



## **ACIP**

# Weaver Elementary School

## Calhoun County Board of Education

Ms. Summer Davis, Principal  
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Weaver, AL 36277

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Weaver Elementary is a PreK-6 school of 615 students in the small northeastern Alabama community of Weaver. In the last five years, Weaver Elementary continues to be a model for other schools and systems led by principal, Summer Davis. The school is progressing with a renewed focus on engaging the individual student through technology and innovative ideas and strategies.

Demographic Data:

Our student population is currently 67% free and reduced lunch. Demographic data indicate the diversity breakdown of the student populations is 15.44% African American population, 3% Hispanic population, and 79.70% White, 0.8% Asian, 1% Islander, and 0.1% American Indian.

Weaver Elementary provided a variety of differentiated student support services which include English Language Learners, Special Education, Title I, and Gifted. Twenty-two percent of the school population is served through the Calhoun County Special Education Program in the areas of Speech, Other Health Impaired, Specific Learning Disabilities, Emotional Disabilities, Visual Impairment, Autism Spectrum Disorder, Intellectual Disabilities, and Developmentally Delayed. Seven percent of the school population is served through the Calhoun County Gifted Program. Nine students qualify for 504 services.

Weaver Elementary provides differentiated support systems to meet the needs of all students. In grades fourth through sixth, teachers and other certified and non-certified employees provide intensive and intentional interventions in Math and Reading with a variety of research-based materials and programs. Some Math interventions include Voyager/V-Math, Engage New York, Bridges to Mathematics, Rhymes and Times, Clockwise, Zearn, Prodigy and Everyday Counts Calendar. Reading interventions include Rewards, Read 180, comprehension Toolkit, Spire, Sounds sensible and IXL.

Weaver Elementary School is organized in a Pre-K through sixth grade service delivery structure. The school is comprised of thirty-two heterogeneous homerooms, with an average class size of twenty students. Weaver Elementary meets state mandated requirements at all grade levels. The school faculty is made up of forty two certified teachers, a counselor, a media specialist, an assistant principal, and a principal. All teachers meet federal government highly qualified teacher classification requirements. Over sixty eight percent of Weaver Elementary teachers have earned degrees at or above the Masters level in the field of education and three teachers have earned National Board Certification. Teaching experience ranges from one to forty years. All Weaver Elementary teachers also serve on school committees which target issues and concerns in the areas of curriculum, assessment, school management / organization and professional learning. Weaver Elementary teachers and staff work as professional learning communities where teachers learn from and with others teachers in a risk-free environment. Our collaborative learning teams allow for teachers to use their strengths to provide support and knowledge to increase teacher performance which improves student achievement.

Ten paraprofessionals are employed to assist with instructional /classroom duties. Special education for grades kindergarten through second grade has two paraprofessionals. Special education for grades third and fourth have one paraprofessional. Special education through five and six has one paraprofessional. The Pre-K program and physical education each have three paraprofessionals. One paraprofessional is housed in the media center. One school nurse maintains the school clinic Monday through Friday.

Community Involvement

Weaver Elementary emphasizes the importance of community and promotes school / family connections. The Weaver Elementary Parent Teacher Organization, the Weaver Elementary Parent Volunteer Program, and the Partners in Education program provide structured opportunities for parent / community involvement. In collaboration with the Parent Teacher Organization, the school facilitates the



development of school / community connections by sponsoring numerous events and activities at the school. During the 2017-2018 school year the volunteer program logged 630 hours of volunteer service. The Partners in Education program is active in promoting links between the school and local businesses. Partners in Education support Weaver Elementary through a variety of services including, food items for the Blessings in a Backpack program; equipment, materials, and volunteers for school beautification / clean -up days; funding donations for field trips, and Grandparents' Day. Parent involvement and stakeholder decision making is directly promoted through the Calhoun County Board of Education Parent Advisory Committee. We use input from parent surveys to clarify and address questions and concerns related to Weaver Elementary and the Calhoun County school district.

Weaver Elementary faces challenges and obstacles like all schools, but we are striving to create and offer opportunities that will serve and educate our community.

## 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.**

Weaver Elementary School's mission is to instill knowledge, create a love for learning, promote self-discipline, and provide a nurturing environment through an educational program designed to meet the needs of all our students. We educate today's child to be tomorrow's responsible productive citizen. Our school motto is Work hard, Encourage others and Show respect.

We currently strive to embody our mission through our daily instruction and program offerings. Our school is now one-to-one. Each student has access to either an Ipad or Chromebook for daily use. Teachers plan lessons that now include the state technology standards. We teach digital citizenship to our students as well. It is important for students to know how to use technology safely, navigate the Internet, find reliable sources, and be responsible with the accessibility it provides. Our faculty is progressing with a school wide time each day called Academic Opportunities. This gives students an opportunity to learn or receive remediation in more specific math and reading skills. Students are mixed based on need. In grades 4-6 students are grouped by skill or skills that need focus and not by grade level. Data meetings determine students growth and it also gives students and teachers the ability to move into different groups based on need.

## **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.**

Weaver Elementary School was selected for the state personnel development grant. Through this grant, all faculty members will be trained on Foundations and Champs through Safe and Civil Schools. Weaver Elementary School has an Alabama certified outdoor classroom. In the past year our school has focused on math training with Engage New York. This training provides teachers with a wealth of activities and resources to meet the needs of students at all learning levels. Technology improvements include View Sonic Touch Screen Monitors in every classroom. Ipads and Chromebooks for every student. The school has also purchased a class set of Ozobot Robots for fifth grade to facilitate coding and robotics in the science classroom.

In the next three years, we plan on increasing STEM activities through robotics and technology. Providing students with an opportunity to work with Vex Robotics and competing in area competitions. We also strive to maintain our one-to-one status by upgrading technology as needed.

## Additional Information

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

Our staff, students and community work closely together to make Weaver Elementary School the best it can be now and in the future. We establish partnerships with stakeholders and families to help students become more successful learners. Some of the opportunities provided during the school year:

- \* Grandparent's Day
- \* Make and Take Workshops
- \* Red Ribbon Week/ Activities
- \* Parent Involvement Workshops
- \* Parent Teacher Organizations meetings monthly
- \* Open house
- \* Grade level newsletters
- \* Title I Monthly Newsletters
- \* Parent Blackboard Communication
- \* Weekly Communicators
- \* Daily Planners to communicate with parents
- \* Girls Night Out
- \* Third-sixth grade school dance
- \* Social Media Opportunities
- \* Remind text messaging services

# **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.**

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 both at the annual Faculty Planning Retreat and through meetings with each of the school committees - Curriculum and Assessment, Professional Issues, Technology, Parent and Community Focus, and Budget. 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 plan, the school leadership team, school staff, and interested parents begin analyzing information from a variety of data sources including standardized assessments, parent survey, School Incident Report, EDAL, 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.

