



## **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.

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## 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 1

Kindergarten 6

First Grade 5

Second Grade 6

Third Grade 5

Fourth Grade 4

Special Education Teachers 2

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

Title I Facilitator/Assistant Principal 1

Principal 1

Total Certified Staff: 37

Non-Certified Personnel

Library Aide (Both work ½ day each for a total of 1 position) 2

Pre-K Aide 1

SPE Paraprofessionals 5

PE Assistants 2

Custodians 2

Lunchroom 5

Bus Drivers/Aides (Shared routes with WPMS & WPHS) 21

Bookkeeper 1

Secretary 1



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Support Staff/Non-Certified: 40

Currently, there are 534 students enrolled at WPES. These include preschool students receiving speech services, students enrolled Pre-Kindergarten through Fourth grade and two Fifth grade students that receives services through the Student Support Services Program.

The following is a demographic breakdown of our student body:

Preschool (receiving speech services on campus and/or enrolled in our Pre-K classroom) - 25

Males - 11 (44%)

Females - 14 (56%)

Kindergarten

Asian - Female 1 (1%)

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

Multi-Race - 0

Native Hawaiian/Pacific Islander - 0

White - Male 41 (41%), Female 39 (39%)

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

Total - 100 students - Male 54 (54%), Female 46 (46%)

First Grade

Asian - Female 2 (2%)

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

Multi-Race - 0

Native Hawaiian/Pacific Islander - 0

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

Is Hispanic - Male 6 (6%), Female 3 (3%)

Total - 101 students - Male 47 (47%), Female 54 (53%)

Second Grade

Asian - 0

Black/African American - Male 6 (5%), Female 2 (2%)

Multi-Race - 0

Native Hawaiian/Pacific Islander - 0

White - Male 50 (45%), Female 41 (40%)

Is Hispanic - Male 5 (5%), Female 7 (6%)

Total - 111 students - Male 61 (55%), Female 50 (45%)

Third Grade

Asian - Female 1 (1%)

Black/African American - Male 3 (3%), Female 2 (2%)

Multi-Race - 0

Native Hawaiian/Pacific Islander - 0

White - Male 39 (40%), Female 45 (46%)

Is Hispanic - Male 3 (3%), Female 5 (5%)

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Total - 98 students - Male 45 (46%), Female 53 (54%)

Fourth Grade

Asian - 0

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

Multi-Race - 0

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

White - Male 46 (49%), Female 35 (36%)

Is Hispanic - Male 2 (2%), Female 4 (4%)

Total - 97 students - Male 54 (56%), Female 43 (44%)

Fifth Grade

Asian - 0

Black/African American - 0

Multi-Race - 0

Native Hawaiian/Pacific Islander - 0

White - Male 1 (50%), Female 1 (50%)

Is Hispanic - 0

Total - 2 students - Male 1 (50%), Female 1 (50%)

At the present time, 48% of the student body qualifies for the free/reduced lunch program according to INow Reports with 278 student (52%) categorized as paid status and 256 (48%) categorized as free/reduced status.

## 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!

## 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 a First Class Pre-K Grant for the 2017-2018 school year. With this grant, we were able to open our first pre-k class which currently has 16 preschoolers, all four years of age. Since there is only one licensed daycare in our community, this opportunity has caused great interest and excitement for our school.

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

### Academic Focus:

In regards to DIBLES, Kindergarten ended the year showing 70.2% of students scoring Core Support, 5.3% scoring Strategic Support and 24.5% scoring Intensive Support on NWF. First Grade ended the year showing 75.5% of students scoring Core Support, 15.5% scoring Strategic Support and 9.1% scoring Intensive Support on ORF. Second Grade ended the year showing 75.8% of students scoring Core Support, 8.8% scoring Strategic Support and 15.4% scoring Intensive Support on ORF. Comparing these results to those of the 2015-2016 school year, Kindergarten students in 2015-2016 ended the year showing 43.4% of students scoring Core Support, 12% scoring Strategic Support and 44.6% scoring Intensive Support on NWF. First Grade ended the year showing 68.1% of students scoring Core Support, 9.9% scoring Strategic Support and 22% scoring Intensive Support on ORF. Students showed greater gains with more students scoring at the Core Support level in the 2016-2017 school year as compared to the number of students scoring at Core Support from the 2015-2016 school year. We also significantly reduced the number of students scoring at Intensive Support during the end of year assessment in 2016-2017 as compared to the number in the same category in the 2015-2016 school year.

In regards to STAR Reading, students made growth in reading at minimum of 0.9 grade equivalency between the pretest (August) and posttest (May). The least amount of gains was made in first grade with 0.9 grade equivalency gains and the greatest amount of gains was made in fourth grade making 1.5 grade equivalency gains.

In regards to STAR math, students made growth in reading at minimum of 1.3 grade equivalency between the pretest (August) and posttest (May). The least amount of gains was made in first and second grades with 1.3 grade equivalency gains and the greatest amount of gains was made in fourth grade making 2.3 grade equivalency gains.

In regards to ACT Aspire Reading, students scored lower in this area compared to mastery levels in math. Students scored at 56% proficient in third grade and 59% proficient in fourth grade during the 2017 spring administration of the assessment. Only 7% of four graders scored at level 1 (In Need of Support) proficiency level. In regards to ACT Aspire Math, students performed stronger in the area of math. Students scored at 80% proficient in third grade and 79% proficient in fourth grade during the 2017 spring administration of the assessment. When looking at the longitudinal data, students in third grade during the 2015-2016 school year increased their proficiency levels from 73% to 79% during the 2016-2017 administration of the assessment as fourth graders. Fourth grade had no students scoring in the level 1 performance indicator (In Need of Support).

In reviewing the data from the most recent ACT Aspire Assessment, students showed growth in the following areas:

### Reading

Third Grade Reading increased from 36% proficient in 2013-2014 to 47% proficient in 2014-2015 to 50% proficient in 2015-2016 to 56%  
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proficient in 2016-2017. This is a 30% increase over four years in third grade reading.

Fourth Grade Reading decreased from 60% proficient in 2013-2014 to 45% proficient in 2014-2015 but improved to 55% proficient in 2015-2016 and to 59% proficient in 2016-2017.

#### Math

Third Grade Math increased from 52% proficient in 2013-2014 to 74% proficient in 2014-2015 but decreased to 71% proficient in 2015-2016 to 80% proficient in 2016-2017. This is a 28% increase over four years.

Fourth Grade Math decreased from 70% proficient in 2013-2014 to 63% proficient in 2014-2015 but increased to 83% proficient in 2015-2016 then decreased slightly to 79% proficient in 2016-2017.

All grades scored above the county average proficiency ,along with state and national averages of proficiency, in both reading and math for 2016-2017.

Data reveals that although gains were made in both reading and math during the 2016-2017 school year; however, the greatest gains were made in the area of math.

#### 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 Glow Dance, Father-Daughter Dance, Grandparent's Day Lunch (1st grade), 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. Surveys were complete in the spring to gauge parent perceptions and gather input from parents about White Plains Elementary School. Total visitors, volunteers, parents and guardians who signed in for events throughout the 2016-2017 year...2,399 sign-ins! This was an increase from 1,405 sign-ins during the 2015-2016 school year.

#### Learning Supports Focus:

White Plains Elementary chose to improve and increase student performance on STAR Reading for our Local Indicator. The reason for selecting an increase in student proficiency on STAR Reading for third and fourth grades related to student data from the 2015-2016 school year. According to last year's ACT Aspire data (administered spring of 2016), third and fourth grade students at White Plains Elementary School scored at a lower proficiency levels in reading compared to students proficiency levels in math. According to the data, third graders scored at a 51% proficiency level and fourth graders scored at a 55% proficiency level. Even though both grades scored well above the county average (third grade - 41% and fourth grade - 42%), when we compared their reading data to the math proficiency data, there was a discrepancy between reading and math performance. Students at WPES scored at a lower proficiency level in reading as compared to their math performance.

For that reason, our school leadership and faculty decided to focus on improving third-grade reading proficiency levels as measured through STAR Reading. The STAR Reading Assessments were given through four predetermined benchmark windows with monthly progress monitoring. Teachers tracked their data monthly through data sheets and through student benchmark data cards posted in our data room. Students monitored their progress through graphs, charts and/or class contests. We also held monthly data meetings to gauge student progress.

