



ACIP

Westview Elementary School

Phenix City Board of Education

Mrs. Marceda Lewis, Principal
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Phenix City, AL 36867

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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?

Westview Elementary School was established in 1962. It is a neighborhood school which services a student population of approximately 390 scholars. Adjacent to our campus is the campus of the Phenix City Early Learning Center which services approximately 140 pre-k students. The faculty and staff consists of a Director (Westview), a secretary, eight certified teachers, eight paraprofessionals, and two custodians. The center operates under the guidance of the Office of School Readiness (OSR). Together, we impact the lives of approximately 530 students daily.

Westview is located at 1012 Ingersoll Drive in Phenix City, Alabama. The student body is comprised of 86% black students, 9.4% white students, 3.3% Hispanic students, and 1.2% multi-raced students. The 45 member faculty and staff consists of a Principal, a Secretary/Bookkeeper, a Speech Pathologist, a Collaborative Teacher, an Instructional Coach, a Counselor, a Media Specialist, 2 Paraprofessionals, 22 classroom teachers, 2 Physical Education (P.E.) Coaches, 10 Child Nutrition Program employees, and 2 custodians.

Students are exposed to technology in the classrooms via the Smart Board, Elmo document cameras, classroom computers, an iPad mobile lab, a mini laptop lab, and the Promethean Board. In addition to technology access in the classrooms, the students have a computer lab in the media center and another lab under construction this year. Every teacher is equipped with an iPad and two iPad minis for their classroom! These resources are used to captivate students' attention and to support and enhance the rigorous instruction being provided by our team members.

Westview has experienced a noticeable amount of change during the last three years. There have been more than ten changes made to the faculty and staff listing. The turnover has been due to retirement, relocation to areas closer to family members, opportunities for advancement, and our efforts to secure teachers who are dedicated to making our students better every day by addressing their individual learning needs. Each year, we adapt, adjust, and move forward with the task of providing an education to the children of Phenix City.

Our school is nestled on the hillside behind one of Alabama's major highways, the 280 Bypass. We are just a few moments away from the Georgia State line. Westview Elementary School has the support of our community leaders and businesses. Troy University has partnered with our school to provide tutors and volunteers to assist student learning. Additionally, local business partners such as the Waffle House and Christ Community Church support the programs offered to our students and parents by providing volunteers, donations, incentives for teachers and students, and refreshments, as needed. We are fortunate to have a strong support network. Our stakeholders care about the education of the children in our community.

Even though we have much to celebrate, there are still some challenges associated with the community of our school. The challenges are inclusive of, but not limited to: implementation of and mastery of the Alabama Course of Study/Common Core Standards as measured by standardized assessments, adjustment to a new math program (Investigations) and Mastery Connect, the lack of consistently accurate contact information for parents throughout the school year, the minimized sense of urgency for some stakeholders regarding academic progress and student discipline, faculty changes (teachers), the lack of parking for school events, and the lack of a full time intervention teacher.

School's Purpose

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

The mission of Westview Elementary School, in partnership with family and community, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future. Our goal is to provide excellent learning experiences for all of our students every day.

Teachers collaborate routinely in order to share effective instructional strategies and discuss students' progress in content areas and plan for instructional experiences which address the individual needs of the scholars enrolled at Westview. Through active participation in lesson planning, data meetings, grade level meetings, Problem Solving Team or Pupil Support Team (PST) meetings, and collaborative discussions, teachers are able to identify and address the needs of their students. Every member of our faculty understands that every day of instruction counts and every team member contributes to the success of the scholars enrolled at Westview. We provide enriching and engaging learning experiences which address the objectives outlined in the Alabama Course of Study and the College and Career Ready Standards on a daily basis.

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.

The faculty and staff at Westview Elementary School make a concerted effort to stay abreast of current trends in education, to improve student achievement, to teach civic responsibility, and to make fiscally sound decisions for school programs. Consequently, our school was home to the school district's Classroom Teacher of the Year, Support Employee of the Year, or Rookie Teacher of the Year for three of the last five years. Additionally, Westview was recognized by the Phenix City Public School District as a 2013 recipient of the Energy Star Certified Building Award.

We are proud of the gains made thus far but we are earnestly working to positively impact student achievement. The proficiency rate for our EL students has met or exceeded the district goals for the last two years; and third grade scholars have held steady on their performance on the ACT Aspire Test for the first two years of administration. The ACT Aspire is the new standardized assessment for the state of Alabama.

It is our goal to be recognized as one of Alabama's Torchbearer Schools within the next three years. We want to improve the way we teach and the way our students apply the skills taught. We are gearing up for a year of heightened science, technology, engineering and mathematics (STEM) activities through our core subject lessons. We have conquered the challenge of improving student achievement scores before and we are confident in our abilities to do so again.

Additional Information

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

The Westview Elementary School team collaborates routinely for the purpose of enhancing students' learning and meeting the needs of all students. This collaboration occurs at Grade Level/Problem Solving Team meetings. Problem Solving Teams or Pupil Support Team (PST) assist teachers with the development of an intervention plan for students identified as struggling or experiencing a deficit in a content area(s). The teams convene monthly to discuss overall student progress and the progress of specific students who receive supplemental services through Tier II (small group) instruction provided by the classroom teacher.