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

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, along with chairmen from various other committees is responsible for: 1.) collecting, analyzing, and reporting assessment data from Scantron, DIBELS, Access for ELL's. 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.

**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 final improvement plan is communicated to all stakeholders through a variety of methods: 1.) The completed plan is posted on the school website and also online on the Parent Portal. 2.) A copy of the parent involvement portion of the plan is physically mailed to each parent. 3.) Copies are made available on-site in the school office for stakeholders to view. Information on progress is reported regularly to stakeholders through PTO meetings, online media such as the school's Facebook page, grade level meetings, and faculty meetings.

# Student Performance Diagnostic



## **Introduction**

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

**Student Performance Data**

<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 was assessed from Scantron and DIBELS	Weaver Elementary Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

In 3rd grade math, 57% of the students at WES scored ready.

In 4th grade math, 55% of the students at WES scored ready.

In 5th grade math, 54% of the students at WES scored ready.

In 6th grade math, 45% of the students at WES scored ready.

In 3rd grade reading, 34% of the students at WES scored ready.

In 4th grade reading, 39% of the students at WES scored ready.

In 5th grade reading, 45% of the students at WES scored ready.

In 6th grade reading, 48% of the students at WES scored ready.

In 5th grade science, 44% of the students at WES scored ready.

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

In grades 3-6, we had an average overall increase of 2% in reading on the Scantron.

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

67% of 3rd grade students scored ready or exceeding in mathematics.

59% of 6th grade students scored ready or exceeding in mathematics.

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

Students on free and reduced lunch have shown an upward trend.

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

Students on free and reduced lunch have shown an upward trend.

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

This ACT Aspire data previously recorded is consistent with STAR data and current Scantron data.

## Areas in Need of Improvement

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

Grade 3 Reading 34% was below proficient or exceeding

Grade 4 Reading 39% was below proficient or exceeding

Grade 5 Reading 45% was below proficient or exceeding

Grade 6 Reading 48% was below proficient or exceeding

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

2017 - 2018 is a baseline year for Data because we have not used Scantron previously.

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

In reading, our overall lowest performing area was 5th grade with 31% of students scoring exceeding or ready.

In math, our overall lowest performing area was 5th grade with 32% of students scoring exceeding or ready.

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

Most all students showed growth from beginning of the year scantron to the end of the year scantron.

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

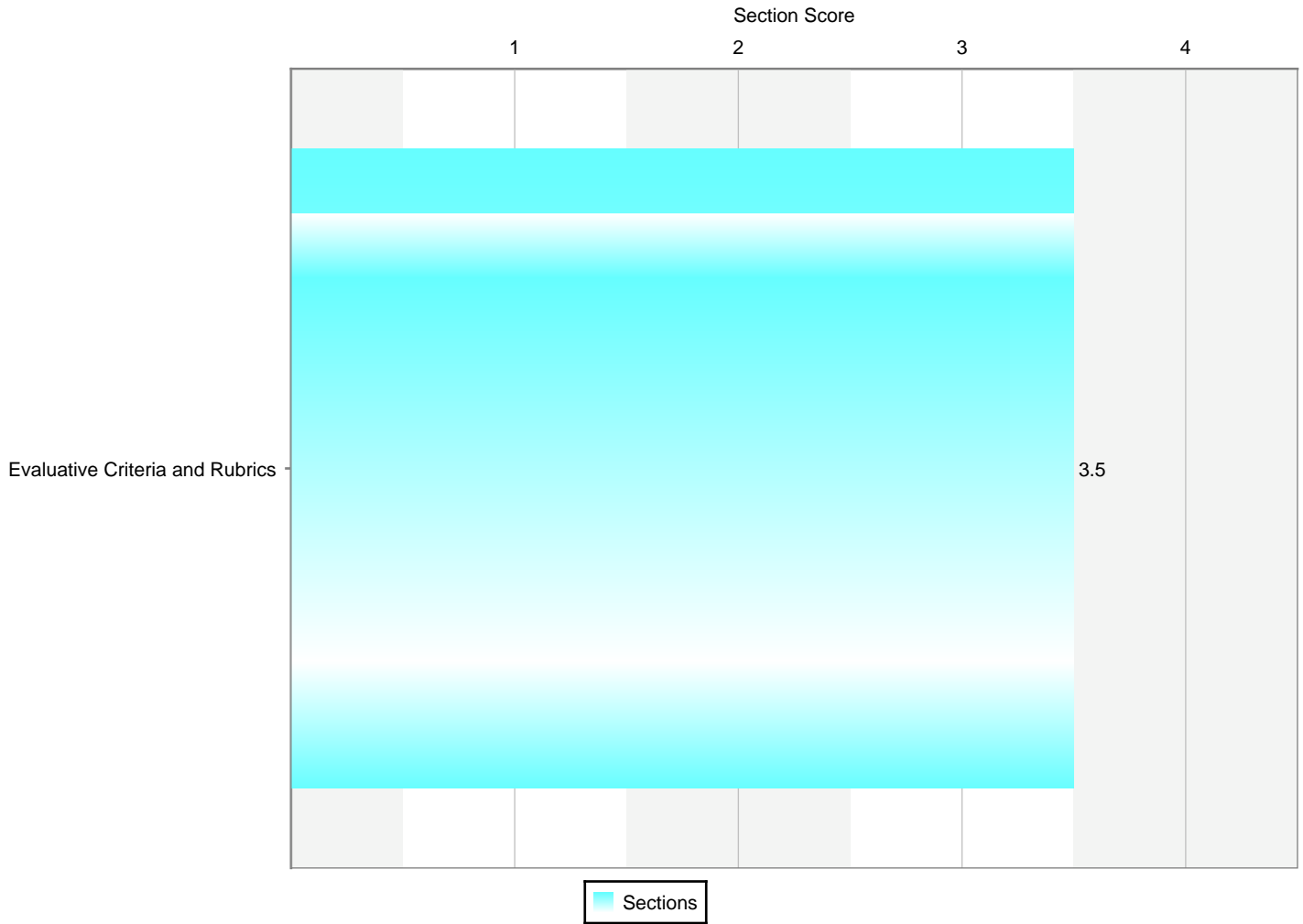
This was the first year Scantron was given. It does seem that students with special needs scored lower than general education students.

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

Students with special needs have scored lower than their general education peers on STAR data as well.

