

WES 2019-2020 Title I Schoolwide Diagnostic for ACIP

2019-2020 Title I Schoolwide Diagnostic for ACIP

Weaver Elementary School

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2019-2020 Title I Schoolwide Diagnostic for ACIP

Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The Continuous Improvement Team collects and analyzes data in order to accurately assess school-wide needs. Immediately after test data becomes available, this committee begins meeting as we attempt to analyze assessment data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty as a whole. This leadership team is comprised of parents, teachers from each grade level, the library media specialist, the counselor, the reading interventionist, special education staff, the principal, and the assistant principal. This information is then used to appropriately allocate money and other resources as we attempt to facilitate the implementation of school-wide reform measures. This committee is responsible for: 1.) collecting, analyzing, and reporting assessment data from Scantron, DIBELS, STAR Reading, STAR Math, and any other current, relevant data. 2.) Compilation, dissemination, and implementation of the Continuous Improvement Plan. 3.) Allocating funds for activities, programs, and materials based on the results of the school-wide needs assessment. 4.) Disseminating information to staff regarding professional development opportunities such as workshops and in-service.

2. What were the results of the comprehensive needs assessment?

End of Year Scantron results: 3rd Grade Reading - 62% proficient or exceeding 4th Grade Reading - 43% proficient or exceeding 5th Grade Reading - 54% proficient or exceeding 6th Grade Reading - 50% proficient or exceeding 3rd Grade Math - 56% proficient or exceeding 4th Grade Math - 29% proficient or exceeding 5th Grade Math - 40% proficient or exceeding 6th Grade Math - 40% proficient or exceeding DIBELS Data: Kindergarten - 26% proficient (mid-year) and 84% proficient (end of year) 1st Grade - 64% proficient (mid-year) and 53% proficient (end of year) 2nd Grade - 75% proficient (mid-year) and 76% proficient (end of year) Attendance data revealed an increase in the number of absences from 4,245 (2018) to 4,565 (2019). Discipline data revealed an increase in office referrals from 140 (2018) to 190 (2019).

3. What conclusions were drawn from the results?

There is a need to increase proficiency in reading and Math. Overall Reading proficiency was 52.25, and overall Math proficiency was 41.25 (11 points lower), so the need in Math appears to be even greater. 4th grade Math was well below areas at 29% proficient. There is also a continued need to focus on discipline referrals and attendance rates.

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

The Foundations will be our main school-wide program. Foundations will create the basis for a safe and civil school environment. As this is year 2 of implementation, there will be additional professional development, and the team will continue to work on lesson plans and procedures for school-wide common areas. The CHAMPS behavior intervention support system will be implemented school-wide to decrease the number of discipline referrals. Weaver Elementary will continue as a Learning Supports school where we focus on decreasing the number of unexcused absences, decreasing tardies, and discipline referrals. Students have the opportunity to earn positive office referrals for exemplary behavior and for demonstrating the guidelines for success (W-Work Hard; E-Encourage Others; S-Show Respect). Weaver Elementary will continue to focus on student achievement through data meetings, PST meetings, and on going professional development. PAWS (Partnering Altogether with Students Mentoring Program) provides students with additional support through frequent communications with assigned teacher or staff

mentor. Parent survey data revealed that parents tend to feel welcome at Weaver Elementary and that the school encourages them to be involved in their child's education. Of parent involvement activities offered at the school, more parents participated in parent-teacher conferences than in other offerings, such as annual meetings and development of family engagement policies. Parents prefer text messages and e-mails rather than telephone calls or written notices. A small percentages of respondents indicated that they had difficulty reaching their child's classroom teacher(s) to discuss their child. A number of parents expressed interested in tutoring or other programs to help their children.

