Academic Support Program, Behavioral Support Program	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Collaborative/ Special Education Teachers
Parent Communication Logs	Teachers will attempt to make 2 contacts per child per semester through a variety of methods, including phone calls, letter, email, and/or conferences (phone and in person). Teachers will log communications on a Google doc shared with administrators. Teachers will coordinate with EL teacher to help in interpreting for parents needing information in their native language.	Parent Involvement	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator), Certified Teachers, Reading Interventionist, Collaborative/ Special Education Teachers
Attendance Rewards & Recognition	Attendance bulletin board to highlight grade level attendance averages, recognition of students with perfect attendance, along with rewards for meeting attendance goals (monthly incentives/rewards). Perfect attendance recognition occurs at the end of the year for semester and all year Perfect Attendance.	Behavioral Support Program, Parent Involvement	08/01/2018	05/24/2019	$0	Administrators (Principal and Title I Facilitator), Certified Teachers
Communication Methods	To increase communication regarding events and activities that involve parent participation in student-centered/student focused events and activities at WPES through various forms of media (automated calls, text messages, emails, newsletters, flyers, Twitter, Facebook, Instagram, etc.). The EL teacher will assist in helping to communicate for those needed assistance in their native language by translating or communicating with parents.	Parent Involvement	08/01/2018	07/31/2019	$0	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers
Classroom Instruction & Supplies	Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Professional Learning, Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$20013	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Online Student Learning	Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Professional Learning, Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$5000	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers
Classroom Instruction & Supplies	Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Professional Learning, Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$20013	Administrator (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers
Data Meetings & Collaboration	Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning, Academic Support Program	08/01/2018	07/31/2019	$1000	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Professional Learning	Increase understanding of parental involvement through professional development, including but not limited to workshops, professional learning teams, book studies, administrative meetings, and conferences.	Professional Learning, Parent Involvement, Policy and Process	08/01/2018	07/31/2019	$12764	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers
School-Parent Connections	Involve and connect with parents through activities, meetings, training opportunities, etc to increase student achievement. Communication will be through multiple methods, including flyers, text messages, emails, websites, social media, newsletters, Student Planner, Communication Folders, etc. The School Counselor will assist in sending the Home-Parent Connection Newsletter monthly that includes helps and tips for a successful school year.	Parent Involvement	08/01/2018	05/24/2019	$1636	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Professional Learning	Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers
Data Meetings & Collaboration	Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning	08/01/2018	07/31/2019	$1000	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Online Student Learning	Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Academic Support Program, Direct Instruction, Technology	08/01/2018	07/31/2019	$5000	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers
				Total	$91954	

Title II Part A

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

| Professional Learning | Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices.

*Funding for this item may be used through state and federally provided funds.
Title I Funding designations to the local school are as follows:
Substitutes $1000.00
In-State Travel $8500.00
Out-of-State Travel $2665.00
Registration Fees $599.00

Title II Funding designations to the local school are as follows:
In-State Travel $262.00
Association Dues $1238.00 | Professional Learning | 08/01/2018 | 07/31/2019 | $1500 | Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers |
|---|---|---|---|---|---|---|
| | | | **Total** | $1500 | | |

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	The Parent Title I Survey was completed through AdvancED Assist. Other surveys were completed through eProve which included Climate & Culture Parent Survey, Climate & Culture Teacher Survey, Climate & Culture Staff Survey, Climate & Culture Elementary Student Survey, Teacher Inventory and Student Inventory surveys.	Stakeholder Data Document 2018-2019

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

Title I Parent Survey

The following indicators and standards were noted and scored at high levels of satisfaction based (at or above 75% of parents answering yes to given questions):

- 95.65% of parents answered yes to the questions "Do you feel welcome in your child's school?"

- 94.93% of parents answered yes to the question "Does your school encourage you to be involved in your child's education?"

- 78.99% of parents answered yes to "Do you know your school's academic goals and how you can be involved?"

- 78.99% of parents answered yes to "Do you know what your child should know and be able to do in reading and/or mathematics for the grade he/she is in?"

- 96.38% of parents answered yes to the question "Do you understand your child's report cards and test scores?"

- 77.54% of parents answered yes to the question "Does the Title I School Parent Compact help to remind you about things you can do to help your child do better in school?"

- 97.38% of parents answered yes to the question "Do you have home internet access at home?"

- 98.55% of parents answered yes to the question "Can you reach your child's classroom teacher(s) to discuss your child?"

- 96.38% of parents answered yes to the question "Do you feel that teachers in the school are interested and cooperative when you discuss your child's academic progress and/or other concerns?"

- 76.81% of parents answered yes to the question "Did you receive a copy of the District's Parental & Family Engagement Policy?"

- 75.36% of parents answered yes to the question "Did you receive a copy of your School's Parent and Family Engagement Policy?"

- 82.61% of parents answered yes to the question "Did you receive a copy of the School-Parent Compact?

- 75.36% of parents answered yes to the question "Do you know about the School's extra services (examples: counseling and speech therapy)?"

Climate & Culture Parent Survey

The following statements rank as the four highest responses from parents/stakeholders on the eProve Climate & Culture Parent Survey:

What four phrases best describe, in general the kinds of things teachers in your child's school say to students?

- "We will be working on…" 68%

- "You got it right!" 65%

- "You are learning…." 41%

- "Explain your work." 39%

Which four phrases/words best describe, in general, the kinds of things your child is most often doing at school?

- Working with others… 64%

- Listening to the teacher… 61%

- Completing worksheets…56%

- Taking tests…47%

What four words best describe the interactions, in general, you have with your child's teacher?

- Supportive…67%

- Helpful…66%

- Respectful…65%

- Comfortable…56%

Climate & Culture Teacher Surveys

The following statements rank as the four highest responses from parents/stakeholders on the eProve Climate & Culture Teacher Survey:

Which of the following words/phrases best describe, in general, the expectations for students in your school?

- Students are learning…100%

- Students area able to explain…88%

- Students understand….83%

- Students should ask a teacher…42%

Which four of the following phrases best describe, in general, the kinds of things you say to your students?

- Explain it…79%

- You got it right!...63%

- I am interested in your thinking…54%

- What are you thinking?...50%

- We will be working on…50%

Which four of the following words/phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?

- Patient…58%

- Calm…50%

- Tense…46%

- Usually enough time…46%

Which four of the following words/phrases best describe, in general, what students most often do in your classroom?

- Caring…75%

- Honest…58%

- Fun…46%

- Consistent….46%

Which four of the following words/phrases best describe how you feel, in general, what your students most often DO in your classroom?

- Work with others…96%

- Think…75%

- Classroom work…63%

- Listen to instruction….50%

Which four of the following words/phrases best describe the interactions you have with other teachers at school?

- Helpful…83%

- Collaborative…67%

- Respectful…58%

- Supportive….58%

Which four of the following words/phrases best describe, in general, the physical spaces in which you spend most of your time while at school?

- Comfortable….92%

- Inviting…79%

- Bright…63%

- Flexible…63%

Which four of the following words/phrases best describe, in general, how you feel while at work?

- Happy….67%

- Challenged….58%

- Supported…54%

- Appreciated…50%

Climate & Culture Staff Survey:

The following statements rank as the four highest responses from parents/stakeholders on the eProve Climate & Culture Staff Survey:

Which of the following words/phrases best describe, in general, the expectations for students in your school?

- Students are learning…100%

- Students understand….75%

- Students know…63%

- Students area able to explain…50%

Which four of the following words/phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?

- Usually enough time…75%

- Patient…63%

- Deliberate…63%

- Tense…50%

Which four of the following words/phrases best describe, in general, what you think of your colleagues?

- Caring…100%

- Consistent…75%

- Real…63%

- Honest….50%

- Active…50%

Which four of the following words/phrases best describe the interactions you have with other staff at school?

- Respectful…100%

- Supportive….100%

- Collaborative…63%

- Trusting…50%

Which four of the following words/phrases best describe, in general, the physical spaces in which you spend most of your time while at

school?

- Flexible…88%

- Comfortable….75%

- Inviting…63%

- Stable…63%

Which four of the following words/phrases best describe, in general, how you feel while at work?

- Interested….63%

- Tired….63%

- Encouraged…50%

- Tied between Happy/Challenged/Appreciated/Supported…38%

Climate & Culture Student Surveys:

The following statements rank as the four highest responses from parents/stakeholders on the eProve Climate & Culture Elementary Student

Survey

Which four of the following words/phrases best describe, in general, what you think of your teachers?

- Fun….94%

- Caring….94%

- Honest…91%

- Active…80%

Which four of the following words/phrases best describe, in general, things you DO in school?

- Listen to teachers…75%

- Complete worksheets…62%

- Write…56%

- Take tests…50%

Which four of the following words/phrases best describe, in general, how you feel while at school?

- Happy…70%

- Challenged…56%

- Excited…51%

- Supported…44%

- Interested…44%

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

This is our first year to use the Title I Parent Survey through the Assist platform. This was also our first year to use the eProve Climate & Culture and Inventory surveys for students, teachers and staff. This information will be used as baseline to use to compare to the results gathered when we complete these surveys again in the spring.