## Report Summary

### Scores By Section



# **ACIP Assurances**



## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Continuous Improvement Team attached	Continuous Improvement Team 2018

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		EEOC Document 2018

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	Holly Box, compliance officer	EEOC 2018

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Parent and Family Engagement Plan uploaded below Summer Davis, Principal	Parent and Family Engagement 2018

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	School- Parent Compact uploaded below Summer Davis, Principal	WES School-Parent Compact 2018

# Goals 2018-2019

## **Overview**

### **Plan Name**

Goals 2018-2019

### **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	Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
2	Maintain overall unexcused absences	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	All students will demonstrate an increase in proficiency in targeted content areas.	Objectives: 3 Strategies: 6 Activities: 18	Academic	\$39000

## Goal 1: Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

### Measurable Objective 1:

collaborate to decrease student absences by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

### Strategy 1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on Learning Supports. Train PK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers
Activity - Counselor Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance Counselor will attend training and conferences to improve school culture and manage positive behavior supports for all students. Improved school culture, student support systems, and positive behavior reinforcement will positively impact student attendance, student discipline, and academics.	Professional Learning, Behavioral Support Program	08/23/2018	05/23/2019	\$2000	Title I Part A	Tawana Bonds, Guidance Counselor

## Goal 2: Maintain overall unexcused absences

### Measurable Objective 1:

collaborate to maintain our overall unexcused absence baseline of 389 from the 2017-2018 school year by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

### Strategy 1:

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/or attendance secretary.

Category: Develop/Implement Learning Supports

Activity - Attendance reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2018	05/23/2019	\$0	No Funding Required	Donna Harbin, assistant principal, Classroom teachers

### Strategy 2:

Data Meetings - During data meetings, teachers will flag students's data cards if they have 2 unexcused absences, 5 or more unexcused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/23/2018	05/23/2019	\$0	No Funding Required	Donna Harbin Assistant Principal

## Goal 3: All students will demonstrate an increase in proficiency in targeted content areas.

### Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in the target content area in Reading by 05/23/2019 as measured by STAR reading and Scantron Performance .

**Strategy 1:**

Explicit Reading Instruction - All teacher will implement explicit instruction of comprehension strategies for literary/recreational and functional/textual reading materials.

McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention.

McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: McGraw Hill Wonders, MSLE, Comprehension Toolkit, Sounds Sensible, Spire, Voyager, Read 180, Rewards

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered	Academic Support Program, Other	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialist
Activity - Monitor implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and progress monitoring data.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit, and other reading manipulatives and materials.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
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Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will refer students who qualify for Tier III small group instruction to the interventionist, academic opportunities teacher, or a collaborative teacher.	Academic Support Program	08/07/2018	05/23/2019	\$6000	Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers in grade 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2018	05/23/2019	\$10000	Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
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**Strategy 2:**

High Quality Professional Development - Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$5000	Title II Part A, Title I Part A	Certified classroom teachers, collaborative teachers, administrators

**Measurable Objective 2:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Mathematics by 05/23/2019 as measured by STAR math and Scantron Performance .

**Strategy 1:**

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: PNOA, STAR math, OGAP, Engage NY, AMSTI

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide explicit instruction of problem solving strategies using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
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Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, Engage NY, and IXL. instructional supplies purchased will support math instruction	Direct Instruction	08/07/2018	05/23/2019	\$10000	Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction in whole group/small group to reinforce and remediate skills no mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction	Direct Instruction	08/07/2018	05/23/2019	\$1000	Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Weaver Elementary School

Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings.	Direct Instruction	08/07/2018	05/23/2019	\$1000	Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
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Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Strategy 2:**

High Quality Math Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$5000	Title I Part A, Title II Part A	Certified Classroom teachers and collaborative teachers

**Measurable Objective 3:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Science by 05/23/2019 as measured by Scantron Performance Series .

**Strategy 1:**

Standards Based Science Instruction - Ensure all students will demonstrate proficiency in Science problem solving skills

Category: Develop/Implement College and Career Ready Standards

## Research Cited: AMSTI, Scantron Performance

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Activity - Scantron Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**ACIP**

Weaver Elementary School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Academic Support Program, Other	08/07/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Strategy 2:**

High Quality Science Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on college and career ready standards	Professional Learning	08/07/2018	05/23/2019	\$1000	Title I Part A	Certified Classroom Teachers and collaborative teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scantron Performance	Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Differentiated Instruction	Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Data Meetings	Conduct data meetings to monitor student progress after benchmark assessment has been administered	Academic Support Program, Other	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialist

**ACIP**

Weaver Elementary School

AMSTI	Teachers will provide explicit instruction of problem solving strategies using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Collaborative Learning	Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Learning Supports Professional Development	Teacher training on Learning Supports. Train PK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	Mrs. Harbin, Assistant Principal, Learning Support Lead
Question and Answer Relationship	All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit, and other reading manipulatives and materials.	Academic Support Program	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist



**ACIP**

Weaver Elementary School

Monitor implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Monitor the implementation of the instructional strategies through walk throughs and progress monitoring data.	Academic Support Program	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Attendance reports	After a child has failed to bring in an excuse after returning for two days, a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2018	05/23/2019	\$0	Donna Harbin, assistant principal, Classroom teachers
AMSTI	Teachers will provide explicit instruction of Science concepts using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Attendance Tracking	The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/23/2018	05/23/2019	\$0	Donna Harbin Assistant Principal
Data Meetings	All grade levels will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Academic Support Program, Other	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**ACIP**

Weaver Elementary School

Mentoring	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.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers
Data Meetings	Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2018	05/23/2019	\$0	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier III	Teacher will refer students who qualify for Tier III small group instruction to the interventionist, academic opportunities teacher, or a collaborative teacher.	Academic Support Program	08/07/2018	05/23/2019	\$6000	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Literacy Professional Development	Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000	Certified classroom teachers, collaborative teachers, administrators
Science Professional Development	Participants will attend workshops and conferences on scientifically research based practices on college and career ready standards	Professional Learning	08/07/2018	05/23/2019	\$1000	Certified Classroom Teachers and collaborative teachers

**ACIP**

Weaver Elementary School

Academic Opportunity	All teachers in grade 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2018	05/23/2019	\$10000	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Developing Number Sense Strategies	K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, Engage NY, and IXL. instructional supplies purchased will support math instruction	Direct Instruction	08/07/2018	05/23/2019	\$10000	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Tier III	Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings.	Direct Instruction	08/07/2018	05/23/2019	\$1000	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
Mathematics Professional Development	Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000	Certified Classroom teachers and collaborative teachers
Counselor Professional Development	Guidance Counselor will attend training and conferences to improve school culture and manage positive behavior supports for all students. Improved school culture, student support systems, and positive behavior reinforcement will positively impact student attendance, student discipline, and academics.	Professional Learning, Behavioral Support Program	08/23/2018	05/23/2019	\$2000	Tawana Bonds, Guidance Counselor

**ACIP**

Weaver Elementary School

Differentiated Instruction	Differentiated instruction in whole group/small group to reinforce and remediate skills no mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction	Direct Instruction	08/07/2018	05/23/2019	\$1000	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist
<b>Total</b>					<b>\$39000</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Professional Development	Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$1000	Certified classroom teachers, collaborative teachers, administrators
Mathematics Professional Development	Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$1000	Certified Classroom teachers and collaborative teachers
<b>Total</b>					<b>\$2000</b>	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Surveys were used from the Assist platform.	