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

As a school, we have met in committees to address any weaknesses and decided on the appropriate strategies to use in setting goals. Focusing on the whole child has led us to focusing on behaviors and ownership of responsibilities, rather than just academics. Foundations is implemented not only by teachers, but by the principal, assistant principal, lunchroom workers, custodians, bus drivers, and other school staff as well. Foundations training focuses on following guiding principles and creating safe and civil schools.

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

Goals are set using a variety of data from several research-based proven programs. Data is gathered and reviewed monthly from STARReading and Math, iRead, IXL, DIBELS progress monitoring, and Waterford. Data is gathered and reviewed at the beginning, middle, and end of the school year for Reading and Math. Wonders Reading and Eureka math data are gathered weekly in the classroom. Data from Scantron Performance Series Express and STAR Reading and Math are used for Reading and Math in grades 3-6 and Science in grade 5. Grade levels are required to meet weekly. PST and Data Meetings are held monthly. Data is also reviewed from parent surveys as well as discipline and attendance data from the student information system.

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

The goals ensure that all students, including students with disabilities, disadvantaged students, and minority students, are receiving content standard instruction appropriate to their grade level and need. Students struggling and performing below grade level will be referred to the Problem Solving Team (PST). The PST will write a plan specifically for the student, and continue to review the student's performance monthly in grade level data meetings. A letter and visual graph of the student's performance will be sent home monthly to parents regarding the PST plan. If a student fails to make adequate progress in meeting the goals set forth in the plan, the PST team may make the decision to refer the student for further testing for possible Special Education services.

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

1. 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.

Daily instruction through Tier 1 whole group and small group instruction through Core programs; Targeted interventions for Tier 2 and Tier 3 during Academic Opportunities time (including Spire, Rewards, System 44, Read 180, Language!, OGAP, Wonders, Orton-Gillingham, iRead, myON, IXL, Fact Fluency, etc.); Technology Team; Robotics; Broadcast Team; Bearcat Ambassadors; PAWS Mentoring program; Gifted program, Scholars' Bowl; Math Team

2. 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.)

The Guidance Counselor attends training so that she is well-equipped to provide counseling and support for students who are in need of such services. When students are in need of additional mental health services, the school may work with the district level staff to make referrals. Students who are at-risk due academic and/or behavioral needs may be placed before the PST Team, and an RTI plan will be written, implemented, and monitored to provide appropriate interventions. The PAWS Mentoring program provides all students with a school-based mentor. Students in grades 1-6 receive targeted interventions and support during the Walk to Learn or Academic Opportunities intervention blocks. Examples of interventions include: Spire, Rewards, System 44, Read 180, Language!, OGAP, Wonders, Orton-Gillingham, iRead, myON, IXL, Fact Fluency, etc.

3. 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**.

Weaver Elementary School offers additional assistance to students who are experiencing difficulty mastering academic skills through after school tutoring during the spring semester. Students also have the ability to access the IXL, a computer based math and language arts tutorial program. Another program to address student needs is myON, a computer-based personalized literacy program, incorporating digital reading for students. Math instruction is further supported through Zearn, an online instructional Eureka Math program. Students in K-2 can access iRead, which provided targeted support for early literacy skills. IXL, myON, Zearn, and iRead can all be accessed at home in order to extend the reinforcement of academic skills beyond the regular school day.

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

Every effort is made at the local and district level to mitigate the barriers for learning for all students with specific needs. These efforts include but are not limited to the following: Migrant: Assist with transition as outlined in transition plan, connect with community services to assist with housing, utilities, clothing and food, declare homeless with all assistance if all applicable, utilize our parent liaison and McKinney-Vento representative, Becky Cox, to assist with these needs. English Language Learners (ELL): Provide instructional assistance, TIER III intervention with ELL teacher. The ELL teacher is located on site and is easily accessible to our ELL students. Economically Disadvantaged (ED): Provide application for free and reduced meals, provide school supplies through local donations, schedule field trips to venues that provide free admission for free/reduced meal students, connect parents with local community services to assist with housing, utilities, clothing, and food. We have two programs, Snack Buddies and Blessings in a Backpack, that provide food for economically disadvantaged students. We just began a partnership with the Community Foodbank of Central Alabama to offer monthly boxes of nonperishable goods as well