The results from the Climate & Culture and Inventory surveys were reviewed at the Faculty Planning Retreat during June 2018. Teachers looked for strengths, weaknesses and patterns. Teachers worked as grade levels to see how we can strengthen stakeholder relationships

Even though this was the first year to take the Title I Parent Survey through Assist, we were able to note strengths in increasing involvement of parents in the Title I process. We deemed strengths as those statements that scored at or above 75% satisfaction rating (answering yes to given statements or questions). Of the twenty-three questions, our parents answered yes (positive/satisfied) to at least thirteen questions. There was only one statement/question in which parents answered with greater than 50% answering no to the given statements.

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

When comparing the Title I Parent Survey to the eProve Climate and Culture Parent Survey we noted these similarities:
- 95.65% reported feeling welcome in the Title I Survey and at least 50% reported feeling Supportive, Helpful, Respectful and Comfortable according to the Climate and Culture Survey
- 78.99% reported knowing what their child should be able to do in reading and math on the Title I Survey and at least 47% to 67% reported knowing at school their children are working with others, listening to the teacher, completing worksheets and taking tests

The results from these surveys will be used as baseline data in the comparison of results from the Spring 2019 administration of these

surveys. These may be used for the evaluation of our plan and program, as well as composing the ACIP for the 2019-2020 school year.

Areas in Need of Improvement

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

Below are the areas or statements that scored the lowest or demonstrated the least percentage of satisfaction. Again, this information is considered baseline data, since this is our first year to use these survey tools.

Title I Parent Surveys

The following indicators and standards were noted and scored at the lowest levels of satisfaction (at or below 50% of parents answering yes to given questions):

- Only 45.65% of parents answered yes to the question "Do you know how you can be involved in school planning/review committees?"

Climate & Culture Staff Surveys

The following statements/questions were noted as having a negative connotation in the survey:

Which four of the following words/phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?

- 38% responded as feeling never enough time

- 33% responded as feeling hectic

- 29% responded as feeling rushed

- 25% responded as feeling hurried

Which four of the following words/phrases best describe the interactions you have with other staff at school?

- 38% responded as having brief interactions

Climate & Culture Student Surveys

The following statements/questions were noted as having a negative connotation in the survey:

Which four of the following words/phrases best describe, in general, how you feel while at school?

- 43% felt encouraged

- 36% felt tired

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

This is our first year to use the Title I Parent Survey through the Assist platform. This was also our first year to use the eProve Climate & Culture and Inventory surveys for students, teachers and staff. This information will be used as baseline to use to compare to the results gathered when we complete these surveys again in Spring 2019.

The results from the Climate & Culture and Inventory surveys were reviewed at the Faculty Planning Retreat during June 2018. Teachers looked for strengths, weaknesses and patterns. Teachers worked as grade levels to see how we can strengthen stakeholder relationships

Even though this was the first year to take the Title I Parent Survey through Assist, we were able to identify areas which might be areas to improve upon relating to the involvement of parents in the Title I process. We deemed weaknesses as those statements that scored at or

below 50% satisfaction rating (answering yes to given statements or questions). Of the twenty-three questions, it was noted that only one statement/question was asked in which parents answered with greater than 50% answering no to the given statements.

What are the implications for these stakeholder perceptions?

We are continuing our focus of One School - One Team - One Goal. We are using this motto to convey to all stakeholders that we are...One School - White Plains Elementary - One Team - Parents, Teachers and Students - with One Goal - Success for ALL our students!

To increase stakeholder (parent) involvement, last year we implemented an increase in personal parent communication contacts - via phone calls, email and conferences. We are continuing our plan to make personal, parent communication contacts for teachers by making 2 parent contacts per semester as documented on a Parent Communication Log set up on Google Doc. Communication is targeted on the topics of student behavior, attendance and academics.

It is also noted through the Title I Parent survey that parents requested reminders about events and communication home. We will continue to use social media, flyers, planners, newsletters, automated calls, text messages, emails and websites in an effort to communication frequently with parents about how they can be involved through various programs and activities.

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

The results from these surveys will be used as baseline data in the comparison of results from the Spring 2019 administration of these surveys. These may be used for the evaluation of our plan and program, as well as composing the ACIP for the 2019-2020 school year.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.5
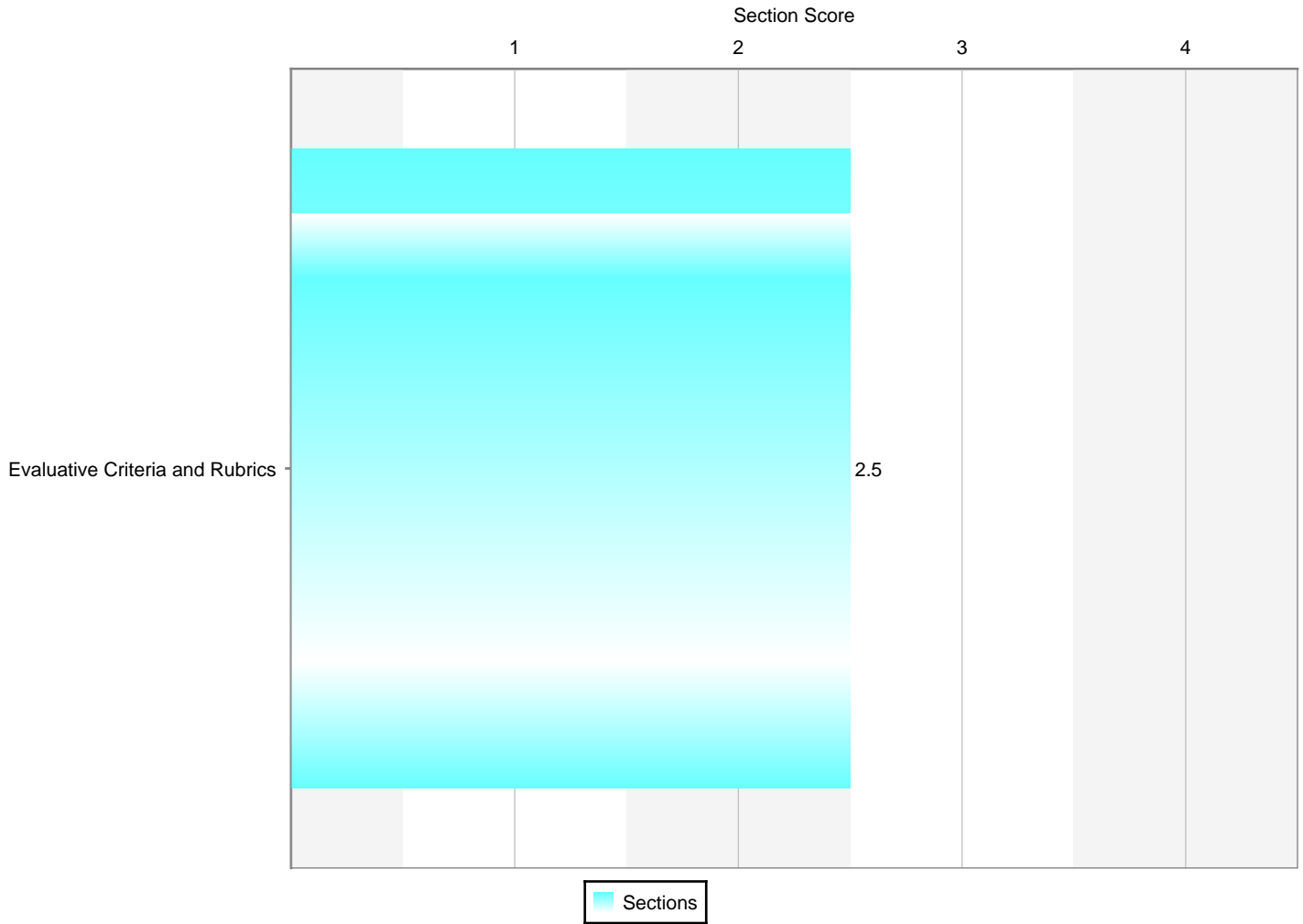
Sections

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?

Grade levels analyze their individual data throughout the year as it related to school, system and state assessments. After viewing the data from various assessments, teachers note strengths and weakness resulting from the data. The end of year data was compiled in the Student Data Document which is attached in the Student Performance Document. Throughout the year, grade levels meet at a minimum of once monthly to review data.

Data is also reviewed after each benchmark. The following assessments were utilized in analyzing data: PNOA, Scantron and DIBELS. Additionally, the school looked at the district goals which were based upon district data.

Surveys were conducted with parents, teachers and students. Links to surveys were sent through emails, posted on the school website, and listed on newsletters. Parents were also given the option of coming in to the school to use the parent computers and school computers. Students participated by completing online surveys in the computer lab or on classroom devices.

A Title I Needs Assessment was developed with the help of the Reading Interventionist, administrators and a member of the Leadership Team to summarize the data from the 2017-2018 school year during July 2018.

The faculty of WPES participated in a Faculty Retreat in June 2018. During the retreat, one component was to review 2017-2018 data and draw conclusion for the 2018-2019 school year. Teachers looked at not only the data for the students leaving their grade level but teachers also reviewed data for the students coming into their grade levels. We also reviewed survey data to draw conclusions on student perception data, faculty data and parent (stakeholder) perceptions of WPES.

What were the results of the comprehensive needs assessment?