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3



## Areas of Notable Achievement

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

Parent surveys had an average of 3.92 satisfaction. Staff surveys had an average of 4.54 satisfaction. Our highest average on parent surveys stated that the parent feels our school provides a safe learning environment, and our school shares responsibility for student learning with its stakeholders. . Our highest average on the staff surveys stated that our school has a continuous improvement process based on data, goals, actions and measures for growth with an average of 4.74. The highest average on the Early Elementary K-2 student survey states that my teacher wants me to do my best and to learn both with an average of 3. The highest average on the Elementary 3-5 student survey states that my teacher wants me to do my best with an average of 2.99. The highest average on the Middle/High school which only includes our 6th grade students states that they feel that their teachers prepare them for the next school year with an average of 4.7.

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

In the standard area of governance and leadership the parent surveys are increasing.

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

A high average of student felt that teachers and principals had high expectations for them. An average of 4.32 parents also felt that our staff had high expectations of Weaver Elementary students and an average of 4.38 staff members believe that the school leaders and staff have these high expectations as well.

## Areas in Need of Improvement

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

The lowest area of satisfaction in the K-2 student survey is "My family knows how I do in school" with an average of 2.74. The lowest area of satisfaction in the 3-5 student survey is "My principal and teachers ask me what I think about school" with an average of 2.55. The lowest area of satisfaction in the 6th grade student surveys is "In my school, students help each other even if they are not friends" with an average of 3.72. The lowest area of satisfaction on the parent survey is "All my child's teachers meet his or her learning needs by individualizing instruction.". The lowest area of satisfaction on the staff survey is " all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice" with an average of 4.17.

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

All stakeholders would like to be involved in decision making.

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

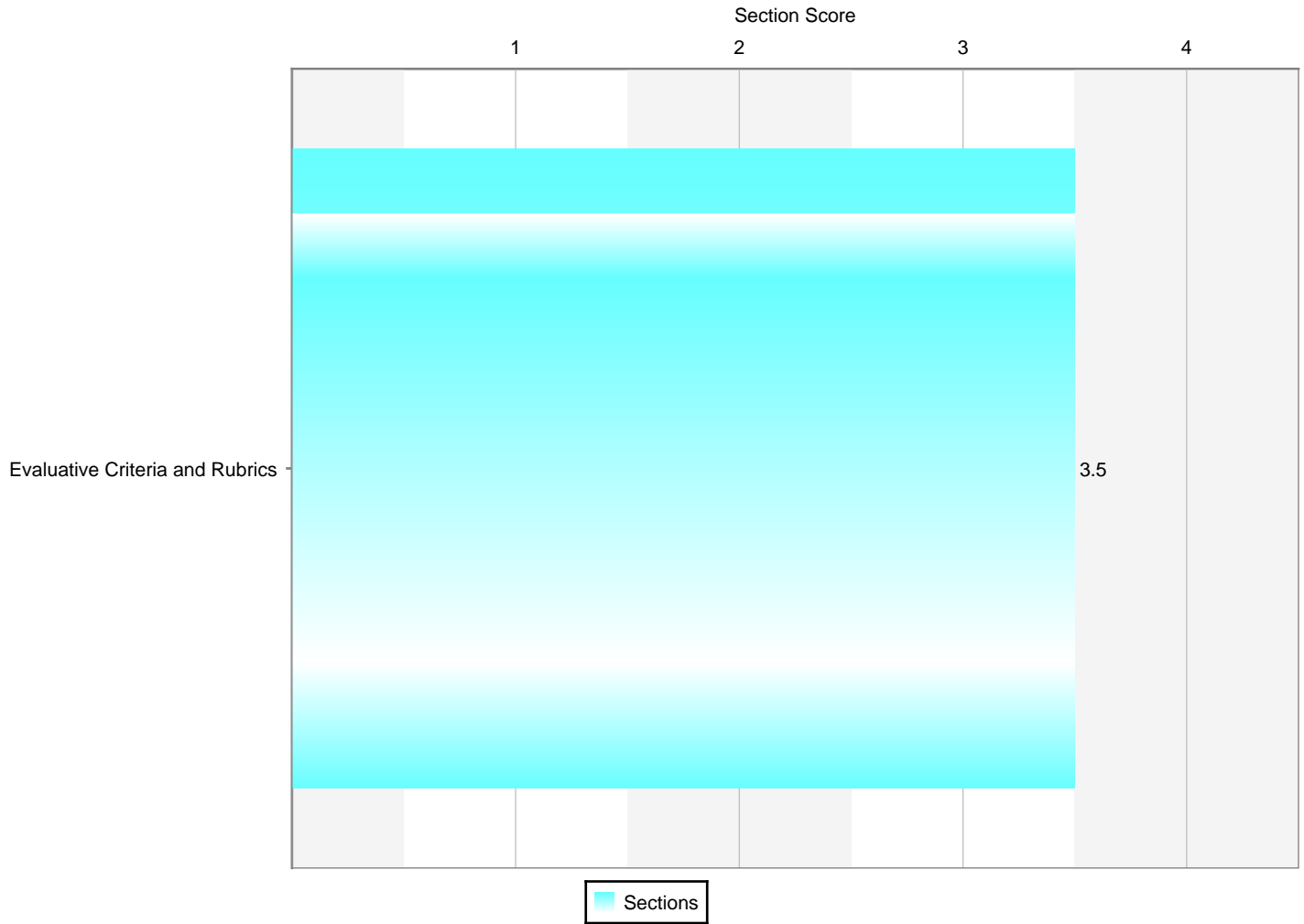
While parent and student input is often sought after we have to make a more intentional effort to help parents understand where their voice is being heard. We want to make a more intentional effort to include all parents in decision making.

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

Student surveys indicate that they would like a more active role in making decisions that affect the school.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

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

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

### How was the comprehensive needs assessment conducted?

The 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, along with chairmen from various other committees is responsible for: 1.) collecting, analyzing, and reporting assessment data from Scantron, DIBELS, the Alabama Alternate Assessment, and Scantron Performance Series. 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.

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

Scantron:

Strengths:

Third Grade

1. Students meeting or exceeding the standard in math during the 2017-2018 school year is 57%.

Fourth Grade

1. Students meeting or exceeding the standard in math during the 2017-2018 school year is 55%.

Fifth Grade

1. Students meeting or exceeding the standard in math during the 2017-2018 school year is 54% proficient.

Sixth Grade

1. Students meeting or exceeding the standard in reading during the 2017-2018 school year is 48%.

Weaknesses:

Third Grade

1. 66% of students scored below the standard in reading.

Fourth Grade

1. 61% of students scored below the standard in reading.

Fifth Grade

1. 55% of students scored below the standard in reading.

Sixth Grade

1. 45% of students scored below the standard in math.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Kindergarten

1. 40.6% of students scored at or above benchmark on the NWF portion at the End of the Year.

First Grade

1. 67.6% of students scored at or above benchmark on the NWF (WRC) portion at the End of the Year.