If the students are deemed to be making progress, the interventions are continued. However, when students are not progressing toward an established goal, the PST refers the student to the Response to Intervention (RtI) committee. The RtI committee outlines other means of intervention for struggling students. Student progress is monitored regularly, data is collected and communicated with the team and the parent or guardian of the student and recommendations for testing are made, as dictated by the data collected over the course of the school year. Additionally, students may be pulled out of the classroom for targeted assistance (Tier III) provided by a certified instructor, not the classroom teacher.

In addition to having Problem Solving Teams and time allotted for grade level meetings, Westview teachers are afforded the guidance of an instructional coach. We are implementing strategies to increase overall student performance and targeting areas identified for improved instructional performance with her assistance. Professional development is provided as needed and supplemental resources are secured as required to provide a high quality education for all scholars enrolled at Westview.

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.

The school leadership team convened at Westview Elementary School during the summer of 2015 for the purpose of assessing attainment of the goals outlined in the 2015-16 Continuous Improvement Plan and for the purpose of revising the goals to target academic and organizational needs. Aspire data was shared and discussed at the meeting. Other data used to gauge progress included end-of-year STAR data for reading and math, DIBELS data, and parent surveys completed in May 2015. The same data was shared with the faculty and parents during meetings in August 2015. After which, the faculty collaboratively revised goals to address needs identified through data disaggregation and set performance benchmarks to accomplish state proficiency expectations.

The School Leadership Team encompasses representatives from all grade levels as well as the principal, instructional coach, EL representative, speech pathologist, collaborative teacher, and parents. Team members are selected because of their dedication, knowledge of curriculum, and interest in the success of our students and our school. The members are responsible for any decision-making regarding the Continuous Improvement Plan and the distribution of information to their constituency groups.

Input from parents and community members is actively sought in order to ensure that student needs are identified and all available community resources are being utilized. Invitations for participation on the School Leadership Team were extended to parents during registration, at the annual fall Title I Parent Meeting and during the Open House Meeting.

Faculty members are responsible for maintaining documentation of data sources. Implementation of the plan is monitored and reviewed periodically at faculty meetings, grade level meetings, data meetings, and School Leadership Team meetings. The purpose of these meetings is to determine how the outlined strategies are impacting student achievement. Progress is communicated to the faculty, parents, students, and stakeholders through faculty meetings, Parents on Board meetings, progress reports, student planners, and newsletters in order to foster a shared commitment for quality education for all students at Westview Elementary.

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

Parents, teachers, and community members participated in the development of the plan which will guide teaching and learning for Westview Elementary School. Parents and community members were surveyed, requested to attend planning meetings, asked to serve on the advisory committee, and asked to attend Title I meetings for the school and the district. Students were surveyed. Teachers were asked to attend planning meetings, maintain accurate data binders, and participate in data meetings. Teachers were also tasked with developing portions of the narrative for the Continuous Improvement Plan. The administrator provided turn around trainings at the school in addition to disaggregating data and scheduling planning and review meetings.

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

Once approved, the plan will be shared at a November Parents on Board Meeting. It will also be shared electronically and made available on the school's website. The plan will be reviewed during each nine week grading period to assess our progress toward intended goals and to assess the effectiveness of the strategies selected. Stakeholders will be informed of our progress at Parents on Board Meetings, the Spring Title I Meeting (January 2016), the February Parents on Board meeting, and through school newsletters.

Printed copies of the document are kept in the Parent Resource Center (lobby area) and the Media Center at Westview. The Continuous Improvement Plan is available for review at any time by stakeholders.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

The proficiency rate for Mathematics is better than expected. Concerns developed due to the change in instruction which occurred mid-year last school term and the administration of a fairly new and more rigorous standardized assessment (the Aspire). However, math achievement is reflecting positive growth.

The Aspire test categorizes student performance levels as Need Support, Close, Ready, or Exceeding. Students did not perform at the desired levels (ready or exceeding) but math proficiency percentages for third and fourth grades were 22% and 12% (respectively) higher than reading proficiency percentages. The number of students categorized as Need Support is decreasing in math.

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

The 2014-15 school year was the second year of the administration of the ACT Aspire test. Not enough data has been collected to identify a trend; however, student performance in third grade reading reflects a decrease in the percentage of students categorized as "Needs Support". Consequently, there was an increase reflected in the students categorized as 'Close' and 'Ready' on the Aspire test.

Which area(s) indicate the overall highest performance?

Aspire reports categorize student performance as Need Support, Close, Ready, or Exceeding. Although the proficiency rate decreased for each grade level (3rd-5th) during the 2015 administration of the Aspire, the percentage of students categorized as Need Support in 3rd grade math decreased from 24% to 16% in the spring of 2015. The percentage of 3rd grade math students categorized as Close increased from 40% to 46% in the Spring 2015 administration of Aspire. Additionally, the percentage of fourth grade math students categorized as Need Support decreased from 21% to 4.7% in the spring of 2015; and the students categorized as Exceeding increased from 4% in 2014 to 6.34% in 2015.

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

This is the second year of Aspire administration. Not enough data has been collected to establish a trend. However, third grade math reflects improvement. All categories, with the exception of the Need Support category show males and females perform equally. The Need Support category has eight (8) males and (2) females. Overall, girls are performing better in third grade math than boys.

Fourth grade data reflects fifty-two students did not attain proficiency on the Aspire. The majority (33) of the non-proficient students categorized as Need Support were males. Additionally, the Exceeding category had three female students and one male student. Remaining categories had seven males and five females (R) and 29 males and 19 females (C), respectively.