In regards to DIBLES
-Kindergarten ended the year showing 85% of students scoring Core Support, 11% scoring Strategic Support and 4% scoring Intensive Support on NWF-WRC.
-First Grade ended the year showing 66% of students scoring Core Support, 23% scoring Strategic Support and 11% scoring Intensive Support on ORF with 75% showing Core Accuracy, 17% Strategic Accuracy and 8% Intensive Accuracy.
-Second Grade ended the year showing 76% of students scoring Core Support, 17% scoring Strategic Support and 7% scoring Intensive Support on ORF with 85% showing Core Accuracy, 11% Strategic Accuracy and 4% Intensive Accuracy.
The data reveals that there are some strengths in reading and some areas which we can continue to work to increase proficiency and performance.

In regards to math performance on the PNOA Assessment, the following observations can be made about student performance ...
- Kindergarten performed at/or above the expected level of proficiency with 80.1% meeting or exceeding benchmark in Forward Sequence, 80.1% meeting or exceeding benchmark in Grouping and 93.4% meeting or exceeding benchmark in Symbolic Notation.
- First Grade performed at/or above the expected level of proficiency with 95.7% meeting or exceeding benchmark in Forward Sequence, 88.1% meeting or exceeding benchmark in Backward Sequence, 51% meeting or exceeding benchmark in Grouping/Place Value, 92.4%

meeting or exceeding benchmark in Symbolic Notation, and 73.9% meeting or exceeding benchmark in Operations.

In regards to Scantron Reading, students scored as the following mastery levels in reading. Students scored at 55% proficient in third grade and 74% proficient in fourth grade during the 2018 spring administration of the assessment based upon the national proficiency levels. However, when compared to the Alabama proficiency levels, students scored at 41% proficient in third grade and 64% proficient in fourth grade during the 2018 spring administration of the assessment.

In regards to Scantron Math, students performed about the same in the area of math. Students scored at 55% proficient in third grade and 75% proficient in fourth grade during the 2017 spring administration of the assessment based upon the national proficiency levels. However, when compared to the Alabama proficiency levels, students scored at 65% proficient in third grade and 81% proficient in fourth grade during the 2018 spring administration of the assessment. .

This was the first year to use the Scantron Assessments so no longitudinal data is available for comparison.

What conclusions were drawn from the results?

When looking at the Scantron Assessment, the following observations can be made...
...growth between the Fall and Spring administrations of the Scantron Assessment, the following can be noted that in Third Grade Reading, the average SS (Standard Score) was 2367 which increased by an average of 114 SS points to a SS average of 2481
...growth between the Fall and Spring administrations of the Scantron Assessment, in Fourth Grade Reading, the average SS (Standard Score) was 2575 which increased by an average of 205 SS points to a SS average of 2780
...growth between the Fall and Spring administrations of the Scantron Assessment, in Third Grade Math, the average SS (Standard Score) was 2294 which increased by an average of 101 SS points to a SS average of 2395
...growth between the Fall and Spring administrations of the Scantron Assessment, in Fourth Grade Math, the average SS (Standard Score) was 2435 which increased by an average of 161 SS points to a SS average of 2596
...all grade levels showed growth based upon the average SS in the fall as compared to the average SS of the spring administration.
...Third Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2481, Vocabulary SS 2493, Long Passage SS 2483, Fiction SS 2451 and Nonfiction SS 2491
...Fourth Grade Reading performed at the following averages Mean Reading SS (Standard Score) 2780, Vocabulary SS 2777, Long Passage SS 2756, Fiction SS 2781 and Nonfiction SS 2811
...It can be observed from the data that in Reading, Third Graders scored highest in the area of Vocabulary and Fourth Graders scored highest in Nonfiction.
...It can be observed that in Reading, Third Graders scored lowest in the area of Fiction and Fourth Graders scored lowest in Long Passage.
..Third Grade Math performed at the following averages Mean Math SS (Standard Score) 2395, Number & Operations SS 2356, Algebra SS 2397, Geometry SS 2385, Measurement SS 2429 and Data Analysis & Probability SS 2407
...Fourth Grade Math performed at the following averages Mean Math SS (Standard Score) 2596, Number & Operations SS 2572, Algebra SS 2598, Geometry SS 2588, Measurement SS 2625 and Data Analysis & Probability SS 2603
...It can be observed from the data that in math, Third Graders and Fourth Graders scored highest in the area of Measurement.
...It can be observed that in math, Third Graders and Fourth Graders scored lowest in the area of Numbers & Operations.

Goals for our ACIP plan for the 2018-2019 school year were derived from the data collected to address the following areas:

Academics

Goal: Engage learners through high quality aligned college and career ready standards, instruction and assessment for all content areas. The goal for this area includes objectives to address reading and math with activities to include professional development (grade level/PLT meetings, PD meetings, etc), academic support and progress monitoring of students in both reading and math. The objective in selecting this goal was to address concerns/weaknesses/areas of improvement noted in the Student Performance Diagnostic. Reading and Math were the areas of focus because these are the two areas measured with the grade level appropriate benchmark testing (K-2 Reading - DIBELS, K-1 Math - PNOA, 2-4 Reading - Scantron and 2-4 Math - Scantron) for our school.

Instructional Support

Goal: To achieve and maintain 95% attendance rate for students at White Plains Elementary School. This goal was selected as a part of our district focus to improve student attendance. Though we met this goal last year, we feel it is important to maintain this goal as it plays a significant role in student performance. Even though we met this school-wide goal of 95% or greater attendance average, we believe that we should continue to focus on maintaining this and to encourage parents in having students here all day, every day.

Organizational Management

Goal: We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction. This goal includes objectives to address Parent Involvement activities. This goal was selected as a result of the Climate & Culture Parent Survey to help address increase parental engagement, communication and involvement.

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

Academic: The most general observation noted was that students at WPES perform at a higher proficiency in math versus reading. Although there are areas of strength in the area of reading, it is noted that in general, less student perform at a proficient level in this subject area. In the Student Performance Diagnostic, we analyzed data by comparing grade levels as well as some subgroups (IEPs, LEPs, male/female, African American/Caucasian). Information from this data analysis assisted us in creating and revising goals to best meet student needs and increase performance.

Instructional Support: While looking at attendance rates for the 2017-2018 school year, it was noted that we did maintain an attendance average of 95% or higher with our yearly attendance average. As compared to attendance in 2016-2017, we reduced the number of absences from 3687 in 2016-2017 to 3435 in 2017-2018. The grade level with the highest attendance average was Fourth Grade and the grade with the lowest attendance average was Kindergarten with actually fell below the average goal with a yearly average of 94.64%. Attendance was virtually a tie between male and female with females having an average of 97.02% attendance and males at 97.11% attendance.

Organizational Management: Parents responded with the following on the Climate and Culture Survey from Spring 2018. In regard to interactions with the staff at school, the following ranked as the top four responses for how parents interact with staff at school: Supportive (67%), Helpful (66%), Respectful (65%) and Comfortable (57%). In regard to what parent perceive students do at schooll, the following ranked as the top four responses for what kinds of things your child is doing at school: Working with Others (64%), Listening to the Teacher (61%), Completing Worksheets (56%) and Taking Tests (47%).

Students responded with the following on the Climate and Culture Survey from Spring 2018. In regard to student perceptions of teachers, the following ranked as the top four responses for what students think of their teachers: Caring (97%), Fun (94%), Honest (91%) and Active (80%). In regard to student perceptions of what is done at school, the following ranked as the top four responses for what students say are most often done at school: Listen to Teachers (75%), Complete Worksheets (62%), Write (56%) and Take Tests (50%). In regard to student perceptions of how they feel at school, the following ranked as the top four responses for what students report about their feelings about being at school : Happy (70%), Challenged (56%), Excited (51%) and a tie for fourth as Interested (44%) and Supported (44%).

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

When developing the goals, the leadership team looked at data from assessments from last year as well as previous years to note trends in student performance to help us in identifying academic goals. The focus selected was engaging learners through high quality aligned college and career ready standards, instruction and assessment for content areas, especially with a focus on reading and math.
The team also reviewed attendance data. With attendance being a district-wide focus last year, this was incorporated into our plan.
The surveys were the primary determining factor in the development of the organizational goal. The team recognized the importance of parental involvement and its impact on student success and performance. Input was also gathered from conversations with parents, Title I surveys and committees.

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

Teachers looked at various types of data and assessments including, but not limited to, DIBELS, PNOA, Scantron, Attendance, Discipline, and Surveys in the evaluation of the 2017-2018 CIP and in the development of the 2018-2019 CIP. Teachers also consider classroom performance and observations of student through informal assessments as an indicator.

Below is our anticipated plan for analyzing multiple data points of data.
Academic Goal: Data is reviewed throughout the year formally through grade level meetings, data meetings, and RTI meetings. Teaches also monitor their own student data using data notebooks and data walls.This year, we anticipate using the following assessments to monitor progress and to gather information for effectiveness in student performance.