Second Grade:

1. 75.3% of students scored at or above benchmark on the ORF (Accuracy) portion at the End of the Year.

Weaknesses:

Kindergarten

1. 37.7% of students scored well below benchmark on the NWF portion at the Beginning of the Year

First Grade

1. 64.7% of students scored well below benchmark on the MOY (CLS) portion at the Beginning of the Year.

Local Data (e.g., LEA, school, and grade level assessment, surveys, program-specific assessments, other RTI data):

Strengths:

The Reading teachers at Weaver Elementary School are currently utilizing the McGraw Hill Wonders series within their instruction. A positive to this program is that it has a strong strategic intervention component for students who need extra help as well as a Response to Intervention component for those students who are significantly behind their classmates.

In an attempt to further address the needs of those students who are challenged by reading, the CCBOE utilizes federal stimulus money to employ one Reading Interventionist. This teacher works exclusively with struggling readers to help them become more successful readers. The interventionist uses the Read180 program to target students who have not make ample progress in reading. The STAR program is also utilized by teachers in grades 1-2 to determine grade equivalency in reading. In grades 3-6, myOn and Scantron Performance series will be

used to determine levels in reading. Other intervention programs used include REWARDS, SPIRE, Language!, and Comprehension Tool Kit.

**Weaknesses:**

Teachers surveyed listed math resources and personnel interventions for "at risk" populations as a need. Also, teachers said they needed more help in integrating and utilizing technology for future purchases of technology equipment.

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

As a whole, Weaver Elementary School has drawn the following conclusions:

1. Due to improvement of test scores, students need to continue to receive direct reading instruction in integration of knowledge and ideas.
2. There should be a focus on literary and recreational text school-wide.
3. Operations and Algebraic thinking should be promoted in math instruction.
4. Students need a stronger understanding of decimals, percentages, and fractions.

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

After analyzing perception, student achievement, school programs, and demographics, Weaver Elementary School faculty and staff implemented the following:

1. The Foundations will be our main school wide program. Foundations will create the basis for a safe and civil school environment.
  - 1.) The Champs behavior intervention support system will be implemented school wide to decrease the number of discipline referrals.
  - 2.) Weaver Elementary will continue as a Learning Supports school where we focus on decreasing the number of unexcused absences, decreasing tardies, and discipline referrals.
  - 3.) Learning Earnings is a reward system for students who demonstrate exemplary behavior. Students earn tickets based on exceptional behaviors and then rewarded based on their practice of Champs behaviors.
  - 4.) PAWS (Partnering Altogether with Students Mentoring Program) provides students with additional support through frequent communications with assigned teacher or staff mentor.

**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.

**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 STAR



Reading and IXL Math, Stride Academy, and Waterford. Data is gathered and reviewed at the beginning, middle, and end of the school year for Reading and Math. McGraw Hill Wonders Reading and Eureka math data are gathered weekly in the classroom. Data from Scantron Performance Series will be 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.

**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 to MET for further testing for possible Special Education services.

## 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:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

### Measurable Objective 1:

collaborate to decrease student absences by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

### Strategy1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers

**ACIP**

Weaver Elementary School

Activity - Counselor Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor will attend training and conferences to improve school culture and manage positive behavior supports for all students. Improved school culture, student support systems, and positive behavior reinforcement will positively impact student attendance, student discipline, and academics.	Professional Learning Behavioral Support Program	08/23/2018	05/23/2019	\$2000 - Title I Part A	Tawana Bonds, Guidance Counselor

**Goal 2:**

Maintain overall unexcused absences

**Measurable Objective 1:**

collaborate to maintain our overall unexcused absence baseline of 389 from the 2017-2018 school year by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

**Strategy1:**

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

**Strategy2:**

Data Meetings - During data meetings, teachers will flag students's data cards if they have 2 unexcused absences, 5 or more unexcused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/23/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin Assistant Principal

**Goal 3:**

All students will demonstrate an increase in proficiency in targeted content areas.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Reading by 05/23/2019 as measured by STAR reading and Scantron Performance .

**Strategy1:**

Explicit Reading Instruction - All teacher will implement explicit instruction of comprehension strategies for literary/recreational and functional/textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: McGraw Hill Wonders, MSLE, Comprehension Toolkit, Sounds Sensible, Spire, Voyager, Read 180, Rewards

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grade 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Monitor implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and progress monitoring data.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will refer students who qualify for Tier III small group instruction to the interventionist, academic opportunities teacher, or a collaborative teacher.	Academic Support Program	08/07/2018	05/23/2019	\$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered	Other Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialist

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit, and other reading manipulatives and materials.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Strategy2:**

High Quality Professional Development - Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified classroom teachers, collaborative teachers

**Measurable Objective 2:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Mathematics by 05/23/2019 as measured by STAR math and Scantron Performance .

**Strategy1:**

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: PNOA, STAR math, OGAP, Engage NY, AMSTI

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings.	Direct Instruction	08/07/2018	05/23/2019	\$1000 - District Funding	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, Engage NY, and IXL. instructional supplies purchased will support math instruction	Direct Instruction	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction in whole group/small group to reinforce and remediate skills no mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction	Direct Instruction	08/07/2018	05/23/2019	\$1000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Strategy2:**

High Quality Math Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified Classroom teachers and collaborative teachers

**Measurable Objective 3:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Science by 05/23/2019 as measured by Scantron Performance Series .

**Strategy1:**

High Quality Science Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on college and career ready standards	Professional Learning	08/07/2018	05/23/2019	\$1000 - Title I Part A	Certified Classroom Teachers and collaborative teachers

**Strategy2:**

Standards Based Science Instruction - Ensure all students will demonstrate proficiency in Science problem solving skills

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade teachers will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Other Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

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Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**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:**

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

**Measurable Objective 1:**

collaborate to decrease student absences by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

**Strategy1:**

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers



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Weaver Elementary School

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Activity - Counselor Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor will attend training and conferences to improve school culture and manage positive behavior supports for all students. Improved school culture, student support systems, and positive behavior reinforcement will positively impact student attendance, student discipline, and academics.	Professional Learning Behavioral Support Program	08/23/2018	05/23/2019	\$2000 - Title I Part A	Tawana Bonds, Guidance Counselor

**Goal 2:**

Maintain overall unexcused absences

**Measurable Objective 1:**

collaborate to maintain our overall unexcused absence baseline of 389 from the 2017-2018 school year by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

**Strategy1:**

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

**Strategy2:**

Data Meetings - During data meetings, teachers will flag students's data cards if they have 2 unexcused absences, 5 or more unexcused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/23/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin Assistant Principal

**Goal 3:**

All students will demonstrate an increase in proficiency in targeted content areas.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Reading by 05/23/2019 as measured by STAR reading and Scantron Performance .