At the beginning of the year, students in both the third grade scored and fourth grade at 49% on the pathway to proficiency as reported on

the State Performance Report using the ACT Aspire as the benchmark criteria. The post-test data derived from the spring administration of the STAR Reading Benchmark Assessment indicated an overall grade level improvement in third grade from 49% to 55% and in fourth grade from 49% to 63% (see attached report). Therefore, White Plains Elementary has not only met, but exceeded its Local Indicator goal.

## **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 for the 2017-2018 school year.

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 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 in the development of the plan. All responses from online input and paper-pencil are recorded and used in the process. Results from the 2017 spring administration of survey were used for the 2017-2018 development of the school's improvement plan. In addition to parents completing surveys, surveys were also given to students to complete 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, STI, 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  
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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.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student Data Document is attached. Data included is from the 2016-2017 school year and is used in the evaluation of the 2016-2017 plan and in the creation of the 2017-2018 school improvement plan.	Student Data Document 2017-2018

## 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?

Below is a summary of the growth seen from students data during the 2016-2017 school year. Additional data in more detail is included in the Student Data Document.

#### STAR Reading

First Grade (Pretest - BOY, Posttest - EOY) Growth GE +0.9

Second Grade (Pretest - BOY, Posttest - EOY) Growth GE +1.2

Third Grade (Pretest - BOY, Posttest - EOY) Growth GE +1.3

Fourth Grade (Pretest - BOY, Posttest - EOY) Growth GE +1.5

#### STAR Math

Second Grade (Pretest - BOY, Posttest - EOY) Growth GE +1.3

Third Grade (Pretest - BOY, Posttest - EOY) Growth GE +1.3

Fourth Grade (Pretest - BOY, Posttest - EOY) Growth GE +2.3

#### ACT Aspire Reading:

##### Third Grade Reading

Increased from 51% Proficient in 2015-2016 to 56% proficient in 2016-2017 in the area of reading

##### Fourth Grade Reading

Increased from 55% proficient 2015-2016 to 59\*% proficient in 2016-2017 in the area of reading.

#### ACT Aspire Math:

##### Third Grade Math

Increased from 73% proficient in 2015-2016 to 80% proficient in 2016-2017 in the area of math.

##### 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.

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

In looking at ACT Aspire data from the past several years, WPES has demonstrated the performance of students in the following demographic areas:

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#### Male Students in Third Grade Math

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2015-2106 - 67% of male students proficient in math in third grade

2016-2017 - 68% of male students proficient in math in third grade (an increase of 1%)

### Male Students in Third Grade Reading

2013-2014 - 27% of male students proficient in math in third grade

2014-2015 - 39% of male students proficient in math in third grade

2015-2106 - 46% of male students proficient in math in third grade

2016-2017 - 56% of male students proficient in math in third grade

### Female Students in Fourth Grade Reading

2013-2014 - 57% of female students proficient in reading in fourth grade

2014-2015 - 57% of female students proficient in reading in fourth grade

2015-2106 - 53% of female students proficient in reading in fourth grade

2016-2017 - 63% of female students proficient in reading in fourth grade

White Plains Elementary has also consistently scored the highest or near highest in percent proficient for the past four years in reading and math in relation to other Calhoun County Schools. We have consistently scored above the state average in all subject areas.

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

In regards to performance in subject areas, White Plains Elementary performed at a higher percentage level of proficiency in the area of math as compared to reading during the 2016-2017 school year on the ACT Aspire Assessment.

#### Third Grade Math

Level 1 (Needs Support) 5%

Level 2 (Close) 15%

Level 3 (Ready) 41%

Level 4 (Exceeding) 39%

Data reveals that only 20% of the third graders assessed were not proficient in Math.

#### Fourth Grade Math

Level 1 (Needs Support) 0%

Level 2 (Close) 21%

Level 3 (Ready) 44%

Level 4 (Exceeding) 35%

Data reveals that only 21% of the fourth graders assessed were not proficient in Math with no students scoring at level 1.

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

When looking at the Skill Proficiency in Math, Third Grade performed at the following proficiency levels:

Geometry - increased from 41% proficient in 2013-2014 to 51% proficient in 2014-2015 to 74% proficient in 2015-2016 down slightly to 67% proficient

Measurement- increased from 27% proficient in 2013-2014 to 49% proficient in 2014-2015 to 72% proficient in 2015-2016 to 73% proficient in 2016-2017

Number and Operations in Base 10- increased from 42% proficient in 2013-2014 to 71% proficient in 2014-2015 but decreased to 68% proficient in 2015-2016 and maintained that 68% in 2016-2017

Grade Level Progress - increased from 44% proficient in 2013-2014 to 67% proficient in 2014-2015 but decreased to 66% proficient in 2015-2016 but increased again to 68% proficient in 2016-2017

Operations & Algebraic Thinking- increased from 41% proficient in 2013-2014 to 62% proficient in 2014-2015 to 63% proficient in 2015-2016 and to 69% proficient in 2016-2017

Modeling- increased from 48% proficient in 2013-2014 to 63% proficient in 2014-2015 but decreased to to 59% proficient in 2015-2016 but increased to 69% proficient in 2016-2017

Number Operations - Fractions - increased from 43% proficient in 2013-2014 to 52% proficient in 2014-2015 to 57% proficient in 2015-2016 and increased to 69% in 2016-2017

Justification & Explanation- increased from 54% proficient in 2013-2014 to 58% proficient in 2014-2015 but decreased to 54% proficient in 2015-2016 but increased to 68% in 2016-2017

When looking at the Skill Proficiency in Math, Fourth Grade performed at the following proficiency levels:

Geometry - decreased from 75% proficient in 2013-2014 to 45% proficient in 2014-2015 to 67% proficient in 2015-2016 but decreased to 48% in 2016-2017

Measurement- decreased from 79% proficient in 2013-2014 to 71% proficient in 2014-2015 to 83% proficient in 2015-2016 to 74% in 2016-2017

Number and Operations in Base 10- decreased from 83% proficient in 2013-2014 to 79% proficient in 2014-2015 to 83% proficient in 2015-2016 to 79% proficient in 2016-2017

Grade Level Progress - decreased from 64% proficient in 2013-2014 to 58% proficient in 2014-2015 back up to 80% proficient in 2015-2016 but decreased slightly to 74% in 2016-2017

Operations & Algebraic Thinking- decreased from 72% proficient in 2013-2014 to 55% proficient in 2014-2015 to 65% proficient in 2015-2016 decreasing slightly to 57% in 2016-2017

Modeling- decreased from 55% proficient in 2013-2014 to 54% proficient in 2014-2015 but increased to to 76% proficient in 2015-2016 increasing to 76% in 2016-2017

Number Operations - Fractions - increased from 37% proficient in 2013-2014 to 47% proficient in 2014-2015 to 70% proficient in 2015-2016 increasing to 71% in 2016-2017

Justification & Explanation- increased from 60% proficient in 2013-2014 to 72% proficient in 2014-2015 to 74% proficient in 2015-2016 increasing to 80% in 2016-2017

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

Positive trends in subgroup performance were seen in the following areas:

Male Students - Third Grade Reading:

Increased proficiency from 27% proficient in 2013-2014 to 39% proficient in 2014-2105 to 46% proficient in 2015-2016 to 56% proficient in 2016-2017

White Students - Third Grade Reading:

Increased proficiency from 40% proficient in 2013-2014 to 49% proficient in 2014-2105 to 53% proficient in 2015-2016 to 60% proficient in

2016-2017

Male Students - Third Grade Math:

Increased proficiency from 67% proficient in 2015-2016 to 68% proficient in 2016-2017

Female Students - Fourth Grade Reading:

Increased proficiency from 57% proficient in 2013-2014 maintained 57% proficient in 2014-2105 decreasing to 53% proficient in 2015-2016 but increasing to 63% proficient in 2016-2017

There were 9 or fewer in fourth grade and in some categories in third grade such as American Indian/Native Alaskan, Asian, Black/African Americans, Hispanic/Latino, Native Hawaiian/Pacific Islander, EL, Gifted, IEP, Migrant, and 504 so specific data on these subgroups is not available.

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

When looking at the STAR Reading and Math data from the 2016-2017 school year, our students showed a greater percentage of growth in the area of math over the area of reading when looking at pretest and posttest growth.