Kindergarten
Reading Assessments - DIBELS (benchmark data BOY, MOY, EOY), iRead (informal assessments and progress monitoring), myOn (informal assessments and progress monitoring)
Math Assessments - PNOA (benchmark data MOY and EOY), iXL (informal assessments and progress monitoring)

First Grade
Reading Assessments - DIBELS (benchmark data BOY, MOY, EOY), iRead (informal assessments and progress monitoring), myOn (informal assessments and progress monitoring)
Math Assessments - PNOA (benchmark data MOY and EOY), iXL (informal assessments and progress monitoring)

Second Grade
Reading Assessments - DIBELS (benchmark data BOY, MOY, EOY), Scantron (benchmark data BOY, MOY, EOY), iRead (informal

assessments and progress monitoring), myOn (informal assessments and progress monitoring)

Math Assessments - Scantron (benchmark data BOY, MOY, EOY), iXL (informal assessments and progress monitoring)

Third Grade

Reading Assessments - Scantron (benchmark data BOY, MOY, EOY), iXL (informal assessments and progress monitoring) , myOn (informal assessments and progress monitoring)

Math Assessments - Scantron (benchmark data BOY, MOY, EOY), iXL (informal assessments and progress monitoring)

Fourth Grade

Reading Assessments - Scantron (benchmark data BOY, MOY, EOY), iXL (informal assessments and progress monitoring) , myOn (informal assessments and progress monitoring)

Math Assessments - Scantron (benchmark data BOY, MOY, EOY), iXL (informal assessments and progress monitoring)

Instructional Support:

Attendance records and reports serve as data for analyzing student attendance. These can be obtained from INow through monthly ADA reports.

Organizational Management:

Surveys are utilized with all stakeholders, including parents, staff and students to gather data and perceptions to assist in writing and evaluating the plan.

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

Teachers utilize a variety of strategies to meet the needs of all students. Children requiring additional instruction receive special recognition and support through RTI plans, as well as targeted interventions. Additionally, school goals, although written to target the whole student body, include strategies which are derived to meet the needs of targeted students.

Academics Goal: Engage learners through high quality aligned college and career ready standards, instruction and assessment for all content areas. This goal is targeted for all students at WPES. Interventions to assist students struggling academically are made available through the Student Support Service Staff (Special Education personnel), the Response to Intervention Committee (grade level RTI team) and EL teacher.

Instructional Support

Goal: To achieve and maintain 95% attendance rate for students at White Plains Elementary School. Attendance reports are pulled weekly to monitor attendance. Communication with parents through letters and phone calls help encourage parents to have students at school. Letters are sent after a minimum of 2 unexcused absences. WPES follows the Calhoun County Attendance Policy. An outline of this policy is sent home at the beginning of each year. Perfect attendance is recognized on the Attendance Data Board and rewarded at the end of the year. A bulletin board is in the hallway outside the principal's office noting students with perfect attendance for the year. The bulletin board also highlights each grade levels average daily attendance percentage (as compared to our 95% attendance goal).

Organizational Management

Goal: We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction. This goal is targeted for all students and parents at WPES. Teachers and staff will assist the administration in communicating events, happenings and programs through a variety of medias, including, but not limited to newsletters, flyers, Automated voice messages, emails, and website updates. Our EL teacher will assist us in communicating with our non-English speaking parents.

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:
WPES will engage learners through high quality aligned college and career ready standards, instruction and assessments for all content areas.

Measurable Objective 1:
increase student growth by 2% by 05/24/2019 as measured by the number of students who score proficient on formative and summative assessment in reading.

Strategy1:
Reading Instruction & Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will carry non-fiction reading strategies into the social studies curriculum to extend reading instruction. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading and math, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, DIBELS PNOA, etc). Kindergarten through Second Grade teachers will utilize DIBELS, PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Kindergarten through Second grades my also utilize iRead to assess, progress monitor and practice grade appropriate skills in reading. Kindergarten through Fourth grades may also use myOn to extend reading opportunities beyond the classroom, practice reading skills, assess progress and provide opportunities on the student's individualized reading level. Third and Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as resource tools for progress monitoring.
Category: Develop/Implement College and Career Ready Standards
Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction
http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764 - Title I Part A $1500 - Title II Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Academic Support Program Technology Direct Instruction	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Technology Academic Support Program Direct Instruction Professional Learning	08/01/2018	07/31/2019	$20013 - Title I Part A	Administrator (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning Academic Support Program	08/01/2018	07/31/2019	$1000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Measurable Objective 2:

increase student growth by 2% by 05/24/2019 as measured by increasing the number of students who score proficient on formative and summative assessments in mathematics .

Strategy1:

Math Instruction and Progress Monitoring - Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, PNOA, etc). Kindergarten through First Grade teachers will utilize PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Second through Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Professional Learning Academic Support Program Direct Instruction Technology	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Direct Instruction Academic Support Program Technology Professional Learning	08/01/2018	07/31/2019	$20013 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning	08/01/2018	07/31/2019	$1000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

WPES will engage learners through high quality aligned college and career ready standards, instruction and assessments for all content areas.

Measurable Objective 1:

increase student growth by 2% by 05/24/2019 as measured by increasing the number of students who score proficient on formative and summative assessments in mathematics .

Strategy1:

Math Instruction and Progress Monitoring - Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, PNOA, etc). Kindergarten through First Grade teachers will utilize PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Second through Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning	08/01/2018	07/31/2019	$1000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Professional Learning Technology Academic Support Program Direct Instruction	08/01/2018	07/31/2019	$20013 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Technology Academic Support Program Direct Instruction Professional Learning	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Measurable Objective 2:

increase student growth by 2% by 05/24/2019 as measured by the number of students who score proficient on formative and summative assessment in reading.

Strategy1:

Reading Instruction & Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will carry non-fiction reading strategies into the social studies curriculum to extend reading instruction. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading and math, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, DIBELS PNOA, etc). Kindergarten through Second Grade teachers will utilize DIBELS, PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Kindergarten through Second grades my also utilize iRead to assess, progress monitor and practice grade appropriate skills in reading. Kindergarten through Fourth grades may also use myOn to extend reading opportunities beyond the classroom, practice reading skills, assess progress and provide opportunities on the student's individualized reading level. Third and Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as resource tools for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices.

*Funding for this item may be used through state and federally provided funds.
Title I Funding designations to the local school are as follows:
Substitutes $1000.00
In-State Travel $8500.00
Out-of-State Travel $2665.00
Registration Fees $599.00

Title II Funding designations to the local school are as follows:
In-State Travel $262.00
Association Dues $1238.00 | Professional Learning | 08/01/2018 | 07/31/2019 | $1500 - Title II Part A
$12764 - Title I Part A | Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers |

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards.

*Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development. | Academic Support Program Professional Learning | 08/01/2018 | 07/31/2019 | $1000 - Title I Part A | Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers |

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions.

*Funding for this activity will be used for all core subject areas:
Classroom Supply $2000.00
Software $5000.00
Other Instructional Supply $13013.28 | Professional Learning Academic Support Program Direct Instruction Technology | 08/01/2018 | 07/31/2019 | $20013 - Title I Part A | Administrator (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers |

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn, and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Technology Academic Support Program Direct Instruction	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Goal 2:

WPES will work to improve the use of human and organizational capital to increase stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to increase stakeholder involvement in school activities by 05/24/2019 as measured by increasing parent involvement activities in school events/activities by 2% from the previous year's parent/stakeholder signins.

Strategy1:

Student Involvement Activities - Student Mentoring - Students will be paired with an adult who will serve as a mentor throughout the school year. The goal of the mentor is to be an additional resource, encourager, and supporter for the student throughout the year. Mentors will meet with students on a regular schedule through a small group model. Our goal is to build positive relationships with our students through partnerships that foster academic and social growth throughout the year. Students will meet with designated mentors throughout the year through formal meetings (monthly scheduled meetings) and informal (casual check-ins, hallway conversations, etc).

Category: Develop/Implement Learning Supports

Research Cited: School Based Mentoring.

Obtainted from https://nationalmentoringresourcecenter.org/index.php/30-topic-areas/182-school-based-mentoring.html?highlight=WyJwZWVyIiwicGVlcnMiLCJtZW50b3JpbmciLCJtZW50b3IiLCJtZW50b3JzIiwibWVudG9yJ3MiLCJtZW50b3JlZCIsm1lbnRvcnMiIiwibWVudG9yaW5nJ3MiLCInbWVudG9yJyIsInBlZXIgbWVudG9yaW5nIl0=

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAWS will meet from monthly on designated meeting days. Students will meet with assigned faculty and staff members through formal meetings based upon the given schedule. Faculty and staff are also encouraged to make informal contacts and check-ins with students, as needed. Homeroom teachers may communicate special needs or celebrations for mentors to address in both formal and informal contacts. Mentors will record attendance for meetings and activities in their PAWS Mentor binder/folder.	Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Collaborative/Special Education Teachers

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

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

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

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

Goal 1:
WPES will work to improve the use of human and organizational capital to increase stakeholder involvement and satisfaction.

Measurable Objective 1:
collaborate to increase stakeholder involvement in school activities by 05/24/2019 as measured by increasing parent involvement activities in school events/activities by 2% from the previous year's parent/stakeholder signins.

Strategy1:
Student Involvement Activities - Student Mentoring - Students will be paired with an adult who will serve as a mentor throughout the school year. The goal of the mentor is to be an additional resource, encourager, and supporter for the student throughout the year. Mentors will meet with students on a regular schedule through a small group model. Our goal is to build positive relationships with our students through partnerships that foster academic and social growth throughout the year. Students will meet with designated mentors throughout the year through formal meetings (monthly scheduled meetings) and informal (casual check-ins, hallway conversations, etc).
Category: Develop/Implement Learning Supports

Research Cited: School Based Mentoring.