Between which subgroups is the achievement gap closing?

Aspire data reflects the strongest performance in mathematics. However, with this being the second year of the Aspire assessment there is not enough data to identify a trend in Aspire performance at this time.

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

According to STAR data, students need to improve math skills foundations and measurement and key ideas and details. This is consistent with data from the Aspire.

Students need to be exposed to more informational (nonfiction) text and corresponding vocabulary.

Areas in Need of Improvement

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

The proficiency rate for the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency subtest was below the district mean of 80% on the 2014-15 spring administration of the assessment.

2nd Grade - 51% at or above benchmark

3rd Grade - not assessed

Additionally, the majority of third through fifth grade students did not attain benchmark goals for the ACT Aspire administered in the spring of 2015. Specific areas identified for improvement are:

Key Ideas and Details - 3rd Grade 9.2% proficient; 4th Grade 20% proficient; and 5th Grade 23.4% proficient

Craft and Structure - 3rd Grade 21.5% proficient; 4th Grade 21.4% proficient; and 5th Grade 23.4% proficient

Integration of Knowledge and Ideas - 3rd Grade 20% proficient; 4th Grade 30%; and 5th Grade 17% proficient

Measurement - 3rd Grade 26.22% proficient; and 5th Grade 14.9% proficient

Justification and Explanation - 3rd Grade 30.8% proficient; 4th Grade 38.6% proficient; and 5th Grade 53.2% proficient

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

Note: Data is reviewed and compared from year to year. The data reflects the performance of different groups of students.

According to the 2013-14 DIBELS reports, 67% of 2nd grade students scored at benchmark level in Oral Reading Fluency (ORF). The 2014-15 report reflected 51% of 2nd grade students were at benchmark. This is a 16% decline from the year before.

Kindergarten Nonsense Word Fluency (NWF) Correct Letter Sounds scores declined in the spring 2015 administration by 28%. The students achieved at a proficiency rate of 96% during the 2014 spring administration and a proficiency rate of 68% in 2015.

The spring 2014 administration of the ACT Aspire was the first administration of the test. Consequently, there is not enough Aspire data collected to establish a trend. However, the percentage of students categorized as "ready" decreased during the spring 2015 administration.

Fourth grade Reading reflected the most significant decline. Scores declined by 14.31%.

Which area(s) indicate the overall lowest performance?

The ACT Aspire data reflects 73.8% of third grade students did not attain readiness level in Measurement; 71.4% of fourth grade students did not attain readiness level in Modeling; and 85.1% of fifth grade students did not attain readiness level in Measurement.

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

Aspire 2014- The free lunch subgroup and black students subgroup did not perform as desired. However, the 2014 test was the first administration of the assessment. Therefore, sufficient Aspire data to establish a trend was not available.

The spring 2015 data reflect females in grades three through five are outperforming males in math. More boys than girls are performing at the Need Support level in each grade level.

Note: There are not enough white students at any grade level to make a subgroup.

Between which subgroups is the achievement gap becoming greater?

The gap in achievement between males and females in fourth grade math is an area targeted for improvement. Both subgroups (males and females) had 6% of the students attain benchmark (Ready or Close). However, of the remaining students twenty-nine boys (49%) and 18 girls (28%) did not attain benchmark but all of the females who did not attain benchmark are categorized as Close.

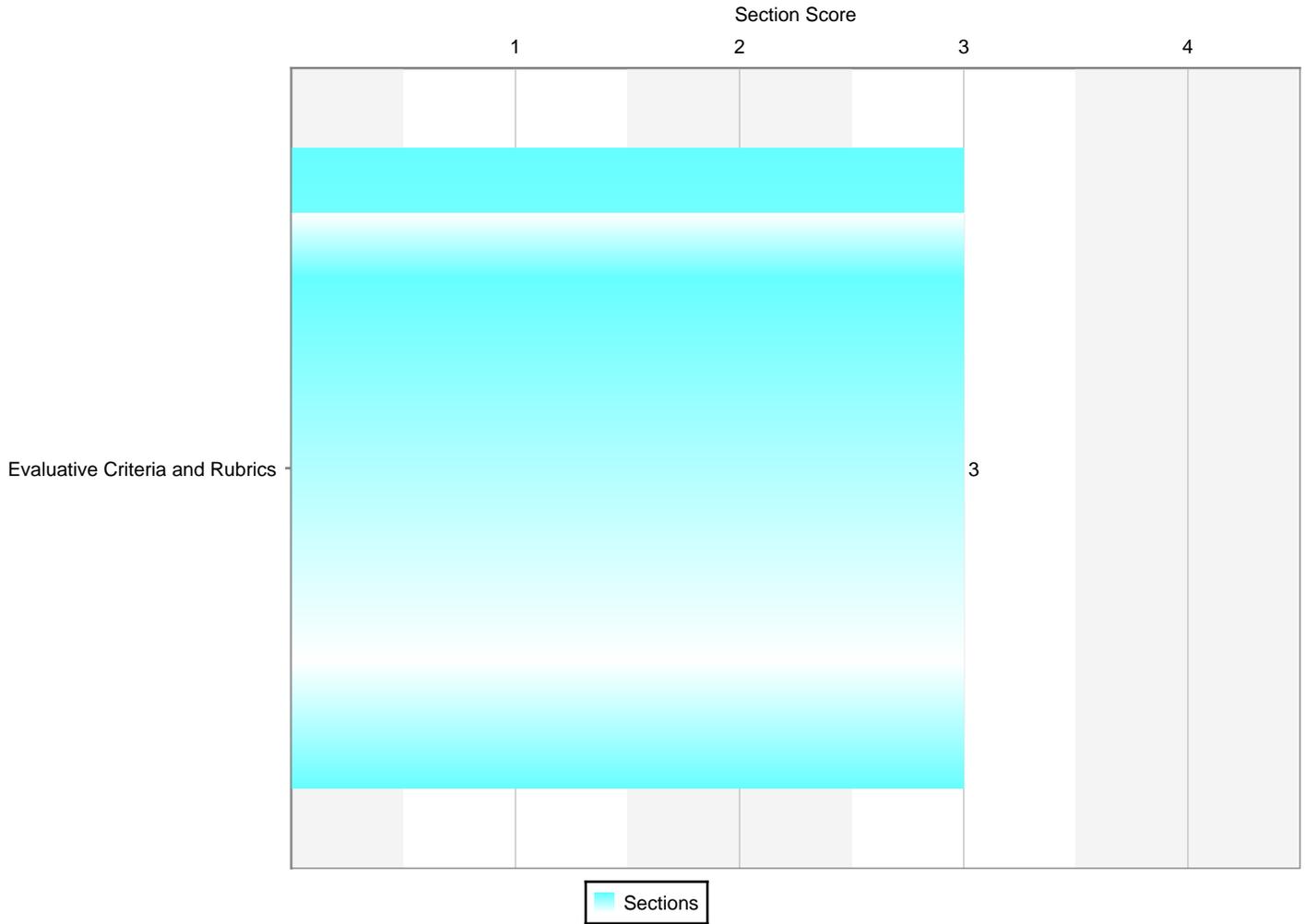
Which of the above reported findings are consistent with findings from other data sources?