In comparing the proficiency predictions from STAR to the performance of students on the ACT Aspire, the data reveals the following:

Third Grade Math - STAR predicted 70% of students would be proficient but 80% actually scored proficient.

Third Grade Reading- STAR predicted 56% of students would be proficient but 56% actually scored proficient.

Fourth Grade Math - STAR predicted 82% of students would be proficient but 79% actually scored proficient.

Fourth Grade Reading- STAR predicted 63% of students would be proficient but 59% actually scored proficient.

\*STAR predictive data gives a +4/-4 margin of error for screening data

## Areas in Need of Improvement

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

In regards to the ACT Aspire for 2016-2017, there were less students scoring proficient in the area of reading as compared to math.

White Plains Elementary School scored above both the district average and national average in both reading and math assessments for third and fourth grades; however, reading was the lowest of the two areas assessed.

Third Grade Reading Proficiency Level (scoring at Ready or Exceeding Levels)

White Plains Elementary - 56% proficient

Fourth Grade Reading Proficiency Level (scoring at Ready or Exceeding Levels)

White Plains Elementary - 59% proficient

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

In looking at ACT Aspire data from the past three years, WPES has shown a decrease in the performance of students in the following skill areas:

Fourth Grade Reading - Integration of Knowledge and Ideas

Decreased student proficiency from 67% in 2013-2014 to 59% in 2014-2015 to 57% in 2015-2016 to 51% in 2016-2017

Third Grade Reading - Integration of Knowledge and Ideas

Decreased student proficiency from 39% in 2013-2014 to 32% in 2014-2015 but increased to 41% in 2015-2016 but we regained some skills to increase to 51% in 2016-2017

Of the skills assessed, this is the lowest scoring skill area on the ACT Aspire assessment.

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

In comparing reading and math as the key areas of performance, reading is the lowest overall performance area for WPES students in the ACT Aspire with the following proficiency levels in reading as scored in 2016-2017.

Third Grade Reading

Level 1 (Needs Support) 21%

Level 2 (Close) 23%

Level 3 (Ready) 29%

Level 4 (Exceeding) 27%

Data reveals that 44% of the third graders assessed were not proficient in Reading.

Fourth Grade Reading

Level 1 (Needs Support) 7%

Level 2 (Close) 34%

Level 3 (Ready) 39%

Level 4 (Exceeding) 20%

Data reveals that 41% of the fourth graders assessed were not proficient in Reading.

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

In looking at ACT Aspire data from the past three years, WPES has shown a decrease in the performance of students in the following skill areas:

Third Grade Math - Overall Proficiency

Increased student proficiency for females from 52% in 2013-2014 to 70% in 2014-2015 to 78% in 2015-2016 but decreased to 68% in 2016-2017

Fourth Grade Reading - Integration of Knowledge and Ideas

Decreased student proficiency from 67% in 2013-2014 to 59% in 2014-2015 to 57% in 2015-2016 to 51% in 2016-2017

Fourth Grade Math - Overall Proficiency

Decreased white student proficiency from 69% in 2013-2014 to 66% in 2014-2015 but increased to 87% in 2015-2016 decreasing again to 77% in 2016-2017

There were 9 or fewer in fourth grade and in some categories in third grade such as American Indian/Native Alaskan, Asian, Black/African Americans, Hispanic/Latino, Native Hawaiian/Pacific Islander, EL, Gifted, Migrant, and 504 so specific data on these subgroups is not available.

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

There were enough students in third grade identified within the demographic category of IEP for the 2016-2017 school year with 12 students identified in this category.

In third grade math, all skill specific proficiency scores falling between 17% and 58% proficient.

Grade Level Progress - 17% (2 students proficient)

Numbers and Operations Fractions - 58% (7 students proficient)

Numbers and Operations in Base 10 - 25% (3 students proficient)

Operations and Algebraic Thinking - 50% (6 students proficient)

Geometry - 58% (7 students proficient)

Measurement and Data - 17% (2 students proficient)

Integrating Essential Skills - 25% (3 students proficient)

Justification and Explanation - 33% (4 students proficient)

Modeling - 25% (3 students proficient)

In third grade reading, all skill specific proficiency scores falling between 17% and 25% proficient.

Key Ideas and Details - 25% (3 students proficient)

Craft and Structure - 17% (2 students proficient)

Integration of Knowledge and Ideas - 17% (2 students proficient)

This is the first year that we have had this information on the ACT Aspire report. However, we felt that including this helps us see a gap with students identified with IEPs and general education student performance.

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

When looking at the STAR Reading and Math data from the 2015-2016 school year, our students showed less growth in the area of reading over the area of math when looking at pretest and posttest growth. However, it should be noted that all grades scored almost a year's worth of gains in reading.

In comparing the proficiency predictions from STAR to the performance of students on the ACT Aspire, the data reveals the following:

Third Grade Math - STAR predicted 70% of students would be proficient but 80% actually scored proficient.

Third Grade Reading- STAR predicted 56% of students would be proficient but 56% actually scored proficient.

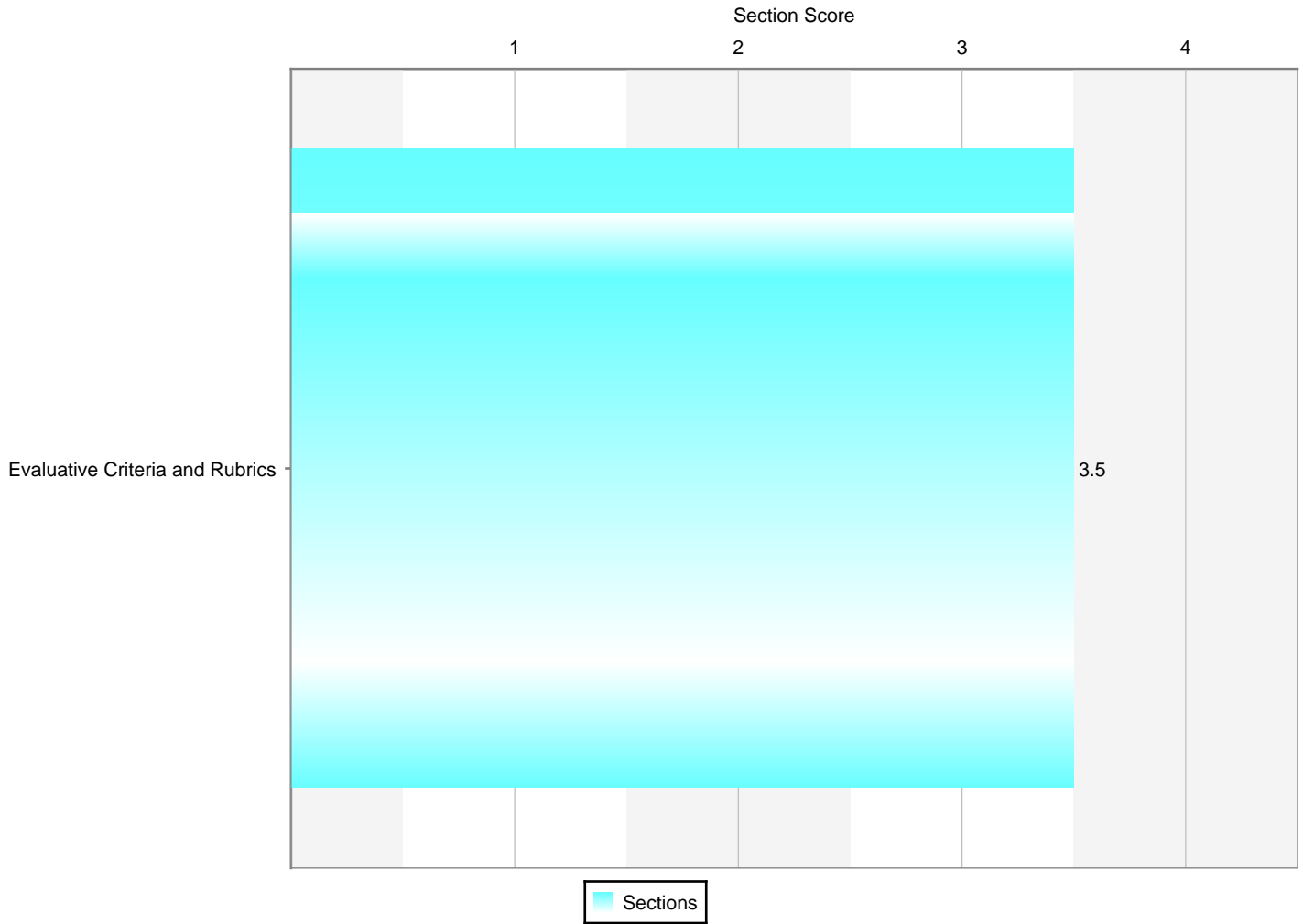
Fourth Grade Math - STAR predicted 82% of students would be proficient but 79% actually scored proficient.