as fresh produce to families in need. Special Education: Enlist parental involvement, seek extensive background information, change accommodations, provide additional classroom support, TIER III intervention, reevaluation, communicate often with student case manager. Neglected and/ or Delinquent: Connect with community services if applicable, collaboration with family court, enlist increased parental involvement, use of behavior contract, establish behavior plan, with input from all stake holders, provide alternative educational setting, communicate with counselor, create a PST plan. Homeless: Comply with all provisions of the McKinney-Vento Act, cover all school cost, provide free meals, provide school clothes to meet dress code, provide a tablet to use in the classroom, provide for medical needs if necessary, provide transportation to school of origin, provide food assistance, provide after school care if needed, connect with community services, contact Becky Cox.

5. 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.

We provide student data to parents of English Learners in their native language. We have annual meetings with all parents of EL students to go over data and have our EL teacher present. If parents have questions that arise during the school year, we also schedule conferences to address concerns about needs and academic concerns.

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

There were two teachers who left at the end of the 2018-2019 school year. One teacher had the opportunity to take a job in her home county, from which she was commuting each day. The other teacher was relocating out of state.

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

Approximately 90% of all certified staff members at Weaver Elementary have at least 10 years or more experience in teaching. Many of our teachers truly serve as teacher leaders. We use the expertise in the building to accomplish professional development, teacher mentoring, and peer to peer reflections.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

We have a low turnover rate at WES. We implement a new teacher mentor program to help acclimate new teachers to the profession. Our system also provides support for new teachers from the Professional Development Specialist, and teachers can also receive support and coaching from the school's literacy coach.

9. Describe how data is used from academic assessments to determine professional development.

Teachers will participate in ongoing professional development on STAR Reading and Math, DIBELS, PNOA, Scantron Express, and ACAP during the 2019-2020 school year. Scantron, DIBELS, and PNOA data is analyzed to determine the professional development needs of the faculty. Teachers analyze the data to drive their instruction. All teachers first through sixth grade will participate in Academic Opportunities where teachers will use research based curriculum such as, Read 180, System 44, V-Math, Comprehension Tool Kit, SPIRE, Rewards, Language !, and Engage New York, in order to provide differentiated instruction based on individual student needs. Every teacher will continue to attend professional development in order to deepen their knowledge in their content area. The district's professional development specialist will provide additional PD, especially in the area of Math, through Lunch and Learns and monthly PD opportunities after school. The reading coach will provide support through use of coaching cycles based on individual and grade level needs.

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

During the summer of 2019, teachers of Weaver Elementary School attended a variety of professional development activities. Teachers will attend ongoing professional development opportunities embedded within data and grade level meetings throughout the 2019-2020 school year. Faculty and staff will continue to participate in OGAP, AMSTI, Engage New York, ARI, LETRS, Orton-Gillingham, and PLT professional development activities. The JSU Inservice center provides professional development for teachers, including online book studies facilitated through Google Classroom. Some teachers will also participate in site visits among our district's other schools in order to add exposure of other instructional strategies and techniques to assist in continuing to improve instruction and academic success of students. Parents/stakeholders are invited to learn about and participate in informational sessions and hands-on activities throughout the year at both the county and local level. Paraprofessionals receive training and support through the district-level special education department. Administrators are members of CLAS and NAESP which offer professional development throughout the year to enhance their performance as instructional leaders.

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

Data meetings are conducted to mentor new teachers in monitoring student progress as well as advisement in RTI steps that new teachers can take in classrooms. New teachers at WES are assigned a seasoned teacher to mentor them through their first year at WES with curriculum as well as procedural questions/needs. The Calhoun County School System has a mentoring program for new teachers in effect. Calhoun County Schools follows the State of Alabama Mentor Program. At the beginning of the school year, new teachers receive two days of complete training designed to familiarize themselves to their new jobs. A school based mentor is assigned to each new teacher and will provide support and guidance in all critical areas. Mentor teachers model to ensure objective mastery and assist in clerical responsibilities of a teacher.