According to STAR Math data, students are not mastering Number and Operations standards consistently.

According to STAR Reading data, students are not mastering key ideas and details. Both findings are consistent with Aspire.

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, ELL, 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		Leadership Team 2015

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Title IX (Equal Opportunity) is the policy of the Phenix City Board of Education that no person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity of Phenix City Public Schools on the basis of sex, race, religion, belief, national origin, or ethnic group.	

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	The Phenix City School District has designated Mr. Joe Blevins as the person responsible for coordinating efforts to comply with and carry out non-discrimination directives. His contact information is below. Mr. Joe Blevins Phenix City Board of Education 1212 Ninth Avenue P.O. Box 460 Phenix City, Alabama 36867 (334) 298-0534	

ACIP

Westview Elementary School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	The Engagement Plan is followed by the Parent Volunteer Form which is shared during summer registration and anytime throughout the year. This form allows parents to inform us of some of the types of activities in which they would like to participate during the course of the year. Mrs. M. Gordey Lewis, Principal	Stakeholder Engagement Plan

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Mrs. M. Gordey Lewis, Principal	WES School Compact 2015-16

Continuous Improvement Plan 2015-16

Overview

Plan Name

Continuous Improvement Plan 2015-16

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	All Westview Elementary School students will be proficient in reading.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$25300
2	Parents and guardians will be active participants in their students' learning and development.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
3	All Westview Elementary School students will be proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$28100
4	All EL students will make adequate progress in language acquisition.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
5	All Westview Elementary students will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3300
6	Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All Westview Elementary School students will be proficient in reading.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/22/2016 as measured by the ASPIRE Test.

Strategy 1:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/14/2015	04/18/2016	\$1500	District Funding	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning	09/14/2015	05/16/2016	\$0	No Funding Required	All classroom teachers and support teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$1500	Title I Part A	All faculty members

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0	No Funding Required	All faculty members

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Westview Elementary School

Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/30/2015	05/06/2016	\$20000	Title I Schoolwide	Teachers, Troy students, high school students
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Strategy 2:

Wonders Reading Training - Teachers will participate in Wonders Reading training during the pre-service days in August 2015 and after the onset of the school year.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Wonders Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2015-16 school year.	Professional Learning	08/03/2015	04/01/2016	\$0	No Funding Required	Instructional coaches, selected teachers

Strategy 3:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category:

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/19/2015	04/18/2016	\$2000	Title I Schoolwide	All faculty members

Strategy 4:

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program	09/14/2015	04/18/2016	\$300	Title I Schoolwide	All faculty members

Goal 2: Parents and guardians will be active participants in their students' learning and development.

Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/18/2016 as measured by quarterly parent volunteer logs.

Strategy 1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Category:

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Volunteer Orientation Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/14/2015	04/18/2016	\$0	District Funding	Counselor and Teachers
Activity - Parent Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2015	04/18/2016	\$500	Annual Giving Fund	All faculty members

Goal 3: All Westview Elementary School students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

Strategy 1:

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Use the Investigations math program to teach mathematics standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

ACIP

Westview Elementary School

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/17/2015	04/18/2016	\$500	Title I Schoolwide	All faculty members
Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors. The Investigations math program will be the core program for math instruction.	Professional Learning	08/10/2015	04/18/2016	\$2000	Title I Part A	All faculty members
Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Professional Learning	08/10/2015	04/18/2016	\$2000	Title I Schoolwide	All faculty members
Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/30/2015	05/06/2016	\$20000	Title I Schoolwide	Teachers, Troy students, high school students

Strategy 2:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/19/2015	04/18/2016	\$2000	Title I Schoolwide	All faculty members, administrator, secretary

Strategy 3:

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, the instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Category:

ACIP

Westview Elementary School

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/28/2015	05/06/2016	\$300	Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel

Strategy 4:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/14/2015	04/25/2016	\$300	Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/19/2015	05/16/2016	\$1000	Title I Schoolwide	All faculty members

Goal 4: All EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/29/2016 as measured by the ACCESS Test..