Obtainted from https://nationalmentoringresourcecenter.org/index.php/30-topic-areas/182-school-based-

mentoring.html?highlight=WyJwZWVyIiwicGVlcnMiLCJtZW50b3JpbmciLCJtZW50b3IiLCJtZW50b3JzIiwibWVudG9yJ3MiLCJtZW50b3JlZCIsI

m1lbnRvcnMiIiwibWVudG9yaW5nJ3MiLCInbWVudG9yJyIsInBlZXIgbWVudG9yaW5nIl0=

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAWS will meet from monthly on designated meeting days. Students will meet with assigned faculty and staff members through formal meetings based upon the given schedule. Faculty and staff are also encouraged to make informal contacts and check-ins with students, as needed. Homeroom teachers may communicate special needs or celebrations for mentors to address in both formal and informal contacts. Mentors will record attendance for meetings and activities in their PAWS Mentor binder/folder.	Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Collaborative/Special Education Teachers

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

Goal 1:

WPES will engage learners through high quality aligned college and career ready standards, instruction and assessments for all content

areas.

Measurable Objective 1:

increase student growth by 2% by 05/24/2019 as measured by the number of students who score proficient on formative and summative

assessment in reading.

Strategy1:

Reading Instruction & Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready

standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may

utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will

carry non-fiction reading strategies into the social studies curriculum to extend reading instruction. Teachers will progress monitor students

using grade appropriate progress monitoring tools to determine student performance in the areas of reading and math, including formal and

informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, DIBELS PNOA, etc). Kindergarten through

Second Grade teachers will utilize DIBELS, PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring.

Kindergarten through Second grades my also utilize iRead to assess, progress monitor and practice grade appropriate skills in reading.

Kindergarten through Fourth grades may also use myOn to extend reading opportunities beyond the classroom, practice reading skills,

assess progress and provide opportunities on the student's individualized reading level. Third and Fourth Grades will use iXL, Scantron

Performance and Achievement Series assessments for benchmark assessments, as well as resource tools for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$1500 - Title II Part A $12764 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - EL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/Special Education Teachers

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn, and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Technology Direct Instruction Academic Support Program	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Academic Support Program Professional Learning Direct Instruction Technology	08/01/2018	07/31/2019	$20013 - Title I Part A	Administrator (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Academic Support Program Professional Learning	08/01/2018	07/31/2019	$1000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Measurable Objective 2:

increase student growth by 2% by 05/24/2019 as measured by increasing the number of students who score proficient on formative and summative assessments in mathematics .

Strategy1:

Math Instruction and Progress Monitoring - Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address

standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, PNOA, etc). Kindergarten through First Grade teachers will utilize PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Second through Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Direct Instruction Professional Learning Academic Support Program Technology	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - EL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/Special Education Teachers

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Academic Support Program Direct Instruction Technology Professional Learning	08/01/2018	07/31/2019	$20013 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning	08/01/2018	07/31/2019	$1000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Goal 2:

WPES will work to improve the use of human and organizational capital to increase stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to increase stakeholder involvement in school activities by 05/24/2019 as measured by increasing parent involvement activities in school events/activities by 2% from the previous year's parent/stakeholder signins.

Strategy1:

Parent Involvement Activities - Parent Involvement Activities - Increase opportunities for parents to be involved at White Plains Elementary

School through parent focused meetings and activities and collaboration with the PTO at our school. These may include, but are not limited

to, parent-teacher meetings, parent-teacher conferences, Open House, lunch/special meals with students, academic nights (e.g. Math Night),

Make-and-Take days and other events as planned for parents.

Category: Develop/Implement Learning Supports

Research Cited: Meeting the Challenge of INVOLVING PARENTS in School.

Retrieved from: https://files.eric.ed.gov/fulltext/ED494603.pdf

Activity - Communication Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase communication regarding events and activities that involve parent participation in student-centered/student focused events and activities at WPES through various forms of media (automated calls, text messages, emails, newsletters, flyers, Twitter, Facebook, Instagram, etc.). The EL teacher will assist in helping to communicate for those needed assistance in their native language by translating or communicating with parents.	Parent Involvement	08/01/2018	07/31/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase understanding of parental involvement through professional development, including but not limited to workshops, professional learning teams, book studies, administrative meetings, and conferences.	Parent Involvement Policy and Process Professional Learning	08/01/2018	07/31/2019	$12764 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Parent Communication Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attempt to make 2 contacts per child per semester through a variety of methods, including phone calls, letter, email, and/or conferences (phone and in person). Teachers will log communications on a Google doc shared with administrators. Teachers will coordinate with EL teacher to help in interpreting for parents needing information in their native language.	Parent Involvement	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Reading Interventionist, Collaborative/Special Education Teachers

Activity - School-Parent Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Involve and connect with parents through activities, meetings, training opportunities, etc to increase student achievement. Communication will be through multiple methods, including flyers, text messages, emails, websites, social media, newsletters, Student Planner, Communication Folders, etc. The School Counselor will assist in sending the Home-Parent Connection Newsletter monthly that includes helps and tips for a successful school year.	Parent Involvement	08/01/2018	05/24/2019	$1636 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Formal student results are sent home at designated times throughout the year in the form of progress reports, report cards, and assessment reports. When possible, these are translated to the parent's native language (i.e. DIBELS Home Reports may be run in Spanish). If these reports are not available in the native language, our EL teacher serves as a resource to interpret information in person, over the phone or in writing to help parents understand the results of their student.

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	All teachers and staff at WPES meet the state requirements.	Principal Attestation

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	Yes, all teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction.	Principal Attestation

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

The administration seeks to hire highly qualified teacher to ensure the growth and success of all students. The teachers at White Plains Elementary School are 100% highly qualified. They are well trained and prepared to succeed in the meetings school-wide goals and will enhance the strengths and target the weaknesses in order to ensure growth. Additionally, administrators at the local school and district level seek to provide pertinent professional development to school and district needs.

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?

WPES lost three certified teachers from the 2017-2018 faculty. One was based upon loss of unit and the other two were based upon transfer to out of system school and to retirement.

Out of system transfers = 1 certified transferred to take a position with AMSTI at UAB

Retired = 1 certified

Loss of unit = 1 certified

However, after the beginning of the school year, we gained a unit based upon increased enrollment over the summer and beginning of school in third grade. We also gained additional one certified teacher and one teachers' aide with the addition of another OCR PreK grant classroom.

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

All certified staff meet the minimum requirements for identification of Highly Qualified Staff. In regards to certification/degree levels, the faculty of WPES for 2018-2019 reflect the following degree levels:

Bachelors - __

Masters - __

EdS - __

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).

WPES works collaboratively with Jacksonville State University to host student teacher/interns through the co-teaching programs. This allows students in the pre-professional career opportunities to gain valuable experience in the classroom. Many apply for positions at WPES after working in our school as positions become available.

Additionally, WPES follows Calhoun County Schools Personnel Plan for Certified and Non-Certified personnel hiring. The application process is centralized through the Employment Committee. Data from applicants, interviews and hires is maintained and on file with the Central Office. The district also participates in career fairs and employment fairs at many college campuses throughout the state throughout the year to extend recruitment opportunities. Periodically, the district will utilize administrators at Career Fairs throughout the state in the recruitment process.

In order to encourage retention of new teachers, the district utilizes a new teach mentor program that meets periodically throughout the year.

New teachers are assigned a mentor teacher to assist in answering questions and assisting in giving guidance on policies and procedures.

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.

Throughout the year, data is reviewed through grade level meetings, data meetings, RTI meetings and vertical grade level meetings. Teachers utilize student data folders to maintain classroom and assessment data. Benchmark data, as well as other formal and informal assessments are components of these discussions. From meetings with teachers, suggestions for professional development as it relates to college and career ready standards, strategies for student mastery, instructional strategies and student support are made. Ideas are shared with the Leadership Team and Administration.

The Leadership Team assists in making decisions relating to professional development and funding used for professional development. The school's budget committee also helps approve such expenses.

Professional development activities to address common core standards. Standards and pacing may be addressed during grade level meetings. Student performance on standards will be addressed during data meetings. Teachers are encouraged to participate in PD opportunities offered thorough the local school district level and online learning opportunities relating to common core standards. The district offers a flex day swap program to help teachers in locating and attending professional development opportunities that best meet their needs.

Additionally, the Calhoun County School System has a adopted a new method for teacher evaluation called Educator Effectiveness Plan. Through this plan, teachers collaborative observe and evaluate themselves based upon nine indicators.

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

A variety of professional development opportunities for teachers, principals, paraprofessionals and other school personnel occur on various topics throughout the year.

Some of the topics which have been covered include but not limited to the following:
Reading Instruction, Practices and Standards - supplemented with training and support from ARI personnel, training from reading coaches, and district level planning team meetings
Math PLT Meetings - provided by district math coaches
Math Coach - meets with grade levels throughout the year, coaches teachers through lessons, etc.
Technology Integration - provided by district technology coaches to address integration of technology to enhance engagement and instruction
Positive Behavior Supports - CHAMPS
Assessment Training - implementation of Scantron and other assessment tools
Data Analysis - reading data reports and interpreting data

The faculty of WPES participated in a Faculty Retreat during June 2018 at an off-site location. Teachers participated in PD related to reading instruction and incorporating writing into daily lessons in the classroom. We utilized our ARI specialist in providing PD for teachers.
Teachers reviewed data from 2017-2018 and collaboratively planned for the 2018-2019 school year.