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

Calhoun County teacher have the opportunity to earn Flex Days over the summer by attending professional development offerings at the school, district, and regional level. Additional professional development opportunities are embedded at the local school level throughout the year, such as through lunch and learns, during grade level meetings, or during times of detached duty where substitutes are provided for teacher to attend professional development. The district professional development specialist is also working to offer monthly professional development sessions after school hours at the district level. Professional development opportunities are available on STI-PD. Teachers and staff must register for sessions with attendance being taken at the session. The instructor of the professional development/principal is responsible for ensuring participants receive CEU's for professional development upon completion of session. Teachers are required to frequently update their Educator Effectiveness with evidence of professional development geared toward personal PLP goal. Professional development is ongoing as teachers use peer coaching with on-site classroom visits. When administrators and the leadership conduct walk throughs, there are "looks fors" to determine if knowledge gained from professional development is being implemented and to identify areas of need for continued professional development.

13. 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.

The P.A.W.S. Mentor Program matches school staff with a group of elementary students. The P.A.W.S. mentors meet with their students at least once a month as a group and on a one-on-one basis as needed. The guidance counselor provides support, as needed, during transitions. The district parent liaison provides workshops for Kindergarten parents during the Spring prior to the Kindergarten year and after the year starts. Sixth grade students have opportunities to visit the high school at various times, such as during the Homecoming pep rally, to experience student life at the high school level.

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

(N/A for Elementary Schools)

N/A

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. 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?

Each year, the school leadership team reviews the previous year's Continuous Improvement Plan to assess the degree to which implemented strategies have been realized. In an effort to determine areas of challenge that need to be included in the current year plan, the school leadership team, school staff, and interested parents begin analyzing information from a variety of data sources including standardized assessment, parent data, School Incident Report, Educator Effectiveness, and other LEA and local school records. The information collected from this disaggregated data is then used for decision making, goal setting, and the appropriate allocation of funding and other resources as we attempt to facilitate the implementation of school-wide reform measures. Each year the improvement is reviewed and evaluated monthly with data from formative/progress monitoring and mid-year assessments and classroom walk throughs to see if the school is on target to meet its goals. The Continuous Improvement Team collects and analyzes data in order to accurately assess school-wide needs. Immediately after state assessment data becomes available, this committee begins meeting as we attempt to analyze assessment data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty as a whole. This leadership team is comprised of parents, teachers from each grade level, the library media specialist, the counselor, the reading interventionist, special education staff, the principal, and the assistant principal. This information is then used to appropriately allocate money and other resources as we attempt to facilitate the implementation of school-wide reform measures. The committee works to: 1.) collect, analyze, and report assessment data from Scantron Express, ACAP, STAR Reading, STAR Math, DIBELS, PNOA, and Access for ELL's. 2.) Compile, disseminate, and implement the Continuous Improvement Plan. 3.) Allocate funds for activities, programs, and materials based on the results of the school-wide needs assessment. 4.) Disseminate information to staff regarding professional development opportunities such as workshops and in-service. 5.) Have students participate in formative assessments throughout the year to determine increases in achievement (such as through STAR Reading and Math, DIBELS, and PNOA)

2. 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?

Through weekly progress monitoring, monthly PST data meetings, and daily interventions, we evaluate student progress to find out if the students are achieving academic growth. If no academic growth is observable, data is then used to determine the best course of action, and the student's plan is changed to ensure academic growth is occurring. Students in grades 1-6 are placed into Academic Opportunities classes to provide optimal levels of achievement and growth for all students based on their individualized needs.