**Strategy1:**

High Quality Professional Development - Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified classroom teachers, collaborative teachers

**Strategy2:**

Explicit Reading Instruction - All teacher will implement explicit instruction of comprehension strategies for literary/recreational and functional/textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: McGraw Hill Wonders, MSLE, Comprehension Toolkit, Sounds Sensible, Spire, Voyager, Read 180, Rewards

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit, and other reading manipulatives and materials.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

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Activity - Monitor implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and progress monitoring data.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered	Academic Support Program Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialist

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grade 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will refer students who qualify for Tier III small group instruction to the interventionist, academic opportunities teacher, or a collaborative teacher.	Academic Support Program	08/07/2018	05/23/2019	\$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Measurable Objective 2:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Mathematics by 05/23/2019 as measured by STAR math and Scantron Performance .

**Strategy1:**

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority students receiving math instruction appropriate to their grade level and needs.

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Category: Develop/Implement College and Career Ready Standards

Research Cited: PNOA, STAR math, OGAP, Engage NY, AMSTI

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction in whole group/small group to reinforce and remediate skills no mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction	Direct Instruction	08/07/2018	05/23/2019	\$1000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings.	Direct Instruction	08/07/2018	05/23/2019	\$1000 - District Funding	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, Engage NY, and IXL. instructional supplies purchased will support math instruction	Direct Instruction	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Strategy2:**

High Quality Math Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified Classroom teachers and collaborative teachers

**Measurable Objective 3:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Science by 05/23/2019 as measured by Scantron Performance Series .

**Strategy1:**

High Quality Science Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on college and career ready standards	Professional Learning	08/07/2018	05/23/2019	\$1000 - Title I Part A	Certified Classroom Teachers and collaborative teachers

**Strategy2:**

Standards Based Science Instruction - Ensure all students will demonstrate proficiency in Science problem solving skills

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade teachers will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

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:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

#### Measurable Objective 1:

collaborate to decrease student absences by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

#### Strategy1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot

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on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Counselor Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor will attend training and conferences to improve school culture and manage positive behavior supports for all students. Improved school culture, student support systems, and positive behavior reinforcement will positively impact student attendance, student discipline, and academics.	Behavioral Support Program Professional Learning	08/23/2018	05/23/2019	\$2000 - Title I Part A	Tawana Bonds, Guidance Counselor

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

**Goal 2:**

Maintain overall unexcused absences

**Measurable Objective 1:**

collaborate to maintain our overall unexcused absence baseline of 389 from the 2017-2018 school year by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

**Strategy1:**

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Attendance reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

**Strategy2:**

Data Meetings - During data meetings, teachers will flag students's data cards if they have 2 unexcused absences, 5 or more unexcused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/23/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin Assistant Principal

**Goal 3:**

All students will demonstrate an increase in proficiency in targeted content areas.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Mathematics by 05/23/2019 as measured by STAR math and Scantron Performance .

**Strategy1:**

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: PNOA, STAR math, OGAP, Engage NY, AMSTI

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings.	Direct Instruction	08/07/2018	05/23/2019	\$1000 - District Funding	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist



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Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, Engage NY, and IXL. instructional supplies purchased will support math instruction	Direct Instruction	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction in whole group/small group to reinforce and remediate skills no mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction	Direct Instruction	08/07/2018	05/23/2019	\$1000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Strategy2:**

High Quality Math Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified Classroom teachers and collaborative teachers

**Measurable Objective 2:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Science by 05/23/2019 as measured by Scantron Performance Series .

**Strategy1:**

Standards Based Science Instruction - Ensure all students will demonstrate proficiency in Science problem solving skills

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade teachers will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Other Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Strategy2:**

High Quality Science Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on college and career ready standards	Professional Learning	08/07/2018	05/23/2019	\$1000 - Title I Part A	Certified Classroom Teachers and collaborative teachers

**Measurable Objective 3:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Reading by 05/23/2019 as measured by STAR reading and Scantron Performance .

**Strategy1:**

High Quality Professional Development - Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified classroom teachers, collaborative teachers

**Strategy2:**

Explicit Reading Instruction - All teacher will implement explicit instruction of comprehension strategies for literary/recreational and functional/textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: McGraw Hill Wonders, MSLE, Comprehension Toolkit, Sounds Sensible, Spire, Voyager, Read 180, Rewards

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered	Academic Support Program Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grade 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Monitor implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and progress monitoring data.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit, and other reading manipulatives and materials.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will refer students who qualify for Tier III small group instruction to the interventionist, academic opportunities teacher, or a collaborative teacher.	Academic Support Program	08/07/2018	05/23/2019	\$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

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

#### Goal 1:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

#### Measurable Objective 1:

collaborate to decrease student absences by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

**Strategy1:**

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Activity - Counselor Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor will attend training and conferences to improve school culture and manage positive behavior supports for all students. Improved school culture, student support systems, and positive behavior reinforcement will positively impact student attendance, student discipline, and academics.	Behavioral Support Program Professional Learning	08/23/2018	05/23/2019	\$2000 - Title I Part A	Tawana Bonds, Guidance Counselor

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers

**Goal 2:**

Maintain overall unexcused absences

**Measurable Objective 1:**

collaborate to maintain our overall unexcused absence baseline of 389 from the 2017-2018 school year by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

**Strategy1:**

Data Meetings - During data meetings, teachers will flag students's data cards if they have 2 unexcused absences, 5 or more unexcused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Weaver Elementary School

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/23/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin Assistant Principal

**Strategy2:**

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

**Goal 3:**

All students will demonstrate an increase in proficiency in targeted content areas.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Science by 05/23/2019 as measured by Scantron Performance Series .

**Strategy1:**

High Quality Science Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on college and career ready standards	Professional Learning	08/07/2018	05/23/2019	\$1000 - Title I Part A	Certified Classroom Teachers and collaborative teachers

**Strategy2:**

Standards Based Science Instruction - Ensure all students will demonstrate proficiency in Science problem solving skills

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade teachers will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Other Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Measurable Objective 2:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Mathematics by 05/23/2019 as measured by STAR math and Scantron Performance .

**Strategy1:**

High Quality Math Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Weaver Elementary School

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified Classroom teachers and collaborative teachers

**Strategy2:**

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: PNOA, STAR math, OGAP, Engage NY, AMSTI

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, Engage NY, and IXL. instructional supplies purchased will support math instruction	Direct Instruction	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings.	Direct Instruction	08/07/2018	05/23/2019	\$1000 - District Funding	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist



Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction in whole group/small group to reinforce and remediate skills no mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction	Direct Instruction	08/07/2018	05/23/2019	\$1000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Measurable Objective 3:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Reading by 05/23/2019 as measured by STAR reading and Scantron Performance .