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

New teachers are assigned a mentor teacher through a district-wide initiative. New teacher participate in regularly scheduled meetings with district personnel to address issues relating to new teachers. A mentor teacher is assigned at the local school to meet regularly with the new teacher to help answer questions and support the new teacher. Logs for activities are turned in to the district supervisor.

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

Professional development in the areas of core academic content occurs through regularly scheduled bi-monthly grade level meetings which include not only the general education teachers, but administration and support teachers (special education/ESL), as well. Additionally the District Math Coach meets periodically throughout the year with grade levels to provide instructional support and coaching. The Reading Coach and Reading Interventionist meets periodically throughout the year with grade levels to provide instructional support and coaching. Teacher participate in district level PD opportunities as offered. Some training is offered to all teachers, while other training is offered in a turn-around format. WPES will continue to focus on technology integration through PD provided at the local school level and at the district level. Integration of technology into the learning experience may be addressed through a variety of mediums based upon needs, including but not limited faculty meetings, workshops, training and online learning.Throughout the year, we incorporate vertical planning and training within the school, as well as through partnering with White Plains Middle School to address skills, curriculum, assessments and mastery from a vertical planing perspective.

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:

WPES will engage learners through high quality aligned college and career ready standards, instruction and assessments for all content areas.

Measurable Objective 1:

increase student growth by 2% by 05/24/2019 as measured by increasing the number of students who score proficient on formative and summative assessments in mathematics .

Strategy1:

Math Instruction and Progress Monitoring - Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the areas of reading, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, PNOA, etc). Kindergarten through First Grade teachers will utilize PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring. Second through Fourth Grades will use iXL, Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.
Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction
http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Direct Instruction Technology Professional Learning Academic Support Program	08/01/2018	07/31/2019	$20013 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning	08/01/2018	07/31/2019	$1000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$12764 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Direct Instruction Academic Support Program Technology Professional Learning	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - EL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/Special Education Teachers

Measurable Objective 2:

increase student growth by 2% by 05/24/2019 as measured by the number of students who score proficient on formative and summative

assessment in reading.

Strategy1:

Reading Instruction & Progress Monitoring - Teachers will utilize a variety of resources to engage students in college and career ready

standards, instruction and assessments in the areas of math, reading, science, social studies and reading/language arts. Teachers may

utilize textbooks as well as supplemental materials (Studies Weekly, online resources, etc,) to address standards and skills. Teachers will

carry non-fiction reading strategies into the social studies curriculum to extend reading instruction. Teachers will progress monitor students

using grade appropriate progress monitoring tools to determine student performance in the areas of reading and math, including formal and

informal tools (including but not limited to Scantron Performance, Scantron Achievement, iXL, DIBELS PNOA, etc). Kindergarten through

Second Grade teachers will utilize DIBELS, PNOA and iXL for benchmark assessments, as well as resource tools for progress monitoring.

Kindergarten through Second grades my also utilize iRead to assess, progress monitor and practice grade appropriate skills in reading.

Kindergarten through Fourth grades may also use myOn to extend reading opportunities beyond the classroom, practice reading skills,

assess progress and provide opportunities on the student's individualized reading level. Third and Fourth Grades will use iXL, Scantron

Performance and Achievement Series assessments for benchmark assessments, as well as resource tools for progress monitoring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Safer and Fleischman. (2005) Research Matters / How Student Progress Monitoring Improves Instruction

http://courses.edtechleaders.org/documents/data_decision/safer.pdf

Activity - EL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of WIDA standards in planning lessons/activities. Teachers will use WIDA Rubrics to help address speaking and listening and to assist in planing lessons and working with students. Teachers will use anchor chart and visual vocabulary cards/pictures, when appropriate to enhance vocabulary instruction. The EL teacher will serve as a resource to the classroom teacher to aid in finding additional strategies/resources and assist in providing PD throughout the year. The EL teacher may also assist in communicating content standards and expectations to parents in their native language.	Academic Support Program	08/01/2018	05/24/2019	$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, EL Teacher, Collaborative/Special Education Teachers

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate supplemental online learning tools available at both school and home to students to support classroom instruction and increase student practice on standards and skills. Tools used include iXL, myOn,and iRead; however, other tools may be incorporated. Teachers may make specific student assignments using these tools. Online resources may be used through classroom instruction, stations, enrichment activities, computer lab blocks, as well as home access for students. Data boards will highlight successes and progress for grade levels and for individual students within the classroom and/or school-wide. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access programs to view student progress.	Academic Support Program Technology Direct Instruction	08/01/2018	07/31/2019	$5000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/ Special Education Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will collaborate through professional learning activities at the local school level and the district level to plan and design instruction. Teachers will participate in a variety of professional development actives such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as ARI and AMSTI, may serve as resources and providers for PD. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teaches. Teachers may extend their learning outside the campus and beyond the school year calendar by participating in a faculty retreat. The purpose of this retreat will be to further PD opportunities to meet the needs of the faculty, address strengths and weaknesses, review data, plan collaboratively and deepen understanding of core content standards and best practices. *Funding for this item may be used through state and federally provided funds. Title I Funding designations to the local school are as follows: Substitutes $1000.00 In-State Travel $8500.00 Out-of-State Travel $2665.00 Registration Fees $599.00 Title II Funding designations to the local school are as follows: In-State Travel $262.00 Association Dues $1238.00	Professional Learning	08/01/2018	07/31/2019	$1500 - Title II Part A $12764 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction and increase interventions. *Funding for this activity will be used for all core subject areas: Classroom Supply $2000.00 Software $5000.00 Other Instructional Supply $13013.28	Direct Instruction Technology Professional Learning Academic Support Program	08/01/2018	07/31/2019	$20013 - Title I Part A	Administrator (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers and administrators to review student data, plan/design instruction to meet the needs and identify strategies for struggling students. Professional learning will focus on the implementation, execution and mastery of CCRS standards. *Funding listed with this activity will be used to address professional learning in all core subject areas (through state funding and supplemental Title I funding). Title I funding is budgeted to assist in covering substitutes and professional development.	Professional Learning Academic Support Program	08/01/2018	07/31/2019	$1000 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Narrative:

WPES currently has two First Class PreK classrooms that are state funded units. This program is voluntary and targets 4 year old children who are residents of the State of Alabama. The program is funded by the Education Trust Fund and the Preschool Development Grant through the Alabama Department of Early Childhood Education (DECE) Office of School Readiness (OSR). Students enrolled in our PreK program live within our school zone and will be enrolled as kindergarteners during the 2019-2020 school year. This PreK program helps address readiness skills for school and addresses academics, social/emotional, behavior, communication, etc.

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?

Grade level meetings are held bimonthly and are documented through sign-in sheets/minutes/agendas. This documentation is kept on file in the principal's office and copies placed in our ACIP data box. Additionally, teachers serve on grade level RTI committees which meet monthly to review data, track student progress and address needs of struggling students. District-wide PLT groups for reading and math meet throughout the year to address core standards and statewide academic assessments. Teachers on these PLT groups meet with their grade levels and convey information as needed. Quarterly data meetings are held throughout the year to review Benchmark testing data as well as adjust student data on the data wall in the data room. Student performance and success is a focus during these meetings.

A schedule of the data meetings is given at the beginning of the year to all teachers.

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?

Grade level data meetings are held to address the performance of all students. It is the desire of WPES that all students succeed. Students not meeting the proficient or advanced levels, may be referred to the RTI team to address strengths and weakness. Interventions, as appropriate, may be implemented to help close the gap in performance and remediate skills. Data meetings focus on state assessments, as well as formative assessments, as indicators for future performance. RTI plans are evaluated monthly.

Teachers maintain a data notebook that is used to monitor and organize student data for students in their class. Each student has an individual data profile sheet that is used to organize yearly data and is updated at each data checkpoint. Data profile sheets are kept in the student's data file and are available for the next year's teachers to review student progress from previous years.

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 experience difficulty in mastering the State's academic Achievement assessment standards are reviewed initially when assessment data is received by the school. Students failing in the below average/non-proficient range are identified through grade level data meetings and are referred to the RTI committee and are serviced with additional support through an RTI plan. Students are reviewed monthly to determine progress made, as well as to address interventions which may need to be adjusted to ensure success. Should a student not demonstrate progress towards mastery as outlined in the RTI plan, students may be referred for special education testing as appropriate.

Our Reading Interventionist, provided through Title I funds, works with students who have been identified as significantly below grade level in reading. She consults with teachers regarding strategies for inside the general education classroom. She also provides pull out intervention for students who qualify as significantly below grade level.

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.

WPES utilizes after-school tutoring for third and fourth graders. This is done a volunteer basis and focuses on various skills and standard that student may struggle with. This is typically offered 1-2 days per week depending on scheduling. WPES also uses iXL, iRead and myOn, online programs that assist in diagnoses individual students' strengths and give added practice on skills that students may fall short in based upon diagnostic assessments. Students may access these program at school and at home free of charge.

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.

Migrant

Currently WPES has no children labeled as migrant.

ELL

Our EL teacher assist in providing professional development on strategies for addressing the needs of EL learners throughout the year. She also regularly participates in grade level meetings and data meetings. She is there to assist with parent conferences and to help with strategies to foster success for all learners. She coordinates with the teachers on strategies for classroom instruction and pulls students to address and accommodate lessons for student success.