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

Each year, the school leadership team reviews the previous year's Continuous Improvement Plan to assess the degree to which implemented strategies have been realized. This information is shared with all interested stakeholders. Elements which have been successfully mastered are celebrated, while those that have not been mastered are selected for inclusion in the next year's plan. In an effort to ascertain areas of challenge that need to be included in the current year's plan, the school leadership team, school staff, and interested parents begin analyzing information from a variety of data sources including standardized assessment, parent survey, School Incident Report, Educator Effectiveness, and other LEA and local school records. The information gleaned from this disaggregated data is then used for decision making, goal setting, and the appropriate allocation of funding and other resources as we attempt to facilitate the implementation of school-wide reform measures.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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.

-Strategies Classes/Academic Opportunity Time-Project-based Learning-One-to-One Devices-Preschool Program-Enrichment Program (Gifted)-Title I Financial Assistance-Multi-Sensory Language Experience (MSLE), Rewards, Sound Sensible, Spire, Read 180, System 44, Comprehension Toolkit, Orton-Gillingham -Foundations/CHAMPS Behavioral Support System

2. 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).

Weaver Elementary school is a bully-free zone. We have a zero tolerance policy for bullying and our counselor provides monthly sessions with each grade level to promote positive, bully-free behavior. CHAMPS Behavioral Support is an evidence-based, proactive approach to classroom behavior management that provides teachers and staff with a collection of positive behavioral strategies to ensure the success of all students. Annual Girls' Night Out for fifth and sixth grade girls focuses on social aggression, while providing a bonding experience. Homeless students are resourced using the McKinney Vento Program which identifies students that are homeless and at-risk. The Parent Involvement Specialist provides these students in need with resources. P.A.W.S (Partnering All Together With Students) mentoring allows all faculty and staff to mentor small, differentiated grade level groups to promote community among students across the school.

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- YES**
- NO
- N/A

ATTACHMENTS

Attachment Name



[2018-2019 ACIP Evaluation](#)



[ACIP Leadership Team Signatures Page](#)



[Title I Needs Assessment and Preliminary Improvement Plan](#)



[WES Compact 2019-2020](#)

2. 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**
- NO
- N/A

3. 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**
- NO
- N/A

Parent and Family Engagement

1. 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))

At the annual parent orientation meeting held prior to the beginning of the school year, the school principal will speak with parents about school programs, policies, and procedures. Donna Harbin, Assistant Principal/Title One Facilitator at Weaver Elementary School, will hold a separate meeting called the Initial Title One Meeting for parents. These meeting will be held at two different times to of the day, one in the morning and one in the afternoon, to accommodate as many parents as possible. All parents are sent an invitation, with dates and times, in the student's communicator. Information about these meetings will be on our website for parents to view. During these meetings Mrs. Harbin will discuss with parents how school-wide Title I programs work, system level resources, and her role in assisting them. Parents will also learn of their school's participation in Title I, the requirements of Title I, and parents' rights to be involved in Title I. Allocation for parent involvement with one percent set aside is utilized for purchasing parent resource materials kept in a resource room for parents to check out to use to help their child at home. Also, daily planners are purchased for each child as a form of daily communicating with parents. Communication folders are purchased and are sent home with important papers school-wide each Thursday.

2a. Describe 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.

At the beginning of the school year the faculty holds an orientation night for each grade level. Parents are invited to come meet their child's teacher and receive information about the school, classroom, and teacher expectations. To accommodate the working schedules of parents, other times are available as well. There is an annual Open House when parents are invited to come and visit the classroom of their child to see how the year is progressing. At this event individual conferences are put on teachers' calendars for concerns that need to be addressed. These conferences are scheduled for times that are convenient for the parents. The Parenting Resource room is open for parents to check out materials to assist their child with academic needs at home. Parents are given opportunities to schedule conferences with their child's teacher to discuss topics of interest and concern at a time that is convenient for them. Our parents also have access to the system level Parent Involvement Specialist who provides parenting workshops on varying topics.