Fourth Grade Reading- STAR predicted 63% of students would be proficient but 59% actually scored proficient.

\*STAR predictive data gives a +4/-4 margin of error for screening data

## Report Summary

### Scores By Section



# **2017-2018 ACIP Assurances**



## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	CIP Committee Members Wendy Turner - Chair (General Ed Teacher) Regan Brewer - Chair Elect (General Ed Teacher) Rhonda Wineman - Secretary (General Ed Teacher) Jennifer Rosier (General Ed Teacher) Donna Thompson (General Ed Teacher) Tchelyndria Curtis (General Ed Teacher) Christine Hollis (Librarian) Katrina Ginn (Special Ed Teacher) Stacey Greenwood (Title I Reading Interventionist) Jonathan Gilbert (Principal) Jennifer Edwards (Title I Facilitator/Assistant Principal) Salina Clay (Parent) Paige Cramer (Parent)	2017-2018 CIP Committee List

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	Jonathan Gilbert, Principal	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	Jonathan Gilbert, Principal	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	Jonathan Gilbert, Principal	Parent Engagement Plan & Parent Compact

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

# **2017-2018 Plan for ACIP**

## **Overview**

### **Plan Name**

2017-2018 Plan for ACIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage learners through high quality aligned college and career ready standards, instruction and assessments for all content areas.	Objectives: 3 Strategies: 3 Activities: 12	Academic	\$131542
2	We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$14630
3	To achieve and maintain 95% attendance rate for students at White Plains Elementary School.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

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

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency by scoring proficient in Mathematics by 05/24/2018 as measured by formative assessments..

### Strategy 1:

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 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, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, STRIDE, DIBELS PNOA, etc). Kindergarten through Second Grade teachers will utilize DIBELS, PNOA and STRIDE PMA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use STRIDE PMA, 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](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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Direct Instruction, Professional Learning, Technology, Academic Support Program	08/07/2017	05/25/2018	\$27962	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Direct Instruction, Technology, Academic Support Program	08/07/2017	05/25/2018	\$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	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teachers. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599 Title II \$2000	Professional Learning	08/07/2017	05/25/2018	\$14952	Title II Part A, 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
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**ACIP**

White Plains Elementary School

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	08/07/2017	05/25/2018	\$1600	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers
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**Measurable Objective 2:**

A 2% increase of All Students will demonstrate a proficiency by scoring proficient in Reading by 05/25/2018 as measured by on formative assessments.

**Strategy 1:**

Reading 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 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, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, STRIDE, DIBELS PNOA, etc). Kindergarten through Second Grade teachers will utilize DIBELS, PNOA and STRIDE PMA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use STRIDE PMA, 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](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
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**ACIP**

White Plains Elementary School

<p>Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction, and increase interventions. *Funding listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500</p>	<p>Direct Instruction, Technology, Academic Support Program</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$27962</p>	<p>Title I Part A</p>	<p>Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers</p>
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Activity - Online Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.</p>	<p>Direct Instruction, Technology, Academic Support Program</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers</p>

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as 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 teachers. *Funding for this item may be used through state and federally provided funds. (Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599 Title II \$2000</p>	<p>Professional Learning</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$14952</p>	<p>Title II Part A, Title I Part A</p>	<p>Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers</p>

**ACIP**

White Plains Elementary School

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	08/07/2017	05/24/2018	\$1600	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**Measurable Objective 3:**

A 2% increase of All Students will demonstrate a proficiency on formative assessments in Science by 05/24/2018 as measured by formative assessments..

**Strategy 1:**

Science 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 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, math, science and social studies, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, STRIDE, DIBELS PNOA, etc). Kindergarten through Second Grade teachers will utilize DIBELS, PNOA and STRIDE PMA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use STRIDE PMA, 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](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
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**ACIP**

White Plains Elementary School

<p>Purchase additional supplies and technology items to enhance instruction in the classroom, assist with instruction, and increase interventions. *Funding listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500</p>	<p>Direct Instruction, Technology, Academic Support Program</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$27962</p>	<p>Title I Part A</p>	<p>Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers</p>
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Activity - Online Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.</p>	<p>Direct Instruction, Technology, Academic Support Program</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers</p>

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

White Plains Elementary School

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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teachers. AMSTI may serve as one resource for PD opportunities and resources. Other resources, as available, may be utilized. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599 Title II \$2000	Professional Learning	08/07/2017	05/24/2018	\$12952	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers
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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	08/07/2017	05/24/2018	\$1600	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

## Goal 2: We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction.

### Measurable Objective 1:

collaborate to improve the use of human and organizational capital to increase stakeholder involvement and satisfaction by 05/25/2018 as measured by increasing parent involvement activities in school events/activities by 2% from a baseline of 2399 parent/stakeholder sign-ins during the 2016-2017 school year.

### Strategy 1:

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: Getting Parents Involved in Schools. Retrieved from: [http://www.education.com/reference/article/Ref\\_Getting\\_Parents/](http://www.education.com/reference/article/Ref_Getting_Parents/)

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 nine weeks 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	08/07/2017	05/25/2018	\$0	No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - School-Parent Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Involve parents through activities, meetings, training opportunities, etc to increase student achievement. Communication will be through multiple methods, including Home-Parent Connection Newsletter sent home monthly by counselor, Student Planner, Communication Folders, etc.	Parent Involvement	08/07/2017	05/25/2018	\$1678	Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

White Plains Elementary School

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	08/07/2017	05/25/2018	\$12952	Title I Part A	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
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Activity - Communicaton	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 (voice-recorded calls, newsletters, flyers, Twitter, Facebook, etc.)	Parent Involvement	08/07/2017	05/25/2018	\$0	No Funding Required	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers

### Goal 3: To achieve and maintain 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 05/25/2018 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 school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

SY 2017-2018

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

Activity - Attendance Letters	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.	Behavioral Support Program	08/07/2017	05/25/2018	\$0	No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary
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	08/07/2017	05/25/2018	\$0	No Funding Required	Administrators (Principal and Title I Facilitator), Attendance Secretary, Grade Level/Data Teams, District Attendance Officer
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.	Behavioral Support Program	08/07/2017	05/25/2018	\$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



**ACIP**

White Plains Elementary School

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 at the end of the year for semester and all year Perfect Attendance.	Behavioral Support Program	08/07/2017	05/25/2018	\$0	No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers
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## 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
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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Direct Instruction, Technology, Academic Support Program	08/07/2017	05/24/2018	\$0	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, 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.	Behavioral Support Program	08/07/2017	05/25/2018	\$0	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary, District Attendance Officer

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Parent Communication Logs	Teachers will attempt to make 2 contacts per child per nine weeks 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	08/07/2017	05/25/2018	\$0	Administrator s (Principal and Title I Facilitator), Certified Teachers, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
Communicaton	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 (voice-recorded calls, newsletters, flyers, Twitter, Facebook, etc.)	Parent Involvement	08/07/2017	05/25/2018	\$0	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
Attendance Data Analysis	Monthly Monitoring of Unexcused Absences and Quarterly Data Analysis	Behavioral Support Program	08/07/2017	05/25/2018	\$0	Administrator s (Principal and Title I Facilitator), Attendance Secretary, Grade Level/Data Teams, District Attendance Officer

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White Plains Elementary School

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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Direct Instruction, Technology, Academic Support Program	08/07/2017	05/25/2018	\$0	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
Attendance Letters	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.	Behavioral Support Program	08/07/2017	05/25/2018	\$0	Administrator s (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary
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 at the end of the year for semester and all year Perfect Attendance.	Behavioral Support Program	08/07/2017	05/25/2018	\$0	Administrator s (Principal and Title I Facilitator), Certified 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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Direct Instruction, Technology, Academic Support Program	08/07/2017	05/24/2018	\$0	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
<b>Total</b>					\$0	