**Strategy1:**

High Quality Professional Development - Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified classroom teachers, collaborative teachers

**Strategy2:**

Explicit Reading Instruction - All teacher will implement explicit instruction of comprehension strategies for literary/recreational and functional/textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: McGraw Hill Wonders, MSLE, Comprehension Toolkit, Sounds Sensible, Spire, Voyager, Read 180, Rewards

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit, and other reading manipulatives and materials.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

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Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grade 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Monitor implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and progress monitoring data.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered	Academic Support Program Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will refer students who qualify for Tier III small group instruction to the interventionist, academic opportunities teacher, or a collaborative teacher.	Academic Support Program	08/07/2018	05/23/2019	\$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**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



### Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

The Calhoun County School system provides diverse employment opportunities along with a mentoring program for new hires. Most faculty members at Weaver Elementary School have received training in MSLE Strategies, Wonders Training, and best practices reading strategies either through the Alabama Reading Initiative on site training or through university level training.

The majority of Weaver Elementary teachers have received training in both years one and two of the Alabama Math, Science, and Technology Initiative (AMSTI). Several teachers have attended AMSTI crossover training for science to meet and cover the new science course of study. Teachers received instruction on best practices for math and science and are currently implementing those strategies into the classroom. AMSTI consultants continue to provide support in math and science as needed for our faculty. Our county math coach also provides support by attending various grade level meetings. Most teachers have attended Engage New York training to enhance our math program. With the exception of new hires, all math teachers at Weaver Elementary have gone through OGAP Math training. Educator Effectiveness also allows teachers to self-reflect in order to achieve our goals in becoming more efficient and effective in our teaching practices. Teachers at Weaver Elementary School also use the Professional Learning Plans and Professional Showcase in Educator Effectiveness, where administrators and teachers work collaboratively to determine areas in which faculty members need to develop professionally. This process will continue during the 2018-2019 school year. The new hires will have training opportunities throughout the year to receive the same training.

## **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?**

Turnover for the 2018-2019 school year is 30 homerooms with a 0% turnover rate.

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

77% of all teachers 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.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

We 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 coaching from the central office level with math and reading coaches.

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## 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.**

Teachers will participate in vertical planning for mathematics in order to learn from one another to provide seamless transition from one grade level to the next.

Teachers will participate in ongoing professional development on STAR, DIBELS, and Scantron during the 2018-2019 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, 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 county math coach will provide PLT's with 4-6. The reading coach will provide phonics lesson studies with K-3.

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

During the summer of 2018 all teachers of Weaver Elementary School attended a variety of professional development activities. Teachers will attend ongoing professional development opportunities through data meetings throughout the 2018-2019 school year. Teachers in mathematics will attend vertical planning in order to provide seamless transition between grade levels. Faculty and staff will continue to participate in OGAP, AMSTI, Engage New York, and PLT professional development activities. Parents/stakeholders are invited to learn about and participate in AMSTI and Scantron training and hands-on activities throughout the year at both the county and local level. K-2 teachers participated in a book study "A Fresh Look at Phonics" by Wiley Blevins. 3-6 teachers participated in a book study "Kid by Kid, Skill by Skill" by Robert Eaker and Janel Keating. 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.

Administrators are members of CLAS and NAESP which offer professional development throughout the year to enhance their performance as instructional leaders. Funding source is Title II Part A - \$1000.

### **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 one day of complete training designed to familiarize themselves to their new jobs. A school based mentor is assigned to each new teacher and will provide guidance conferencing in order to

discuss areas of strengths and weaknesses. Mentor teachers model to ensure objective mastery and assist in clerical responsibilities of a teacher. A copy of the CCBOE mentoring program is available both locally and at the county board office.

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

Calhoun County provides built-in professional development days throughout the school year. Additional professional development opportunities are offered at the local school level as well as geared to the needs of the individual schools. 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 EDAL/ 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.

## 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:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

### Measurable Objective 1:

collaborate to decrease student absences by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

### Strategy1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers

Activity - Counselor Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor will attend training and conferences to improve school culture and manage positive behavior supports for all students. Improved school culture, student support systems, and positive behavior reinforcement will positively impact student attendance, student discipline, and academics.	Behavioral Support Program Professional Learning	08/23/2018	05/23/2019	\$2000 - Title I Part A	Tawana Bonds, Guidance Counselor



**ACIP**

Weaver Elementary School

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

**Goal 2:**

Maintain overall unexcused absences

**Measurable Objective 1:**

collaborate to maintain our overall unexcused absence baseline of 389 from the 2017-2018 school year by 05/23/2019 as measured by average daily attendance through the use of Chalkable .

**Strategy1:**

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

**Strategy2:**

Data Meetings - During data meetings, teachers will flag students's data cards if they have 2 unexcused absences, 5 or more unexcused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/23/2018	05/23/2019	\$0 - No Funding Required	Donna Harbin Assistant Principal

**Goal 3:**

All students will demonstrate an increase in proficiency in targeted content areas.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Reading by 05/23/2019 as measured by STAR reading and Scantron Performance .

**Strategy1:**

High Quality Professional Development - Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified classroom teachers, collaborative teachers

**Strategy2:**

Explicit Reading Instruction - All teacher will implement explicit instruction of comprehension strategies for literary/recreational and functional/textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: McGraw Hill Wonders, MSLE, Comprehension Toolkit, Sounds Sensible, Spire, Voyager, Read 180, Rewards

Activity - Monitor implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and progress monitoring data.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered	Other Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialist

**ACIP**

Weaver Elementary School

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grade 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will refer students who qualify for Tier III small group instruction to the interventionist, academic opportunities teacher, or a collaborative teacher.	Academic Support Program	08/07/2018	05/23/2019	\$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit, and other reading manipulatives and materials.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Measurable Objective 2:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Mathematics by 05/23/2019 as measured by STAR math and Scantron Performance .

**Strategy1:**

High Quality Math Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Weaver Elementary School

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards	Professional Learning	08/07/2018	05/23/2019	\$4000 - Title I Part A	Certified Classroom teachers and collaborative teachers

**Strategy2:**

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: PNOA, STAR math, OGAP, Engage NY, AMSTI

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, Engage NY, and IXL. instructional supplies purchased will support math instruction	Direct Instruction	08/07/2018	05/23/2019	\$10000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction in whole group/small group to reinforce and remediate skills not mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction	Direct Instruction	08/07/2018	05/23/2019	\$1000 - Title I Part A	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**ACIP**

Weaver Elementary School

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings.	Direct Instruction	08/07/2018	05/23/2019	\$1000 - District Funding	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**Measurable Objective 3:**

A 3% increase of All Students will demonstrate a proficiency in the target content area in Science by 05/23/2019 as measured by Scantron Performance Series .

**Strategy1:**

High Quality Science Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on college and career ready standards	Professional Learning	08/07/2018	05/23/2019	\$1000 - Title I Part A	Certified Classroom Teachers and collaborative teachers

**Strategy2:**

Standards Based Science Instruction - Ensure all students will demonstrate proficiency in Science problem solving skills

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

**ACIP**

Weaver Elementary School

<b>Activity - Data Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
4-6 Grade teachers will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

<b>Activity - Scantron Performance</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Reading Intervention, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

## 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?**

Decisions regarding the use of school-based academic assessments are discussed during faculty planning retreat, weekly grade level meetings, monthly data meetings, and a school wide focus on standards based learning. Teachers continuously use results from formative and summative assessments throughout the school year to identify areas of student strength and weakness and adjust instruction accordingly. Some resources available are STAR Reading and Math 1st-6th, STRIDE, DIBELS, PNOA, Scantron Performance/Achievement, and classroom observation and weekly tests.