2b. Describe 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).

Donna Harbin, Title I Facilitator, will conduct the Initial Title I Meeting where all parents are invited. They have the opportunity to serve on various committees that are discussed at the meeting at the beginning of the year. The Title I Parent Involvement Specialist at the district level will send a survey through the child's Communicator to every parent asking for their input concerning the Title I programs. Parents have the opportunity to submit views and concerns to the Federal Programs director at the Central Office. Parents also have the opportunity to serve on the Parent Advisory Counsel at the district level. They can also serve on the School-wide Planning Team and act as members of the Parent Advisory Committee. Their input is encouraged and welcomed through these formal methods as well as through verbal or written communication with teachers and administrators. The school also distributes a Title I survey to all parents annually. Written information is sent home in each student's communicator, and the survey information is also posted on the school's Facebook page so that all parents have an opportunity to provide feedback and input regarding the Title I program.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

The allocation for parent involvement is utilized for purchasing parent resource materials kept in a resource room for parents to use to help their children. Also, daily planners and weekly communicator folders (sent home school-wide each Thursday) are purchased for each child as ways of communicating with parents.

3. 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))

The assistant principal/Title I Faciliator will provide information concerning Title I to parents at the Initial Title I meeting. Our school has Blackboard Communications that sends information to parents quickly. The Calhoun County School System provides each parent with a curriculum guide delineating expectations for promotion for each grade level. Parents are provided with an explanation of the school's curriculum, student assessments, and student achievement expectations during the beginning of the year parent orientation, at the first PTO meeting, and during individual parent/teacher conferences. At parent request, individual conferences can be arranged with their child's teacher. Teachers are also available to address parent concerns via telephone (before school, after school, or during planning time), email, and at Open House. Parents are provided regular opportunities to review student progress through mid-term progress reports and report cards. At the beginning of each year, parents receive detailed information regarding how they can log into the student information system to review their child's grades and attendance. Parents are also encouraged to set up a conference with their child's teacher along with their child to establish academic goals for the current year. Parents receive information about meetings and other programs offered by the school through school-wide and classroom newsletters, teacher and county web pages, and fliers posted around the school. Each week, teachers send home a school-wide communicator which contains student work, letters, and memorandums related to upcoming events. Parents are informed of this communicator at the beginning of the school year and are told to expect it every Thursday that school is in session. The daily planner is used for daily communication with the parents so information can be sent to the parent in a timely manner. Inside each planner is a yearly calendar of dates the parents need to be aware of. We have a computer program called TransAct. This is a translation system purchased by the State of Alabama for utilization by local school systems. TransAct offers a variety of school forms that can be translated in up to twenty different languages. Weaver Elementary School, together with the Calhoun County ELL teachers, provides parents information in their native language.

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

Each Spring, Becky Cox, the LEA parent involvement specialist meets with a committee of parents and teachers to revise the Weaver Elementary School Parent Involvement Policy and the School/Parent Compact. These compacts are a commitment for school, parent, and student to share in the responsibility for improved academic achievement. They are disseminated to parents at the beginning of each school year. The School/Parent Compact is signed by the student, the parent, and the classroom teacher. School/Parent compacts are kept in individual classrooms and are utilized at parent/teacher conferences. They may be used by teachers to document phone conversations as well as attempts to reach parents that are unsuccessful. In addition to the signed copy of the School-Parent compact that is kept on file in the classroom each year, parents are also given a copy of the compact to keep at home each year.

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

Parents of students attending Weaver Elementary School may express comments of dissatisfaction with the School Parent Involvement Policy and Plan by bringing their concerns before the Continuous Improvement Plan (CIP) committee, or if they choose, they may elect to serve on this committee and provide assistance in resolving their disagreement. Parents unable to resolve their dissatisfaction with the Policy and Plan may write or call the Federal Programs Office of the Calhoun County School System to express their concerns. Any unresolved disagreement will be noted on the Policy and Plan. Parents may also express their views regarding the plan on the annual survey.