**Title I Part A**

**ACIP**

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/07/2017	05/24/2018	\$1600	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers
Professional Learning	Teachers 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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teachers. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599 Title II \$2000	Professional Learning	08/07/2017	05/25/2018	\$12952	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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Direct Instruction, Technology, Academic Support Program	08/07/2017	05/24/2018	\$27962	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

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School-Parent Connections	Involve parents through activities, meetings, training opportunities, etc to increase student achievement. Communication will be through multiple methods, including Home-Parent Connection Newsletter sent home monthly by counselor, Student Planner, Communication Folders, etc.	Parent Involvement	08/07/2017	05/25/2018	\$1678	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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Direct Instruction, Technology, Academic Support Program	08/07/2017	05/24/2018	\$27962	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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as 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 teachers. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599 Title II \$2000	Professional Learning	08/07/2017	05/24/2018	\$12952	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

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	08/07/2017	05/25/2018	\$1600	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers
Professional Development	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	08/07/2017	05/25/2018	\$12952	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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teachers. AMSTI may serve as one resource for PD opportunities and resources. Other resources, as available, may be utilized. *Funding for this item may be used through state and federally provided funds. (Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599 Title II \$2000	Professional Learning	08/07/2017	05/24/2018	\$12952	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

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	08/07/2017	05/24/2018	\$1600	Administrator s (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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Direct Instruction, Professional Learning, Technology, Academic Support Program	08/07/2017	05/25/2018	\$27962	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
<b>Total</b>					<b>\$142172</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Learning	<p>Teachers 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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Memberships in professional organizations and PD through such organizations (including travel and expenses) will be offered to administrators and teachers.                  *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below)                  Substitutes \$1600                  In-State Travel \$8589                  Out-of-State Travel \$2164                  Registration Fees \$599                  Title II \$2000</p>	Professional Learning	08/07/2017	05/25/2018	\$2000	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
Professional Learning	<p>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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. Outside agencies, such as 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 teachers. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599 Title II \$2000</p>	Professional Learning	08/07/2017	05/24/2018	\$2000	Administrator s (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist , Reading Coach, Collaborative/ Special Education Teachers
<b>Total</b>					<b>\$4000</b>	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback Data Document attached	Stakeholder Data Document 2017-2018

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

## Areas of Notable Achievement

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

The following were noted as strengths from stakeholder groups as seen through surveys conducted in the spring of 2017 for use in the development of the Continuous Improvement Plan:

#### Parent Surveys

The following indicators and standards were noted and scored at high levels of satisfaction (above 4.50). All scores on the Parent Survey ranged from 4.35 to 4.73 averages (on a 5.0 scale).

Indicator 2.2 - average score 4.50 - The governing body operates responsibly and functions effectively.

Indicator 2.4 - average score 4.51 - Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 3.5 - average score 4.58 - Teachers participate in collaborative learning communities to improve instruction and student learning.

Indicator 3.6 - average score 4.56 - Teachers implement the school's instructional process in support of student learning.

Indicator 3.10 - average score 4.54 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Indicator 4.1 - average score 4.60 - Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Indicator 4.3 - average score 4.73 - The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4 - average score 4.55 - The technology infrastructure supports the school's teaching, learning, and operational needs.

Indicator 5.4 - average score 4.66 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Indicator 4.59 - average score 4.59 - Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

#### Staff Surveys

The following indicators and standards were noted and scored at high levels of satisfaction (above 4.60). All scores on the Staff Survey ranged from 4.24 to 4.68 averages (on a 5.0 scale).

Indicator 4.1 - average score 4.68 - Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Indicator 4.3 - average score 4.63 - The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 5.4 - average score 4.6 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Indicator 5.5 - average score 4.63 - Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

#### Student Surveys

The following indicators and standards were noted and scored at high levels of satisfaction (above 2.90 on a 3.0 scale). All scores on the SY 2017-2018

Student Survey ranged from 2.52 to 3.0 averages (on a 3.0 scale).

Indicator 1.1 - average score 3.0 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 2.1 - average score 2.91 - The governing body establishes policies and supports practices that ensure effective administration of the school.

Indicator 2.4 - average score 3.0 - Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 3.1 - average score 2.99 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Indicator 4.3 - average score 2.91 - The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4 - average score 2.99 - Students and school personnel use a range of media and information resources to support the school's educational programs.

Indicator 4.5 - average score 2.97 - The technology infrastructure supports the school's teaching, learning, and operational needs.

Indicator 4.6 - average score 2.91 - The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Indicator 5.5 - average score 2.96- Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

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

Strengths across stakeholders were noted on the following indicators:

Strengths noted in both Parent and Students:

Indicator 2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 4.4 - The technology infrastructure supports the school's teaching, learning, and operational needs.

Strengths noted in both Parent and Staff:

Indicator 4.1 - Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Strengths noted in all, Staff Parent and Students:

Indicator 4.3 - The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 5.5 - Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

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

The following responses were noted on the annual Title I survey:

## **ACIP**

White Plains Elementary School

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### School

Collaborative decision-making in drafting, reviewing and revising the school's

Continuous Improvement Plan and using Title I funds to meet the needs of the plan and the students

Increased use of justifying purchases through Title I funds by using guiding questions to align with the current plan

### System

Provides training and up-to-date info on Title I Programs and Policies to Title I personnel (Title I Facilitators, Reading Interventionists, etc.)

Provides professional development through local training, workshops and conferences to teachers, staff and administrators

Provides materials and resources for teachers and parents to assist in strengthening the educational foundation of our students

Provides support staff to meet special needs through Parent Specialists to assist teachers/administrators in meeting physical, emotional and academic needs for students in need



## Areas in Need of Improvement

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

The following revealed the lowest satisfaction levels on indicators:

#### Parent Surveys

The following indicators and standards were noted and scored at the lowest levels of satisfaction (below 4.43). All scores on the Parent Survey ranged from 4.35 to 4.73 averages (on a 5.0 scale).

Indicator 1.1 - average score 4.42 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 2.3 - average score 4.35 - The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 2.5 - average score 4.43 - Leadership engages stakeholders effectively in support of the school's purpose and direction.

#### Staff Surveys

The following indicators and standards were noted and scored at the lowest levels of satisfaction (below 4.3). All scores on the Staff Survey ranged from 4.24 to 4.67 averages (on a 5.0 scale).

Indicator 3.5 - average score 4.24 - Teachers participate in collaborative learning communities to improve instruction and student learning.

Indicator 3.7 - average score 4.30 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

#### Student Surveys

The following indicators and standards were noted and scored at the lowest levels of satisfaction (below 2.6). All scores on the Student Survey ranged from 2.52 to 3.0 averages (on a 3.0 scale).

Indicator 3.8 - average 2.53 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 3.9 - average 2.52 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

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

When comparing the lowest indicators on stakeholder surveys, there were no correlations between the lowest indicators between parents, students and staff. However, we did note that all three groups of stakeholders did show a low satisfaction rating in Standard 3 Teaching and Assessing for Learning.

### 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, we are intentionally increasing our parent communication for teachers to make 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 and academics.

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

From our Title I Evaluation from the 2106-2017 school year, the following areas to improve were as follows:

School

Increase parental involvement

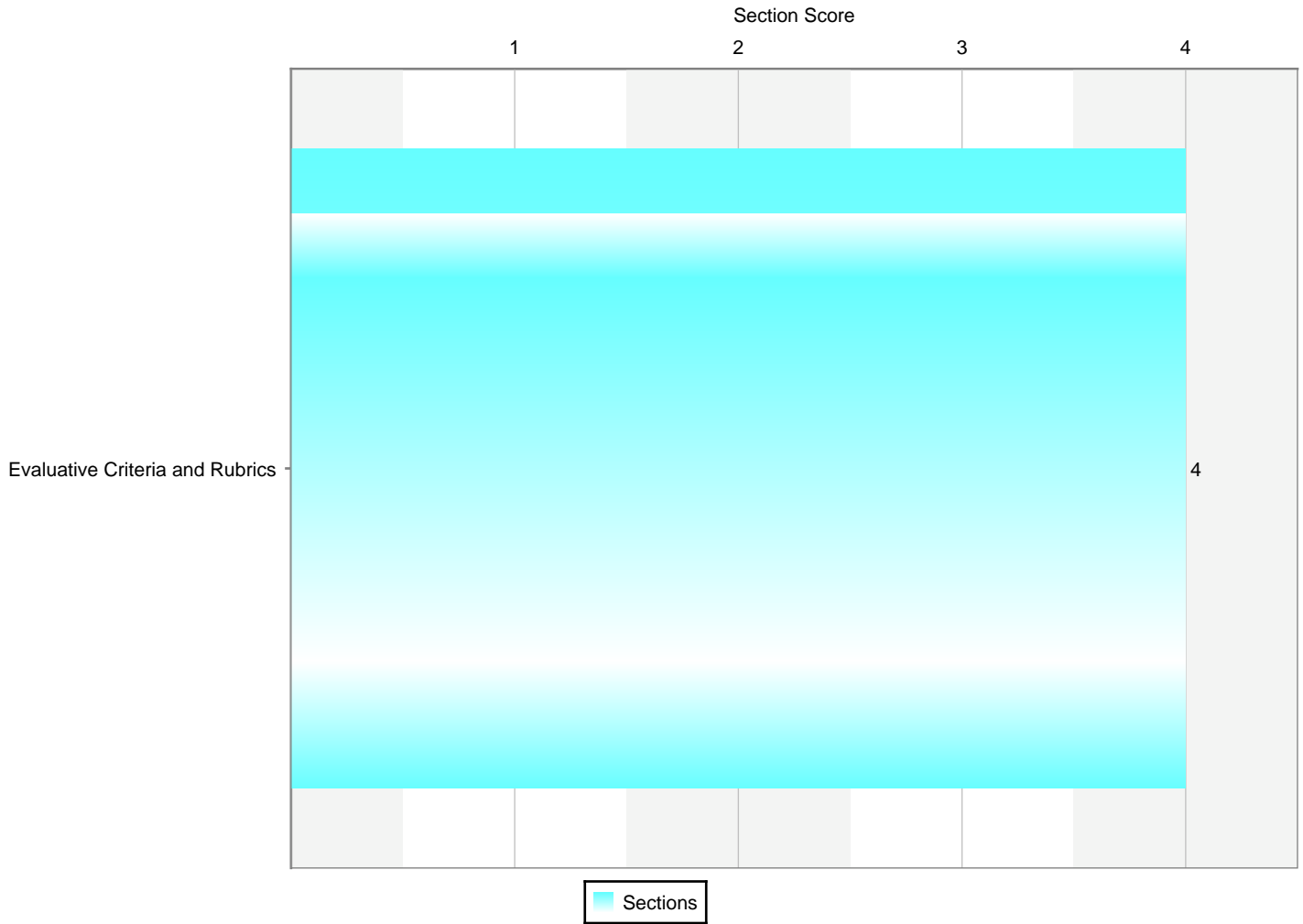
Continue to strengthen communication and decision-making within the school/parents during creation and review of CIP

System

Increase parental involvement

## Report Summary

### Scores By Section



# **2017-2018 Title I Schoolwide Diagnostic**

## Introduction

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

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

### How was the comprehensive needs assessment conducted?

Grade levels met to analyze their individual data as it related to school, system and state assessments. After viewing the data from various assessments, teachers noted strengths and weakness resulting from the data. The 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: STAR Reading Assessment, STAR Math Assessment, STRIDE Academy, ACT ASPIRE 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. Paper copies of the surveys were also sent home for parents with limited or no internet access. 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.

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 2016-2017 school year.

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

#### Academic Focus

In regards to DIBLES, Kindergarten ended the year showing 70.2% of students scoring Core Support, 5.3% scoring Strategic Support and 24.5% scoring Intensive Support on NWF. First Grade ended the year showing 75.5% of students scoring Core Support, 15.5% scoring Strategic Support and 9.1% scoring Intensive Support on ORF. Second Grade ended the year showing 75.8% of students scoring Core Support, 8.8% scoring Strategic Support and 15.4% scoring Intensive Support on ORF. Comparing these results to those of the 2015-2016 school year, Kindergarten students in 2015-2016 ended the year showing 43.4% of students scoring Core Support, 12% scoring Strategic Support and 44.6% scoring Intensive Support on NWF. First Grade ended the year showing 68.1% of students scoring Core Support, 9.9% scoring Strategic Support and 22% scoring Intensive Support on ORF. Students showed greater gains with more students scoring at the Core Support level in the 2016-2017 school year as compared to the number of students scoring at Core Support from the 2015-2016 school year. We also significantly reduced the number of students scoring at Intensive Support during the end of year assessment in 2016-2017 as compared to the number in the same category in the 2015-2016 school year.

In regards to STAR Reading, students made growth in reading at minimum of 0.9 grade equivalency between the pretest (August) and posttest (May). The least amount of gains was made in first grade with 0.9 grade equivalency gains and the greatest amount of gains was made in fourth grade making 1.5 grade equivalency gains.

In regards to STAR math, students made growth in reading at minimum of 1.3 grade equivalency between the pretest (August) and posttest (May). The least amount of gains was made in first and second grades with 1.3 grade equivalency gains and the greatest amount of gains was made in fourth grade making 2.3 grade equivalency gains.

In regards to ACT Aspire Reading, students scored lower in this area compared to mastery levels in math. Students scored at 56% proficient in third grade and 59% proficient in fourth grade during the 2017 spring administration of the assessment. Only 7% of four graders scored at level 1 (In Need of Support) proficiency level.

In regards to ACT Aspire Math, students performed stronger in the area of math. Students scored at 80% proficient in third grade and 79% proficient in fourth grade during the 2017 spring administration of the assessment. When looking at the longitudinal data, students in third grade during the 2015-2016 school year increased their proficiency levels from 73% to 79% during the 2016-2017 administration of the assessment as fourth graders. Fourth grade had no students scoring in the level 1 performance indicator (In Need of Support).

Data reveals that although gains were made in both reading and math during the 2016-2017 school year; however, the greatest gains were made in the area of math.

#### Learning Support Focus:

Realizing attendance plays a huge part in student success, WPES selected to incorporate attendance as the learning support focus for 2016-2017. This aligned with the district's plan goals of maintaining at least 95% average daily attendance. We met this goal for the 2016-2017 school year. We will continue this goal for the 2017-2018 school year.

#### Organizational 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 Glow Dance, 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, 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. During the 2015-2016 school year, we had 1405 stakeholders sign in for various events (lunches, conferences, workshops, volunteer events, etc). We increased stakeholder involvement to 2399 stakeholder sign ins for the 2016-2017 school year.

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

Goals for our ACIP plan for the 2016-2017 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) 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-2 Math - PNOA, 3-4 Reading - Scantron and 3-4 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.

#### 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 Stakeholder Feedback Diagnostic to help address our two lowest scoring areas which were parental engagement, communication and involvement (Standards Purpose and Direction and Governance and Leadership).

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

By analyzing perceptions of stakeholders, student achievement, school programs and demographic data, we were able to isolate areas of achievement and areas for improvement to address the areas of academics, learning supports and management. This helped us finalize our development of goals to address our areas of improvement with input from all stakeholders.

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

When developing the goals, the 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 all content areas.

The team also reviewed attendance data. With attendance being a district-wide focus, 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.

The goals are as follows:

#### 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) 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 appropriate benchmark assessments for our school.



**Learning 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.

**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 Stakeholder Feedback Diagnostic.

**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, ACT ASPIRE, STAR Reading, STAR Math, DIBELS and STRIDE. Teachers also consider classroom performance as an indicator. Teachers utilized DIBLES data for Kindergarten through 2nd grades and STAR Reading and STAR Math for 2nd-4th grades, along with STRIDE. OGAP PNOA will be used in Kindergarten through 1st grade for math to address student master of common core skills. This data came from the 2016-2017 school year. We also used ACT ASPRE data for state testing for 3rd-4th graders from the previous years. Surveys are utilized with all stakeholders, including parents, staff and students to gather data and perceptions to assist in writing and evaluating the plan.

Data is reviewed throughout the year formally through grade level meetings, data meetings, and RTI meetings. Teachers also monitor their own student data using data notebooks and data walls.

**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 1 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).

**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:**

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

**Measurable Objective 1:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Math in Mathematics by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments..

**Strategy1:**

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 area of math. Teachers may incorporate math strategies through the science curriculum (ex. graphs, charts, data, etc). Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, PNOA, etc). Kindergarten through Second Grade teachers will utilize PNOA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use 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](http://courses.edtechleaders.org/documents/data_decision/safer.pdf)

**ACIP**

White Plains Elementary School

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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Direct Instruction Technology Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings	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	08/07/2017	05/25/2018	\$1600 - 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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Academic Support Program Professional Learning Technology Direct Instruction	08/07/2017	05/25/2018	\$27962 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers 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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599	Professional Learning	08/07/2017	05/25/2018	\$12952 - 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:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Reading by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments. .