## **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?**

Students failing to make sufficient progress follow the CCBOE Response to Instruction process- they are referred to a Problem Solving Team (PST). Information related to students in need of academic support is presented by the classroom teacher to the grade level PST. This team collaborates to provide the classroom teacher with additional interventions and supports for the struggling students. PST interventions are recommended and followed by the Reading Interventionist, Collaborative teacher and the classroom strategies block teachers. Students are progress monitored to ensure appropriate rate of improvement.

### **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?**

Weaver Elementary School offers additional assistance to students who are experiencing difficulty mastering academic goals. Students may receive Tier III Intervention in math or reading as recommended by the Problem Solving Team (PST). The Reading Interventionist, Guidance Counselor, Special Education teachers, and classroom teachers provide daily intervention, in addition to regularly scheduled instruction, to those students who have been referred to PST.

### **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, IXL, a computer based math and language arts tutorial program, and STRIDE Academy, which is a computer based tutorial program that provides extra practice in the areas of reading, math, science and language arts. These computer programs are accessible during school hours and is also available at home during after school hours. We implement Khan Academy, a computer-based program that provides practice with math skills, instructional videos, and a personalized learning dashboard giving students the opportunity to work at their own pace. Another program to address student needs is myON, a computer-based personalized literacy program, incorporating digit reading for students. Math instruction is further supported through Zearn, an online instructional Eureka Math program.

### **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.**

Every effort is made at the local and district level to mitigate the barriers for learning for all students with specific needs. These 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 assistant 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 ED students.

Special Education: Enlist parental involvement, seek extensive background information, change accommodations, provide additional classroom support, TIER III intervention instruction, 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 expedencies, provide free meals, provide school clothes to meet dress code, provide a tablet to use in the classroom, provide medical needs if necessary, provide transportation to schools origin, provide food assistance, provide after school care if needed, connect with community services, contact Becky Cox.

**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.**

Not Applicable

## **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.**

- 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, and Read 180, Comprehension Toolkit
- CHAMPS Behavioral Support System
- Learning Earnings

**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.

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

### **How does the school evaluate the implementation of 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. 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, EDAL, 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.

### **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?**

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. This committee, along with chairmen from various other committees, is responsible for: 1.) collecting, analyzing, and reporting assessment data from Scantron Achievement and Performance Series, DIBELS, PNOA, STRIDE, Waterford Reading and Math and Access for ELL's. 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. 5.) Having students participate in IXL and the Scantron Achievement Series during September and January.

### **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.

### **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 both at the annual Faculty Planning Retreat and through meetings with each of the school committees ~ Curriculum and Assessment, Professional Issues, Technology, Parent  
SY 2018-2019

and and Community Focus, and Budget. 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 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, EDAL, 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.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	36.1

Provide the number of classroom teachers.

36.1

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1883204.0

Total

1,883,204.00

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	85511.0

Total

85,511.00



### Assistant Principal

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

Provide the number of Assistant Principals.

.05

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

Total

32,746.00

### Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	64466.0

Total

64,466.00

### 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.	55506.0

Total

55,506.00

### 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.	11880.0

Total

11,880.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3564.0

Total

3,564.00

## EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00



### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	21228.0

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.	0.0

Total

0.00

### 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.	3807.0

Total

3,807.00

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	128420.85

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

Title I Facilitator- \$32, 746  
Insuranc/ Retirement/ Social Security/ Medicare/ Unemployment- \$11,178  
Classroom Supplies- \$17720.12  
Software- \$16000  
Instructional Equipment- \$5000  
Computer Hardware- 30000  
Substitutes- \$1000  
In- State Travel- \$2000  
Out- of- State Travel- \$2000  
Staff Training Supplies- \$100.00  
Registration- \$2000  
Tutoring- \$5000  
Retirement/ Social Security/ Medicare- \$995.00  
Parenting- \$2681.73

**Title II**

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

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

CLAS Dues for administrators and professional development opportunities for teachers.

**Title III**

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

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

Not Applicable

**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

**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

### 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



### 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

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

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

Not Applicable

**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

### Local Funds

Label	Question	Value
1.	Provide the total	312861.0

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

Public:

Purchased Services- \$31,206

Materials and Supplies- \$176,324

Other Objects- \$5,235

Other Fund Uses- \$4,401

Total Public- \$217,166

Non- Public

Purchased Services- \$4,525

Materials and Supplies- \$54,812

Other Objects- \$33,758

Other Fund Uses- \$2,600

Total Non- Public- \$95,695

Total Local- \$312,861

# 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))**

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. Funding source is \$2300 from Title I parenting supplies.

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

1)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. In October, we hold an 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. In addition, we have five to six Parent Teacher Organization (PTO) meetings each year. Parents are given information of the events happening in the school. 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. The school's interventionist will conduct workshops for parents dealing with different skills based upon the grade/age of the child. Our parents also have access to the system level Parent Involvement Specialist who provides parenting workshops on varying topics.

2)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.

3)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 are purchased for each child as a way of communicating with parents.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

Donna Harbin will provide information concerning Title I to parents at the Initial Title I meeting. Our school has School Cast that sends information to parents quickly and 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 PTO Open House. They are provided regular opportunities to review student progress through mid-term progress reports and report cards. A data PTO meeting is scheduled in October to allow the parents an opportunity to learn how to interpret the different assessment we administer throughout the school year. (ex. Scantron). 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

**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))**

In the spring of 2017, Becky Cox, the LEA parent involvement specialist met with a committee of parents and teachers to revise the Weaver Elementary School Parent Involvement Policy and the School/Parent Compact. Input from this meeting was used to rewrite the 2018-2019 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. They are reviewed annually. After the data meeting, in which all parents are invited to attend, parents are encouraged to set up an individual conference with the teacher to further discuss their child's state assessment results. At this conference, the parent teacher and student will set academic goals for the child.

**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.

**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)**

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 Achievement & Performance). The student's home report for the Scantron for the 2017-2018 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 we 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. Teachers are required to schedule a minimum of two conferences (phone or face to face) per year with parents of students in their classroom. Notes from these 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
- AR Home Program
- School Cast to inform parents of upcoming school events
- Remind101
- Schools 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
- Parents Resource area in the lobby of the school with brochures to assist parents in helping with homework, behavior, etc
- 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

**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)**

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

**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)**

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). They will eventually incorporate math interventions such as math fluency, make and take, etc

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

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

**Shall 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)**

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 our 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, School Cast, 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.

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

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

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

At 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.

**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 practicable, 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, 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.