6a. 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.

At the parent data meeting in October, a PowerPoint presentation is shown to parents explaining how to interpret the state and local assessment results. The results are shown in a bar graph so the parents can easily read and interpret the data. This allows the parents an opportunity to learn how to interpret the different assessments we administer throughout the school year (ex. STAR, DIBELS, Scantron Express, ACAP). The student's home report for the Scantron for the 2018-2019 school year is given to the parent. Parents are encouraged to set up individual student conferences with the teacher. At these conferences, parents help establish academic goals for the year based on the test results. Teachers send home weekly and monthly newsletters to inform parents of what skills and objectives they will be covering. Daily planners are sent home each day to assist parents in understanding the academic performance and progress their child is making. Each student has a planner where assignments and any daily communication between parent and teacher can be recorded. Each Thursday teachers send home a school-wide communicator which contains student work, letters, and memorandums related to upcoming events. Parents are informed of this communicator at the beginning of the school year and are told to expect it every Thursday that school is in session. At mid term (every four and one half weeks) parents receive a progress report from the school specifying assignments that were given and the grade the child received. These reports are straight forward and explain the student's progress. At the end of the nine weeks, parents receive a report card. Parents are also encouraged to make a conference with their child's teacher should they have any concerns related to academic performance or behavioral issues. Notes from conferences are recorded in the parent/teacher/student compact and given to Becky Cox at the end of the school year. Weaver Elementary School and the LEA provide materials and training to help parents work with their children via: -INOW Home Patrol (Directions for access sent home annually at the beginning of each year)-AR Home Program-Blackboard Communications (to inform parents of upcoming school events and important information)-Remind101 (used by classroom teachers)-School Facebook page-Title 1 Parent Workshops-Publications (such as the State Department School Report Card)-Newsletters-Open House, orientation, PTO Meetings, Parent Conference Days, individual parent/teacher conferences-Weaver Elementary School web site-Calhoun County Schools web site-Weekly school communicator-Scantron, DIBELS, Workshops-Parent Reading, Writing, and Math Nights-School wide homework planners were purchased for every student to be able to communicate with

parents daily.-Title I resource room check out with reading intervention activities-"Make and Take" workshops conducted by Title 1-Utilize Becky Cox, our Parental Involvement Specialist

6b. 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 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.

Becky Cox, the Calhoun County Parent Involvement Specialist, regularly meets with each local school administrator to reiterate the importance of involving parent's in their designated school. She details ideas that will facilitate the ties of communication between the school and parents, explains the importance of utilizing the parent/student/teacher compacts, and clarifies the local school/ parent involvement policy. To ensure that faculty and staff are cognizant of the importance of the home school connection, the local school administrators are charged with imparting this knowledge at the first faculty/staff meeting of each new school year. Mrs. Cox will visit our school and speak to the faculty concerning the resources she could provide for our parents. Mrs. Cox will also ensure the implementation of the McKinney-Vento Program (MVP). This program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. It provides services to meet the specific needs of the parents and children.

6c. 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 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.

At Weaver Elementary, our administration, faculty, and staff strive to maintain open, positive communication and parental involvement. We do this through a variety of ways. The Calhoun County School System coordinates with our preschool programs by providing pamphlets and parenting booklets at kindergarten registration in April of each year. Parenting brochures are located in the lobby of our school with information to assist and encourage the parents to be a part of their child's education. We have a parent resource center in our school that has many resources parents can check out to take home to work with their child. Teachers send home weekly news letters to provide parents with the most up-to-date information about Weaver Elementary. School wide and grade level newsletters are sent home each month. Parent communicators are sent to parents each Thursday; these are used to inform parents of events and students' progress. We will have a Parent Resource Night so the parents can become familiar with the resource located in the parent resource room and the procedures for checking out materials. We will have Open House to inform/educate parents what is happening in their student's classroom. At each PTO meeting we will have the resource room open and available for parents. We have one Reading Interventionist who is paid with federal money. She will conduct workshops for parent dealing with

different skills based upon the grade/age of the child (make and take, letters & sounds, comprehension, fluency, etc).