**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 area of reading. Teachers may incorporate reading strategies for non-fiction text through the science and social studies curriculum. Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, DIBELS, etc). Kindergarten through Second Grade teachers will utilize DIBELS for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

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

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

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Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional supplies to enhance instruction in the classroom, assist with instruction, and increase interventions. Purchases may include student materials, curriculum support, technology and instructional supply resources.  *Funding listed with this activity will be used to purchase items for all core subject areas as well as technology items for use for students and teachers to meet college and career ready standards. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Technology Direct Instruction Academic Support Program Professional Learning	08/07/2017	05/25/2018	\$27962 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers 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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599	Professional Learning	08/07/2017	05/25/2018	\$12952 - 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	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	08/07/2017	05/25/2018	\$1600 - Title I Part A	Administration (Principal & Title I Facilitator), Certified Teachers, Reading Interventionist, Reading Coach

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. These tools include, but are not limited to STRIDE Academy and myOn. 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Technology Academic Support Program Direct Instruction	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Reading Coach, Reading Interventionist, Parents

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

**Goal 1:**

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

**Measurable Objective 1:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Reading by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments. .

**Strategy1:**

Reading Instruction & Progress Monitoring - Teachers will utilize a variety of resources to engages students in college and career ready standards, instruction and assessments in the area of reading. Teachers may incorporate reading strategies for non-fiction text through the science and social studies curriculum. Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, DIBELS, etc). Kindergarten through Second Grade teachers will utilize DIBELS for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

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

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers 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. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599	Professional Learning	08/07/2017	05/25/2018	\$12952 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

Activity - Classroom Instruction & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Purchase additional supplies to enhance instruction in the classroom, assist with instruction, and increase interventions. Purchases may include student materials, curriculum support, technology and instructional supply resources.</p> <p>*Funding listed with this activity will be used to purchase items for all core subject areas as well as technology items for use for students and teachers to meet college and career ready standards. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500</p>	Academic Support Program Professional Learning Direct Instruction Technology	08/07/2017	05/25/2018	\$27962 - 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	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>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.</p>	Professional Learning	08/07/2017	05/25/2018	\$1600 - Title I Part A	Administration (Principal & Title I Facilitator), Certified Teachers, Reading Interventionist, Reading Coach

Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>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. These tools include, but are not limited to STRIDE Academy and myOn. 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.</p>	Direct Instruction Academic Support Program Technology	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Reading Coach, Reading Interventionist, Parents

**Measurable Objective 2:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Math in Mathematics by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments..

**Strategy1:**



Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engages students in college and career ready standards, instruction and assessments in the area of math. Teachers may incorporate math strategies through the science curriculum (ex. graphs, charts, data, etc). Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, PNOA, etc). Kindergarten through Second Grade teachers will utilize PNOA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use 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

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers 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. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599	Professional Learning	08/07/2017	05/25/2018	\$12952 - 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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Technology Academic Support Program Direct Instruction Professional Learning	08/07/2017	05/25/2018	\$27962 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Technology Academic Support Program Direct Instruction	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

Activity - Data Meetings	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	08/07/2017	05/25/2018	\$1600 - Title I Part A	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**Goal 2:**

To achieve and maintain 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 05/25/2018 as measured by monthly attendance reports using INow.

**Strategy1:**

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 school based attendance supervisor or attendance secretary.

Category: Develop/Implement Learning Supports

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

**ACIP**

White Plains Elementary School

Activity - Attendance Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly Monitoring of Unexcused Absences and Quarterly Data Analysis	Behavioral Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Attendance Secretary, Grade Level/Data Teams, District Attendance Officer

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Behavioral Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Attendance Secretary

Activity - Referral to Truancy Court	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2017	05/25/2018	\$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	Funding Amount & Source	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 at the end of the year for semester and all year Perfect Attendance.	Behavioral Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified 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:**

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

**Measurable Objective 1:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Math in Mathematics by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments..

**Strategy1:**

Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engages students in college and career ready standards, instruction and assessments in the area of math. Teachers may incorporate math strategies through the science curriculum (ex. graphs, charts, data, etc). Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, PNOA, etc). Kindergarten through Second Grade teachers will utilize PNOA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use 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

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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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Technology Direct Instruction Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**ACIP**

White Plains Elementary School

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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Technology Academic Support Program Professional Learning Direct Instruction	08/07/2017	05/25/2018	\$27962 - 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	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	08/07/2017	05/25/2018	\$1600 - 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 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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599	Professional Learning	08/07/2017	05/25/2018	\$12952 - 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:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Reading by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments. .

**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 area of reading. Teachers may incorporate reading strategies for non-fiction text through the science and social studies curriculum. Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, DIBELS, etc).

Kindergarten through Second Grade teachers will utilize DIBELS for benchmark assessments, as well as a resource tool for progress  
SY 2017-2018

monitoring. Third and Fourth Grades will use Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

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

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

[http://courses.edtechleaders.org/documents/data\\_decision/safer.pdf](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. These tools include, but are not limited to STRIDE Academy and myOn. 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Academic Support Program Direct Instruction Technology	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Reading Coach, Reading Interventionist, Parents

Activity - Data Meetings	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	08/07/2017	05/25/2018	\$1600 - Title I Part A	Administration (Principal & Title I Facilitator), Certified Teachers, Reading Interventionist, Reading Coach

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers 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 activities such as peer visits, observations, collaborative planning, workshops, meetings, book studies, presentation and online learning. *Funding for this item may be used through state and federally provided funds.(Title I Funding designations listed below) Substitutes \$1600 In-State Travel \$8589 Out-of-State Travel \$2164 Registration Fees \$599	Professional Learning	08/07/2017	05/25/2018	\$12952 - 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
<p>Purchase additional supplies to enhance instruction in the classroom, assist with instruction, and increase interventions. Purchases may include student materials, curriculum support, technology and instructional supply resources.</p> <p>*Funding listed with this activity will be used to purchase items for all core subject areas as well as technology items for use for students and teachers to meet college and career ready standards.</p> <p>Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500</p>	<p>Technology Professional Learning Academic Support Program Direct Instruction</p>	<p>08/07/2017</p>	<p>05/25/2018</p>	<p>\$27962 - Title I Part A</p>	<p>Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers</p>

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

**Goal 1:**

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

**Measurable Objective 1:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Reading by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments. .

**Strategy1:**

Reading Instruction & Progress Monitoring - Teachers will utilize a variety of resources to engages students in college and career ready standards, instruction and assessments in the area of reading. Teachers may incorporate reading strategies for non-fiction text through the science and social studies curriculum. Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, DIBELS, etc). Kindergarten through Second Grade teachers will utilize DIBELS for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

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Activity - Online Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>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. These tools include, but are not limited to STRIDE Academy and myOn. 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.</p>	Academic Support Program Direct Instruction Technology	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator/Assistant Principal), Certified Teachers, Reading Coach, Reading Interventionist, Parents

**Measurable Objective 2:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Math in Mathematics by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments..

**Strategy1:**

Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engages students in college and career ready standards, instruction and assessments in the area of math. Teachers may incorporate math strategies through the science curriculum (ex. graphs, charts, data, etc). Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, PNOA, etc). Kindergarten through Second Grade teachers will utilize PNOA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

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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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Academic Support Program Direct Instruction Technology	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

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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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Professional Learning Academic Support Program Technology Direct Instruction	08/07/2017	05/25/2018	\$27962 - 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		Attestation 2107-2018

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		Attestation 2107-2018

**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 hires 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 teachers from the 2016-2017 faculty, both certified staff members. All were based upon transfer out of system or retirement: and moves to other systems.

Out of system transfers = 2 certified

Retired = 1 certified

WPES is two units less than the 2016-2017 school year. This year we have a total of 26 homeroom teachers.

### 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 2017-2018 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.

In order to encourage retention of new teachers, the district utilizes a new teach mentor program.

## **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 through 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 adopted a new method for teacher evaluation called Educator Effectiveness Plan. Through this plan, teachers collaboratively 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

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

### **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:

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

### Measurable Objective 1:

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Math in Mathematics by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments..