(shared) Strategy 1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Westview Elementary School

English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0	Title I Schoolwide	Classroom teachers; EL paraprofessional
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Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

(shared) Strategy 1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0	Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 5: All Westview Elementary students will be proficient in science.**Measurable Objective 1:**

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/18/2016 as measured by Alabama Science Assessment.

Strategy 1:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught.

Category:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300	Title I Schoolwide	All faculty members

Strategy 2:

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction at each grade level.

Category:

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000	Title I Schoolwide	All faculty members

Strategy 3:

Use Science Kits to Support Instruction - Science kits will be available to all classes to allow for hands on science activities. Students will also participate in STEM focused activities throughout the year.

Category:

Activity - Distribute FOSS Science Kits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FOSS science kits will be distributed to teachers and used to support instruction and enhance student mastery of science standards.	Academic Support Program	08/17/2015	05/16/2016	\$2000	Title I Schoolwide	All faculty members

Goal 6: Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy 1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Westview Elementary School

Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0	Other	Marceda Lewis, William R. Wilkes, Donna Ash
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Volunteer Orientation Sessions	Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/14/2015	04/18/2016	\$0	Counselor and Teachers
Grade Level Reading Standards Review	Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/14/2015	04/18/2016	\$1500	All faculty members
Total					\$1500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skill Focused Tutorials	Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/30/2015	05/06/2016	\$20000	Teachers, Troy students, high school students
Grade Level Math Standards Review	Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/17/2015	04/18/2016	\$500	All faculty members
Skill Focused Tutorials	Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/30/2015	05/06/2016	\$20000	Teachers, Troy students, high school students
Standards Based Instruction	Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300	All faculty members
Goal Setting Charts	Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/14/2015	04/25/2016	\$300	All faculty members

ACIP

Westview Elementary School

STAR Celebration	Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/19/2015	05/16/2016	\$1000	All faculty members
Distribute FOSS Science Kits	FOSS science kits will be distributed to teachers and used to support instruction and enhance student mastery of science standards.	Academic Support Program	08/17/2015	05/16/2016	\$2000	All faculty members
Standards Based Instruction	Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Professional Learning	08/10/2015	04/18/2016	\$2000	All faculty members
Small Group Instruction	English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0	Classroom teachers; EL paraprofessional
Goal Setting Charts	Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program	09/14/2015	04/18/2016	\$300	All faculty members
Reading Data Meetings	Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/19/2015	04/18/2016	\$2000	All faculty members
Data Review	Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000	All faculty members
Classroom Visits	Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/28/2015	05/06/2016	\$300	PLC team, instructional coach, school administrator, central office personnel
Math Data Meetings	Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/19/2015	04/18/2016	\$2000	All faculty members, administrator, secretary
Total					\$51700	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Planning for Standards Based Instruction	Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors. The Investigations math program will be the core program for math instruction.	Professional Learning	08/10/2015	04/18/2016	\$2000	All faculty members

ACIP

Westview Elementary School

Standards Based Instruction	Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$1500	All faculty members
Total					\$3500	

Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Recognition	Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2015	04/18/2016	\$500	All faculty members
Total					\$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Lessons and Activities	Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0	Marceda Lewis, William R. Wilkes, Donna Ash
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wonders Professional Development	Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2015-16 school year.	Professional Learning	08/03/2015	04/01/2016	\$0	Instructional coaches, selected teachers
Lesson Planning for Standards Based Instruction	Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning	09/14/2015	05/16/2016	\$0	All classroom teachers and support teachers
Vocabulary Instruction	Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0	All faculty members
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

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?

Surveys administered to parents and students and returned to the school at the end of the 2014-2015 school year identified the following as areas of achievement:

90% satisfaction or higher

Parents feel welcome at their child's school

The school encourages you to be involved in your child's education

You know your school's academic goals and how to be involved

You understand your child's report card and test scores

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

Students agreed that at their school teachers want them to do their best work.

Parents agreed that their child or children had administrators and teachers who monitor and inform parents of the students' learning progress.

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

Students and teachers believe that our school sets clear goals and expects the best from all stakeholders as the goals are pursued.

Areas in Need of Improvement

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

63% or lower

Parents do not know how additional help with reading and math is given to students through the Title I program.

Parents do not know about the school's referral program to community services outside of the school (adult literacy programs, social services, health services, GED, etc.)

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

No trends show a decrease at this time.

What are the implications for these stakeholder perceptions?