Economically Disadvantaged

Becky Cox serves as our Parent Involvement Specialist. Mrs. Cox assists in providing Professional Development for teachers when needed on assisting students who may be economically challenged. She also assists with parent involvement activities and parent conferences. The Title I Facilitator for the school also assists in providing training from workshops/conferences that will assist with strategies for success for students who may be economically disadvantaged. PTO assists in providing materials and supplies for these students.

Special Education

Department meetings and training with central office staff helps keep our teachers up to date on strategies, procedures in special education and and policies. Special education teachers participate in grade level meetings at the local school as well as data meetings. Special education personnel work collaboratively with the regular education teachers to best meet student needs.

Neglected/Delinquent: Becky Cox serves as our Parent Involvement Specialist. Mrs. Cox assists in providing Professional Development for teachers when needed on assisting students who may be neglected/delinquent. She also assists with parent involvement activities and parent conferences. The Title I Facilitator for the school also assists in providing training from workshops/conferences that will assist with strategies for success for students who may be neglected/delinquent. The school counselor assists us in working with local agencies to partner for the success of our students.

Homeless Students

Becky Cox serves as our Parent Involvement Specialist. Mrs. Cox assists in providing Professional Development for teachers when needed on assisting students who may be homeless. She also assists with parent involvement activities and parent conferences. The Title I Facilitator for the school also assists in providing training from workshops/conferences that will assist with strategies for success for students who may be homeless. Funding through grants at the district level provides for fees and supplies for these students.

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.

WPES is an elementary school; therefore, this does not apply.

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.

EL Students- The EL teacher meets with the students according to the student's IELP to help them learn the English language. The teachers use the EL resources and standards to bridge the gap in instruction as the students are learning English. Communication with parents in their native language is helpful to discuss student plans and progress and to keep parents involved in their child's education. The core instructional program is in the general education classroom through ESL program with our EL teacher providing supplemental services.

Special Education Students- Teachers use their IEP's to determine how to meet the students' needs. Special Education teachers and aides help the students throughout the day with transition and meeting their objectives. The classroom teacher and the Special Education teacher collaborate for the benefit of the students.

Homeless Students- These students go to school with their peers. All homeless students receive free breakfast and lunch at school. These students are identified through the McKinney Vento Program through the Central Office. Through this program, students receive needed school supplies, extra fees (filed trips, supply fees, etc) and clothing. We utilize donations from local churches, as available, to provide additional snacks for students who may be considered economically disadvantaged here at school. Donations of "Wildcat Packs" from local churches, as available, are also distributed on Fridays to give our most economically disadvantaged students additional snacks and ready to eat meals (cereal bars, heat and eat cups, oatmeal, fruit cups, etc) over the weekend. Our school counselor helps in distributing these items and coordinating these services with families who may be in need.

Neglected Students- These students are given mentors in partnership with the Anniston Army Depot or other agencies, as available. Mentors from the Middle School and High School are also used periodically to partner with these students.

Economically Disadvantaged- These students may apply for free and reduced breakfast and lunch. We have approximately 47% of our students in the free/reduced lunch program. Mentors from the Middle School and High School are also used periodically to partner with these students. We utilize donations from local churches, as available, to provide additional snacks for students who may be considered economically disadvantaged here at school. Donations of "Wildcat Packs" from local churches, as available, are also distributed on Fridays to give our most economically disadvantaged students additional snacks and ready to eat meals (cereal bars, heat and eat cups, oatmeal, fruit cups, etc) over the weekend. Our school counselor helps in distributing these items and coordinating these services with families who may be in need.

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

Our school works to provide parents with information regarding special services/resources as appropriate. All student receive information at

the beginning of each school year (or during the enrollment process) about nutrition program assistance. Additional forms are found online on the school website and on the district website. Our school counselor serves as a resource for parents to help connect them with additional programs such as violence prevention, housing, adult education, etc.

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

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

Regularly scheduled walk-throughs to evaluate the implementation of the school-wide program are completed monthly. The school uses administrators, central office personnel, leadership team members and classroom teachers in the walk-through process. Teachers submit evidence of progress toward the school-wide program goals into a documentation box (lesson plans, grade level meeting notes/agendas, etc). Data analysis is also utilized to evaluate the implementation of the school-wide program. The Leadership Team meets monthly to evaluate and discuss the implementation of the school-wide program.

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?

Teachers and administrators identify strengths and weaknesses resulting from the data of state assessments and other academic achievement indicators. Data meetings are held on a regular basis to analyze how progress related to the school-wide program is reflected through the data.

Teachers and administrators participated in a faculty retreat in June 2018. During the retreat, teachers reviewed data from the 2017-2018 school year of not only the students that completed their current grade level assignment but also looked at the data for the incoming students. Teachers and administrators also reviewed survey data from students, teachers and parents.

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

The school uses data from school, local, and state assessments to determine whether or not the school-wide program has been effective in increasing the achievement of students who are furthest from achieving the standards. Data sources include Scantron, iXL, iRead, myOn, DIBELS, PNOA and weekly assessments. For students with an RTI plan, the school utilizes Rate of Improvement graphs or reports from assessment program (Scantron, iXL, etc.) to ascertain whether or not students are attaining an adequate rate of improvement.

Teachers maintain a data notebook that is used to monitor and organize student data for students in their class. Each student has an individual data profile sheet that is used to organize yearly data and is updated at each data checkpoint. Data profile sheets are kept in the student's data file and are available for the next year's teachers to review student progress from previous years.

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

The Leadership team meets monthly to discuss progress of the school-wide program based on the data and any strengths and weaknesses. Necessary revisions are discussed during the monthly meetings. Should revisions be necessary, the Leadership Team will review and revise the plan to best meet the needs of the school.

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.	36.86

Provide the number of classroom teachers.

36

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1872882.0

Total   1,872,882.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	83876.0

Total   83,876.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	32746.0

Total   32,746.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	58473.0

Total   58,473.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54788.0

Total   54,788.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	11058.0

Total   11,058.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3317.0

Total   3,317.00

EL Teachers

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

Provide the number of EL Teachers.

1

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	19759.0

Total   19,759.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3544.0

Total   3,544.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	78329.99

Provide a brief explanation and breakdown of expenses.

Title I Facilitator (includes Salary, Insurance, Retirement, Social Security, Medicare, and Unemployment = $43917

Classroom Supplies = $2000

Software = $5000

Other Instructional Supplies = $13013.28

Substitutes = $1000

In State Travel =$8500

Out of State Travel = $2665

Registration Fees = $599

Parent Instruction Supplies = $1635.71

Title II

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

Provide a brief explanation and a breakdown of expenses.

In State Travel = $262

Association Dues = $1238

Title III

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

Provide a brief explanation and a breakdown of expenses.

The school benefits from EL funds from the district level. Funds for these services are not designated directly to the school.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

WPES does not receive these funds.

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.

WPES does not receive funding in this area.

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.

WPES does not receive these funds.

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.

WPES does not receive these funds.

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

Provide a brief explanation and breakdown of expenses.

WPES does not receive these funds.

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.

WPES does not receive these funds.

Local Funds

Label	Question	Value
1.	Provide the total	270541.0

Provide a brief explanation and breakdown of expenses.

Public Funds:

Purchased Services = $44635

Materials & Supplies = $141114

Other Objects = $7100

Other Fund Uses = $3350

Total Public = $196199

Non-Public Funds:

Purchased Services = $15800

Materials & Supplies = $36550

Other Objects = $20532

Other Fund Uses = $1460

Total Non-Public = $74342

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

An annual meeting is hosted at White Plains Elementary School to inform parents of the school's participation in Title I and explain Title I requirements, 1% set aside, the Continuous Improvement Plan and the rights for parents involved. This meeting is advertised to all parents through flyers, emails, weekly newsletters and social media. Two meetings are scheduled to be hosted here at the school - one in the morning and one in the evening. Parent sign-in sheets were recorded for participants and are maintained with the Parent Involvement Specialist. The meetings are led by school administrators and assistance is provided from our system Parent Involvement Specialist.

This year, our meeting was held on Tuesday, August 28th. The morning meeting was held at 8:30 a.m. and the evening meeting was held at 5:30 p.m. Both meetings were held in the school library and were led by the administrators of the school. Sign in sheets from parents who attended are in the data box.

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

Meetings, workshops and activities are scheduled throughout the year at various times to accommodate parent needs. These may also be offered at various locations, including the local school and the Central Office Parent Resource Center. The annual parent review meeting is offered in both morning and afternoon session formats. Additionally, meetings and activities are advertised in advanced to assist parents in making arrangements to attend. Workshops and meetings are offered at the local school level and at the district level. Parents are encouraged to participate in committees and in the continuous improvement process.

An Advisory Council consisting of parents, classroom teachers, members of the community, local school administration, and central office staff will meet to develop and then review annually our school district Parent Involvement Policy. Our Advisory Council will be chosen from volunteers for each local school and each area of representation.

A Parent Involvement Committee is also utilized at the local school level. It is comprised of classroom teachers, Title I personnel, administrators, parents and central officer staff. An annual evaluation of the content and effectiveness of the Title I Parental Involvement program and parents are asked for their input. Input is gained though parental participation in surveys, parent dialog/interviews, committee participation, etc. Adjustments to the Parent Involvement Policy and Parent Compact are based on these evaluations. Funds for parent involvement are allocated annually. Spending of funds at the local level is based upon survey information, needs assessments, parent input from committee meetings/conversations, etc.