### Strategy1:

Math Instruction and Progress Monitoring - Teachers will utilize a variety of resources to engages students in college and career ready standards, instruction and assessments in the area of math. Teachers may incorporate math strategies through the science curriculum (ex. graphs, charts, data, etc). Teachers may utilize textbooks as well as supplemental materials to address standards and skills. Teachers will progress monitor students using grade appropriate progress monitoring tools to determine student performance in the area of reading, including formal and informal tools (including but not limited to Scantron Performance, Scantron Achievement, PNOA, etc). Kindergarten through Second Grade teachers will utilize PNOA for benchmark assessments, as well as a resource tool for progress monitoring. Third and Fourth Grades will use Scantron Performance and Achievement Series assessments for benchmark assessments, as well as a resource tool for progress monitoring.

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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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 listed with this activity will be used to purchase items for all core subject areas. Classroom Supply \$2500 Instructional Supply \$13962 Technology \$11500	Direct Instruction Academic Support Program Professional Learning Technology	08/07/2017	05/25/2018	\$27962 - 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. One tool used is STRIDE Academy; 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. STRIDE Pride data boards will highlight successes and progress for grade levels and for individual students. Individual rewards for progress may come through rewards, certificates, trophies, etc. Data gained from PMA assessments, quizzes, projects and benchmark checks may be used in data meeting or parent conferences. Parents may access STRIDE to view student progress.	Direct Instruction Technology Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Administrators (Principal and Title I Facilitator), Certified Teachers, Support Staff, Reading Interventionist, Reading Coach, Collaborative/Special Education Teachers

**Measurable Objective 2:**

A 2% increase of Third and Fourth grade students will demonstrate a proficiency by scoring at Quartile 3 (Average High) or Quartile 4 (Above Average) in Reading by 05/24/2018 as measured by comparing beginning of the year assessments to end of the year assessments on Scranton Performance Series Assessments. .

**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 area of reading. Teachers may incorporate reading strategies for non-fiction text through the SY 2017-2018

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

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**Narrative:**

Meet & Greet day affords incoming kindergarteners to explore the school with their parents, meet the teachers and staff and see their learning environment. A middle school tour is set for the last month of school. Fourth graders visit the middle school and explore the campus. Additionally, an evening open house allows parents to learn more about the middle school transition and expectations. Open House and Orientation nights allow parents to explore the school, see multiple grade levels, interact with teachers/staff and learn more about the school.

## 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. Additionally, teachers serve on grade level RTI committees which meet monthly to review data, track student progress and address needs of struggling students. All faculty/staff serve on Professional Learning Teams that meet to discuss professional development issues. 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.

### **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.

### **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 STRIDE Academy, an online programs that assist in diagnoses individual students' strengths and skill gaps on common core & state standards, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students may access this program at school and at home free of charge thanks to a grant our school received for the 2017-2018 school year. Students may also use myOn to extend reading opportunities to students outside the school hours.

### **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.

**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 - 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 weekly to help them learn the English language. The teachers use the EL resources and standards to teach the students 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.

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 and clothing.

Neglected Students- These students are given mentors in partnership with the Anniston Army Depot or other agencies. 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 46% 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.

**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.

**Component 10: Evaluation (Sec.1114(b)(3)):****How does the school evaluate the implementation of the schoolwide program?**

The administrators and the Leadership Team conduct regular walkthroughs to evaluate the implementation of the school-wide program. Teachers submit evidence of progress toward the school-wide program goals into a documentation box. 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.

**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, STRIDE Academy, DIBELS, PNOA and weekly assessments. For students with an RTI plan, the school utilizes Rate of Improvement graphs or reports from assessment program (Scantron, STRIDE, etc.) to ascertain whether or not students are attaining an adequate rate of improvement.

**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.



# **2017-2018 Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

**FTE Teacher Units**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Teachers assigned units.	33.99

**Provide the number of classroom teachers.**

34.00

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the FTE Teacher Units.	1740981.0

Total

1,740,981.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.5

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	81830.0

Total

81,830.00

### Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31947.0

Total

31,947.00

**Counselor**

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

**Provide the number of Counselors.**

1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Counselor.	56309.0

Total

56,309.00

### Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	52268.0

Total

52,268.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00



### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

### Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7929.51

Total

7,929.51

### 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.	2907.35

Total

2,907.35

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.17

Provide the number of EL Teachers.

1.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	9176.0

Total

9,176.00

### 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.	15803.0

Total

15,803.00

## 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.	1141.2

Total

1,141.20

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	83828.96

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

## Title I Facilitator

Title I Facilitator Salary \$31947.00

Title I Facilitator Insurance \$4800.00

Title I Facilitator Retirement \$3910.00

Title I Facilitator Social Security \$1814.00

Title I Facilitator Medicare \$424.00

Title I Facilitator Unemployment \$19.00

## Instructional

Classroom Supplies \$2500.00

Other Instructional Supplies \$13962.00

Computer Hardware \$11500.00

## Professional Development

Substitutes \$1600.00

In-State Travel \$8589.96

Out-of-State Travel \$2164.00

Registration Fees \$599.00

Parent Instructional Supplies \$1678.42 (not part of PPA)

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	2000.0

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

Professional Dues \$1238

Registration and In-State Travel \$782



**Title III**

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

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

Funding for ELL is distributed through the Central Office to cover the district purchases.

**Title IV**

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

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

Not applicable for WPES for 2017-2018 school year.

**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.**

Not applicable for WPES for 2017-2018 school year.

### 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.**

Not applicable for WPES for 2017-2018 school year.

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## 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.**

Not applicable for WPES for 2017-2018 school year.

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

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

Not applicable for WPES for 2017-2018 school year.

**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.**

Not applicable for WPES for 2017-2018 school year.

### Local Funds

Label	Question	Value
1.	Provide the total	225181.0

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

The following breakdown shows the budgeted items for WPES for 2017-2018 from local funds:

Public

- Purchased Supplies \$37825.00
- Materials and Supplies \$116284.00
- Other Objects \$4250.00
- Other Fund Uses \$2000.00
- Total Public: \$160359.00

Non-Public

- Purchased Supplies \$16114.00
- Materials and Supplies \$32803.00
- Other Objects \$15245.00
- Other Fund Uses \$660.00
- Total Non-Public \$64822.00

Other Funds (Robotics, Library Funds, Library Donations, Yearbook, Grant Funds, Field Trip Funds, Choir) are designated for specific use and are not included in these totals.

# **2017-2018 Parent and Family Engagement**



## **Introduction**

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

## Parent and Family Engagement

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

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 the automated call/messaging system. 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.

The annual meeting for 2017-2018 was scheduled for September 12, 2017 at 8:00 a.m. and 5:30 p.m.

**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. 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 through 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.

**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))**

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 the 1% 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.

**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. 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 document 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.

Parent-Teacher Compacts are available in Spanish and other languages through TransAct to assist 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 September 12, 2017 at both 8:00 a.m. and 5:30 p.m. in the school lunchroom. The meeting was led

by Jennifer Edwards, Title I Facilitator/Assistant Principal and Jonathan Gilbert, Principal.

**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 2 contacts per child per nine weeks.

**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)**

Parent workshops at the local and district level provide parents with the opportunities to gain strategies, materials and a greater understanding of how to work with their child at home. At the district level workshops, such as Math University, assist parents in gaining a greater understanding of using math strategies, how to help with homework and exploration with new standards. Local school workshops, such as Reading Workshops, help parents understand foundational reading skills as well as creating hands-on activities and resources to 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. Resources are also available in the school library. These resources include flashcards, videos, activity bags, books and more. These resources were purchased using Title I Parent involvement funding.

WPES also utilizes STRIDE Academy, an online practice for science, reading, language arts and math. This program offers both accelerated practice as well as intervention based upon student needs. It is available both at school and at home for those with internet/mobile access. Parents may receive weekly updates on their child's progress within the program.

Students may also utilize myOn, an online reading program levelized to the student's reading ability at home and at school. Parents, teachers and students may gauge individual progress in reading through myOn.

Parents may see progress at home with the online access to grades through INow Home Portal. With Parenting funds, WPES purchased communication planners to help with home-to-school communication. The planners also included the student handbook and important calendar dates.

**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. Resources are also available in the school library. 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, and automated call messages.

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 nine weeks 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
- 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 is available during school hours and also is present during school events here at WPES to assist 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 assist 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.