6d. 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 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.

Information concerning upcoming school events, parent programs, and meetings are sent home in the child's communicator each Thursday. Parents are informed of this way of communication at the beginning of the school year and are told to expect it every Thursday school is in session. This information is produced for all parents to be able to comprehend. Many times it is printed on colored paper so it can be easily seen by the parent. The planner is utilized for daily communication with the parents so information can be sent to the parent in a timely manner. Inside each planner is a yearly calendar of important dates the parents need to be aware of. School wide news letters are sent home each month highlighting events for the upcoming month. Also each grade level sends home a newsletter to inform the parents about important information pertaining to their grade level, for example, skills to be taught and special events for their grade level. Our school has a marquee outside the school building on which school events and meeting are advertised so parents and community can be informed of things happening at our school. Our school utilizes a web page, Facebook, Blackboard Communicate, and Twitter feed to inform parents of school events. Our school also has a television in the lobby to run continuous feed of school events. If needed, we have a computer program called TransAct. This is a translation system purchased by the State of Alabama for utilization by local school systems. TransAct offers a variety of School forms that can be translated in up to twenty different languages. For our parents with ELL (English Language Learner) students, Weaver Elementary School works closely with the ELL teachers in providing parents information in a language that they can understand. Each teacher with an ELL student is trained in TransAct.

6e. 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 such other reasonable support for parental involvement activities as parents may request.

At the LEA level, Becky Cox and other Federal Programs personnel are available to consider parent request for parental involvement activities. The Parent Involvement committee at the school is always open for suggestions and comments on ways that we can support parents. Parents are informed of the committee at the Initial Title I meeting at the beginning of the year. Workshops for parents through Title I are offered several times throughout the year. Our Parent Resource Center is equipped with various educational resource materials that are open and available for parents to check out. Leigh Roberts, our Parent Volunteer Coordinator, is always available to assist parents who want to volunteer in our school. We periodically send out parent surveys to determine the activities that parents find most beneficial in improving the academic achievement of their child.

7. 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))

Weaver Elementary School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Weaver Elementary School works closely with the ELL teachers in providing parents with information in a language that they can easily understand. In addition, the INOW web portal is provided in a number of different languages. For our foreign language parents, we can send all school forms in their native language. ESL kits have also been provided with the reading series which provides the material that the students are expected to learn in an alternative language. If needed, translators are available to sit in on parent teacher conferences to translate information for limited proficiency parents. The school system has three itinerant ELL teachers who work with our schools, students, and parents to ensure that the lines of communication are open. For parents with physical disabilities, we have an elevator in our school that will allow them to easily access their child's classroom. Our system also has a Visual Impaired and a Hearing Impaired teacher available to assist any of our parents that are visually or hearing impaired. If sign language is needed, our school counselor is an interpreter. At this time, we do not have any migrants students enrolled in our school.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

- **I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**
- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name






 [WES Coordination of Resources Comprehensive Budget](#)

eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes**
- No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2018-2019 ACIP Evaluation	Evaluation of the 2018-2019 ACIP Evaluation, including a variety of data sources from the 2018-2019 school year	• 1
 ACIP Leadership Team Signatures Page	Leadership Team Signatures	• 1
 Title I Needs Assessment and Preliminary Improvement Plan	Needs Assessment and Preliminary Improvement Plan written May 2019 based on End of Year data from the 2018-2019 school year	• 1
 WES Compact 2019-2020	Weaver Elementary School-Parent Compact for 2019-2020	• 1
 WES Coordination of Resources Comprehensive Budget	Coordination of Resources/Budget	•