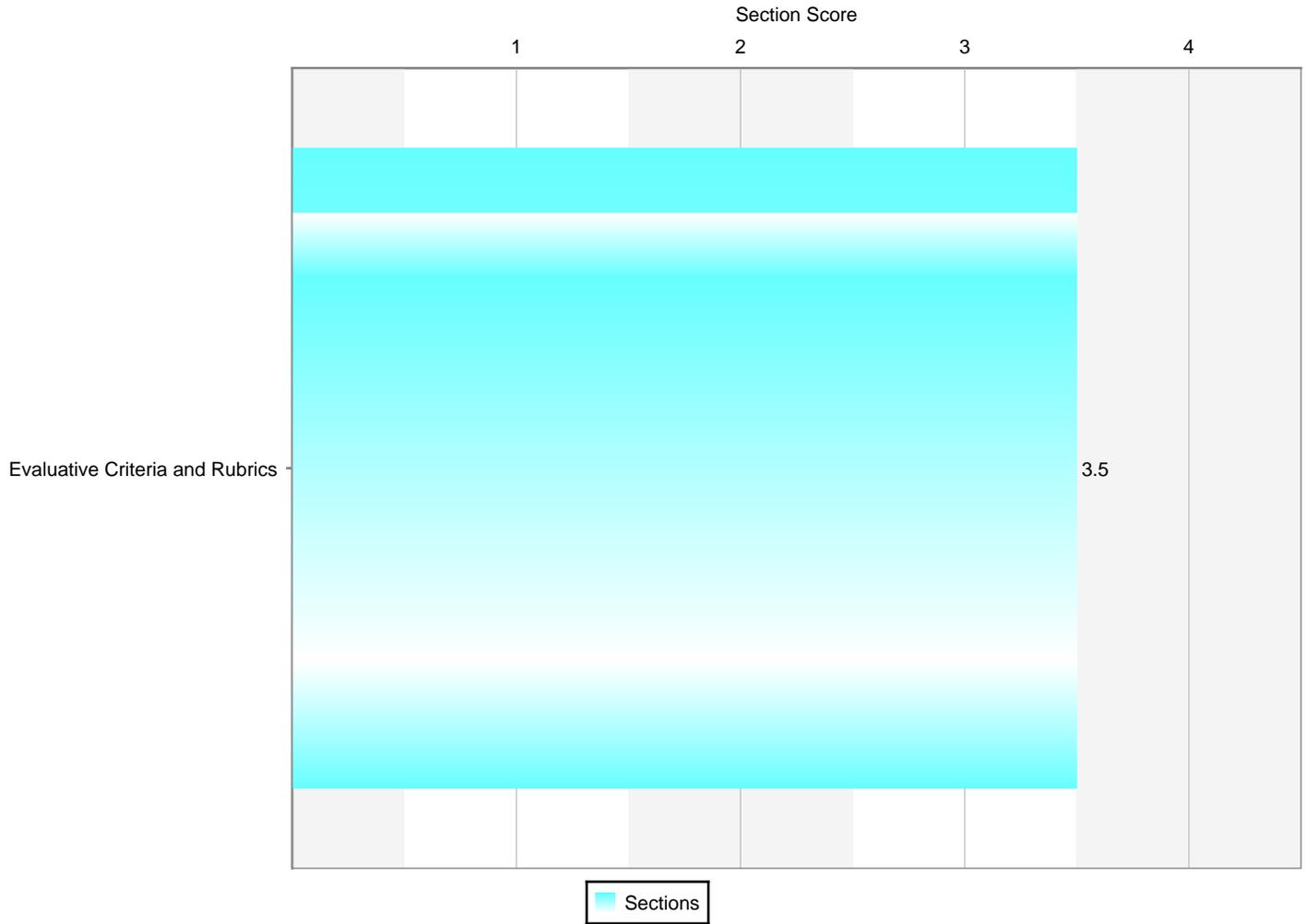
The school needs to ensure that the students are afforded resources through counseling, referrals, career planning, etc. Additionally, students need to be more respectful to teachers.

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

School climate is important to parents, students, and teachers. We will engage teachers in professional learning which aids their understanding of students from various backgrounds and positively impacts the level of mutual respect between teachers and Westview scholars.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by surveying stakeholders and analyzing the data collected throughout the year in addition to the standardized assessment (Aspire Test) results. The faculty identified areas of strength and areas in need of improvement. The areas identified for improvement will be a focus for the 2015-2016 school year.

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

The comprehensive needs assessment reflected the need to focus on Numbers and Operations Standards, Geometry Standards, Measurement Standards, and Algebra Standards. Our team also needs to make an effort to improve students written and oral skills in order to impact their abilities to effectively justify and explain answers. Additionally, we need to focus on the following reading standards:

3. What conclusions were drawn from the results?

It was concluded that reading skills are reflecting a significant deficit. Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas will be priority focus for the 2015-2016 year. Additionally, Measurement and Justification and Explanation need to be a focus for math (along with foundational skills at each grade level).

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

It was concluded that vocabulary is not being taught consistently nor is vocabulary being integrated throughout the curriculum. Vocabulary is an interference to maximum student performance on assessments. Additionally, it was concluded that our students have some gaps in instruction between the expectations for performance levels with the new Investigations math program and their actual skill levels. However, standardized math scores are still higher in math than reading.

Overall, parents believe the employees of the school care about their children. They also feel welcome on campus. Parents are still requesting more field trips for students.

A WES Facebook page was created due to parent requests for various modes of communication.

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

The school's goals focus on improving reading and math skills and increasing student achievement score on the Aspire Test. This correlates to the areas identified as needing improvement (math, reading, science).