Additionally, Title I surveys are sent home in the spring annually. These surveys allow parents to give input and evaluation of the Title I program. Input from these surveys are reviewed by the school and the central office to better serve our stakeholders in regards to Title I

services, funding and parental involvement.

The Parent Involvement funds allocated to the local school in the Title I budget have been used for the past two years has gone to the purchase of student planners. This planner is utilized by parents, students and teachers as a communication tool. Students and teachers communicate important dates and assignments. Parents and teachers communicate notes and messages between home and school. The school also benefits from Parent Involvement funds from the district level through workshops that are sponsored by our Parent Specialist, Becky Cox, which occur periodically throughout the year.

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))

Parents are notified of timely information, such as meetings, workshops and activities, through emails, weekly newsletters, social media, school/teacher websites, flyers and automated calls.

Topics covered during the annual review meeting include:
What does it mean to be a Title I school?
What is the1% Set-Aside for parental involvement? What is the LEA Title I Plan?
What is the LEA Parental Involvement Plan?
What is a CIP? What is the School-Parent Compact?
How do I request the qualifications of my child's teacher(s)?
How will I be notified if my child is taught by a teacher who is not Highly Qualified?
How is the Annual Evaluation of the Parental Involvement Plan conducted?
How can I be involved in all of these things I'm learning about?
Additionally, the meetings were offered in both morning and evening formats to accommodate the needs of parents.

Our EL teacher is available to assist with parents who need the information in a language other than English. She is available to assist in giving parents the information needed in a language and format they can understand. We also utilize TransAct to help in obtaining forms in the parent's native language when necessary.

Parent conferences are scheduled at both the teacher and the parent's request to review academic progress, curriculum, behavior, attendance and student support as needed.

Teachers maintain a communication log to record parent communication. Teachers are encouraged to make two contacts per child per semester. Communication logs are turned in at the end of the year and are filed in the ACIP data box.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The School-Parent Compact is reviewed annually with the Parent Involvement Committee - a collaborative effort of teachers, parents, administrators and central office representatives. Annually, the School-Parent Compact is reviewed and amended, as needed, to reflect the strengths and concerns of the school and parents. Input is derived from parent surveys, parent conversations, and committee meetings. As a component of the Title I Annual Meeting, parents are encouraged to be involved in the school's Title I process. Becky Cox, Calhoun County Parent Involvement Specialist, assists in the review and revision of the document. The document is given to parents at the beginning of the school year at Parent Orientation Night. Parents are given a copy to keep at home. A signed copy - reflecting signatures from the parent, the student, and the school principal - is maintained on file with the homeroom teacher. This documents is utilized during parent teacher conferences. This document may also be used during student conferences to help students with realizing their responsibility in the learning process. A log of parent communication is maintained and turned in to the office at the end of the school year. This Parent Compact is sent to Becky Cox at the Central Office.

Our EL teacher assists parents in understanding this information in their native language.

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

Parents with concerns regarding the ACIP may contact the principal or assistant principal. Administrators are available by phone, email or in person. Additionally, Becky Cox. Parent Involvement Specialist, may also support the school in communicating our procedures for plan development, review and evaluation if needed beyond our annual meeting.

The Annual Title I meeting was held on Tuesday, August 28th at both 8:30 a.m. and 5:30 p.m. in the school library. The meeting was led by Jennifer Edwards, Title I Facilitator/Assistant Principal and Jonathan Gilbert, Principal. During the meeting, contact information for both administrators, our Parents Specialist and parents on the advisory team and PTO were shared with parents. Parents were encouraged to contact one of these members if they had questions or concerns at any time.

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)

The annual Title I meeting is held at the beginning of the school year. Both morning and evening sessions are hosted to provide parents multiple opportunities to attend. During the meeting, the following topics are reviewed with parents:

Use of Title I funding for:

- identifying students experiencing academic difficulties and providing timely assistance to help these student's meet the State's challenging

content standards.

- purchasing supplemental staff/programs/materials/supplies
- conducting parental Involvement meetings/trainings/activities
- recruiting/Hiring/Retaining Highly Qualified Teachers

Additionally, parents were informed regarding:

- Student academic assessments
- Additional assistance provided struggling students
- Coordination and integration of federal funds and programs
- School programs including migrant, pre-school, school choice, and supplemental educational services as applicable.
- Parental Involvement Strategies, including the LEA Parental Involvement Plan

Additionally, parent concerns/questions regarding curriculum, assessments and student progress may be addressed through parent teacher conferences. Email and phone calls are another means of communication to address parent concerns. Parent conferences are document on the Parent log of the Parent-School Compact. Teachers also maintain a classroom parent contact log. Teachers are encouraged to make two contacts per child per semester (via phone, conference or email).

At the annual meeting and throughout the year, we share with parents our parent resource portion of our library. Parents may check out activity kits, flashcards, and games to review skills with their child at home. This portion of the library is open to parents during normal school hours. Materials in this section are available in both English and Spanish. Our EL teacher also assists in coordinating these resources to parents whose native language is not English. Parents may come in and check out resources or may send a request through the office or the teacher so that items can be sent home and back to school through the child. We also advertise the Parent Resource Center at the Central Office as an additional source for parent resources. Flyers and pamphlets from Title I are also located in the lobby for easy access. These flyers and pamphlets cover various topics such as homework help, attendance, assessments, etc.

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)

Teachers participate throughout the year on various PD topics. Issues relating to Title I were reviewed at the beginning of the year faculty meeting. These included Title I budget and purchases and their connection with the ACIP, parent communication, parent-teacher-student compacts and the ACIP process. Becky Cox, Parent Specialist, also has helped in providing PD throughout the year.

Office Staff receive training through meetings regarding enrollment procedures so that no barriers exist. In the enrollment process, should office staff recognize a need for basic supplies, they may families with donated backpacks from local agencies and churches to aid in the transition to a new school. Office staff may also help in contacting our Parent Specialist if a family expresses that they may fall into the category of homeless/refugee.

Through student planners, parents conferences, phone calls and emails, teachers and parents work collaboratively to address student needs and concerns.

Our school PTO also plays at key role in the partnership between home and school. Parents are encouraged to be a part of this organization through volunteering, meetings, and special events. PTO works collaboratively with the school to best serve the students and faculty/staff as well as provide resources for the school.

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

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

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

The Parent Resource Center at the Central Office provides parents resources to create manipulatives and to check out resource books, games and videos to assist them at home. These resources include flashcards, videos, activity bags, books and more. These resources were purchased using Title I Parent involvement funding. Parents are notified of these resources through the Title I Parent Newsletter, school websites, weekly newsletters and flyers. Parents are also notified of workshops and meetings offered through the local school and the district through flyers, emails, newsletters, social media and automated call messages.

There is a Parent Resource portion in our school library with flashcards, games and activity packs that are availalbe in both English and Spanish. These resources were purchased using Title I Parent involvement funding in previous years.

Teachers review the process of how to set up conferences should a parent have concerns during orientation, This information is also included in the student handbook. Teachers are encouraged to make at least 2 parental contacts (face-to-face, phone, or email/written) per semester per student. This is done in efforts to build positive relationships between the home and school, encourage open communication and strengthen the partnership we have with parents.

Parents are encouraged to volunteer throughout the year at various activities. Parents are invited to eat monthly with their child. Parents are also invited to attend parent workshops and make-n-takes throughout the year at the local school and district level, as appropriate for their child's grade level.

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

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

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

Parents are notified of resources, meetings and workshops through a variety of mediums including, but not limited to:
- Title I Parent Newsletter
- Home School Connections
- Teacher/school websites
- Weekly newsletters
- Social Media (Facebook, Instagram, Twitter)
- Flyers
- Automated call messages/texts

The EL teacher also assists in generating information and/or distributing information in the native language of non-English through the following means:
- Personal phone calls/notes
- Teacher/school websites
- Weekly newsletters
- Flyers
- Automated call messages/texts
She assists in creating automated messages in non-English formats when needed. The EL teacher may assist in translations or in acquiring a translator, as needed. She can assist with TransAct if teachers need support with gaining documents in a language other than English. She is available during school hours and also is present during school events here at WPES to assists parents with communication of needs and concerns.

The Home Language Survey assists the school in identifying students/parents who may need additional supports/services with language needs.

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)

Parents with concerns/questions or requests for assistance are encouraged to contact the student's teachers, school counselor and school administrators. The school seeks to work collaboratively to assist parents in locating additional supports if needed. The school relies on Becky Cox, Parent Involvement Specialist, to assist in locating community resources which may help parents with specific needs. The Parent Resource Center serves as an additional resource for parents.

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 are notified of resources, meetings and workshops through a variety of mediums including, but not limited to:

- Title I Parent Newsletter

- Home School Connections

- Teacher/school websites

- Weekly newsletters

- Flyers

- Automated call messages/texts

The EL teacher also assists in generating information and/or distributing information in the native language of non-English speaking parents and students. She assists in creating automated messages in non-English formats when needed. The EL teacher may assist in translations or in acquiring a translator as needed. She is available during school hours and also is present during school events here at WPES to assists parents with communication of needs and concerns. The Home Language Survey assists the school in identifying students/parents who may need additional supports/services with language needs.

Teacher also have access to TransAct to assist them in generating forms, letters, information in the parent's/student's language. Grade level chairs have the book Hola with pre-translated letters in Spanish. The School Nurse also has a copy of the book Spanish for the School Office Nurse to assist her in communicating with parents.