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

Goals are developed after reviewing data from multiple sources to include: surveys, school assessments, program assessments and standardized test results. Assessments are inclusive of, but not limited to, the Wonders and Investigations assessments, STAR Reading and STAR Math assessments. Academic areas reflecting a need for improvement are selected for the Continuous Improvement Plan. Operational and management areas receiving the highest responses from parents and students are also considered for inclusion in the Continuous Improvement Plan.

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

The goals are structured to include all students in high quality engaging instruction with an emphasis on STEM skills application. Each student, regardless of performance ability or socioeconomic status, is required to set goals and work to attain mastery of the goals throughout the year. The goals also include strategies which afford teachers an opportunity to examine student data throughout the year and provide differentiated instruction as needed for student success. Furthermore, teachers are provided opportunities to learn and/or refine strategies to best meet student needs; and parents are routinely invited to become active participants in their student's learning and growth.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

All Westview Elementary School students will be proficient in reading.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/22/2016 as measured by the ASPIRE Test.

Strategy1:

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category:

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Parent Involvement Behavioral Support Program Academic Support Program	09/14/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members

Strategy2:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

ACIP

Westview Elementary School

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/14/2015	04/18/2016	\$1500 - District Funding	All faculty members

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0 - No Funding Required	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$0 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level. We will collaborate with AMSTI and ARI representatives for support.	Professional Learning	09/14/2015	05/16/2016	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

Strategy3:

Wonders Reading Training - Teachers will participate in Wonders Reading training during the pre-service days in August 2015 and after the onset of the school year.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

ACIP

Westview Elementary School

Activity - Wonders Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2015-16 school year.	Professional Learning	08/03/2015	04/01/2016	\$0 - No Funding Required	Instructional coaches, selected teachers

Strategy4:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category:

Research Cited:

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/19/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Goal 2:

Parents and guardians will be active participants in their students' learning and development.

Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/18/2016 as measured by quarterly parent volunteer logs.

Strategy1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Category:

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Volunteer Orientation Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/14/2015	04/18/2016	\$0 - District Funding	Counselor and Teachers

Activity - Parent Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2015	04/18/2016	\$500 - Annual Giving Fund	All faculty members

Goal 3:

All Westview Elementary School students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, the instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Category:

Research Cited:

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/28/2015	05/06/2016	\$300 - Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel Substitutes may be needed to cover selected PLC member's classes

Strategy2:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category:

Research Cited:

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/19/2015	05/16/2016	\$1000 - Title I Schoolwide	All faculty members

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/14/2015	04/25/2016	\$300 - Title I Schoolwide	All faculty members

Strategy3:

ACIP

Westview Elementary School

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category:

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/19/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Strategy4:

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Use the Investigations math program to teach mathematics standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/17/2015	04/18/2016	\$500 - Title I Schoolwide	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/10/2015	04/18/2016	\$2000 - Title I Schoolwide	All faculty members

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

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Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. We will also collaborate with AMSTI and ARI for support in lesson planning. Lesson Plans will be printed and placed in folders next to the classroom doors. The Investigations math program will be the core program for math instruction.	Professional Learning	08/10/2015	04/18/2016	\$0 - Title I Part A	All faculty members, AMSTI and ARI representatives

Goal 4:

All EL students will make adequate progress in language acquisition.

Measurable Objective 1:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Measurable Objective 2:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/29/2016 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 5:

All Westview Elementary students will be proficient in science.

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/18/2016 as measured by Alabama Science Assessment.

Strategy1:

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction at each grade level.

Category:

Research Cited:

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Strategy2:

Use Science Kits to Support Instruction - Science kits will be available to all classes to allow for hands on science activities. Students will also participate in STEM focused activities throughout the year.

Category:

Research Cited:

Activity - Distribute FOSS Science Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be distributed to teachers and used to support instruction and enhance student mastery of science standards.	Academic Support Program	08/17/2015	05/16/2016	\$2000 - Title I Schoolwide	All faculty members

Strategy3:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught.

Category:

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300 - Title I Schoolwide	All faculty members

Goal 6:

Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0 - Other	Marceda Lewis, William R. Wilkes, Donna Ash

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All Westview Elementary School students will be proficient in reading.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/22/2016 as measured by the ASPIRE Test.

Strategy1:

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category:

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Academic Support Program Behavioral Support Program Parent Involvement	09/14/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members

Strategy2:

Wonders Reading Training - Teachers will participate in Wonders Reading training during the pre-service days in August 2015 and after the onset of the school year.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Wonders Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2015-16 school year.	Professional Learning	08/03/2015	04/01/2016	\$0 - No Funding Required	Instructional coaches, selected teachers

Strategy3:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/14/2015	04/18/2016	\$1500 - District Funding	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$0 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level. We will collaborate with AMSTI and ARI representatives for support.	Professional Learning	09/14/2015	05/16/2016	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0 - No Funding Required	All faculty members

Strategy4:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category:

Research Cited:

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/19/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Goal 2:

All Westview Elementary School students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, the instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Category:

Research Cited:

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/28/2015	05/06/2016	\$300 - Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel Substitutes may be needed to cover selected PLC member's classes

Strategy2:

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Use the Investigations math program to teach mathematics standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Academic Support Program Tutoring	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/17/2015	04/18/2016	\$500 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. We will also collaborate with AMSTI and ARI for support in lesson planning. Lesson Plans will be printed and placed in folders next to the classroom doors. The Investigations math program will be the core program for math instruction.	Professional Learning	08/10/2015	04/18/2016	\$0 - Title I Part A	All faculty members, AMSTI and ARI representatives

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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/10/2015	04/18/2016	\$2000 - Title I Schoolwide	All faculty members

Strategy3:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category:

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/19/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Strategy4:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category:

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/14/2015	04/25/2016	\$300 - Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/19/2015	05/16/2016	\$1000 - Title I Schoolwide	All faculty members

Goal 3:

Parents and guardians will be active participants in their students' learning and development.

Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/18/2016 as measured by quarterly parent

volunteer logs.

Strategy1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Category:

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Volunteer Orientation Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/14/2015	04/18/2016	\$0 - District Funding	Counselor and Teachers

Activity - Parent Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2015	04/18/2016	\$500 - Annual Giving Fund	All faculty members

Goal 4:

All EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/29/2016 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 5:

All Westview Elementary students will be proficient in science.

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/18/2016 as measured by Alabama Science Assessment.

Strategy1:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught.

Category:

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300 - Title I Schoolwide	All faculty members

Strategy2:

Use Science Kits to Support Instruction - Science kits will be available to all classes to allow for hands on science activities. Students will also participate in STEM focused activities throughout the year.

Category:

Research Cited:

Activity - Distribute FOSS Science Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be distributed to teachers and used to support instruction and enhance student mastery of science standards.	Academic Support Program	08/17/2015	05/16/2016	\$2000 - Title I Schoolwide	All faculty members

Strategy3:

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction at each grade level.

Category:

Research Cited:

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Goal 6:

Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0 - Other	Marceda Lewis, William R. Wilkes, Donna Ash

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

All Westview Elementary School students will be proficient in reading.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/22/2016 as measured by the ASPIRE Test.

Strategy1:

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category:

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Academic Support Program Parent Involvement Behavioral Support Program	09/14/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members

Strategy2:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category:

Research Cited:

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/19/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Strategy3:

Wonders Reading Training - Teachers will participate in Wonders Reading training during the pre-service days in August 2015 and after the onset of the school year.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

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Activity - Wonders Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2015-16 school year.	Professional Learning	08/03/2015	04/01/2016	\$0 - No Funding Required	Instructional coaches, selected teachers

Strategy4:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Academic Support Program Tutoring	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level. We will collaborate with AMSTI and ARI representatives for support.	Professional Learning	09/14/2015	05/16/2016	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0 - No Funding Required	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$0 - Title I Schoolwide	All faculty members

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Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/14/2015	04/18/2016	\$1500 - District Funding	All faculty members

Goal 2:

All Westview Elementary School students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category:

Research Cited:

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/19/2015	05/16/2016	\$1000 - Title I Schoolwide	All faculty members

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/14/2015	04/25/2016	\$300 - Title I Schoolwide	All faculty members

Strategy2:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category:

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/19/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Strategy3:

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, the instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Category:

Research Cited:

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/28/2015	05/06/2016	\$300 - Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel Substitutes may be needed to cover selected PLC member's classes

Strategy4:

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Use the Investigations math program to teach mathematics standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/17/2015	04/18/2016	\$500 - Title I Schoolwide	All faculty members

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/10/2015	04/18/2016	\$2000 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. We will also collaborate with AMSTI and ARI for support in lesson planning. Lesson Plans will be printed and placed in folders next to the classroom doors. The Investigations math program will be the core program for math instruction.	Professional Learning	08/10/2015	04/18/2016	\$0 - Title I Part A	All faculty members, AMSTI and ARI representatives

Goal 3:

Parents and guardians will be active participants in their students' learning and development.

Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/18/2016 as measured by quarterly parent volunteer logs.

Strategy1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Category:

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2015	04/18/2016	\$500 - Annual Giving Fund	All faculty members

Activity - Parent Volunteer Orientation Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/14/2015	04/18/2016	\$0 - District Funding	Counselor and Teachers

Goal 4:

All EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/29/2016 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 5:

All Westview Elementary students will be proficient in science.

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/18/2016 as measured by Alabama Science Assessment.

Strategy1:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught.

Category:

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300 - Title I Schoolwide	All faculty members

Strategy2:

Use Science Kits to Support Instruction - Science kits will be available to all classes to allow for hands on science activities. Students will also participate in STEM focused activities throughout the year.

Category:

Research Cited:

Activity - Distribute FOSS Science Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be distributed to teachers and used to support instruction and enhance student mastery of science standards.	Academic Support Program	08/17/2015	05/16/2016	\$2000 - Title I Schoolwide	All faculty members

Strategy3:

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction at each grade level.

Category:

Research Cited:

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Goal 6:

Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the

beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0 - Other	Marceda Lewis, William R. Wilkes, Donna Ash

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All Westview Elementary School students will be proficient in reading.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/22/2016 as measured by the ASPIRE Test.

Strategy1:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category:

Research Cited:

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/19/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Strategy2:

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category:

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Academic Support Program Behavioral Support Program Parent Involvement	09/14/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members

Strategy3:

Wonders Reading Training - Teachers will participate in Wonders Reading training during the pre-service days in August 2015 and after the onset of the school year.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Wonders Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2015-16 school year.	Professional Learning	08/03/2015	04/01/2016	\$0 - No Funding Required	Instructional coaches, selected teachers

Strategy4:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0 - No Funding Required	All faculty members

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/14/2015	04/18/2016	\$1500 - District Funding	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level. We will collaborate with AMSTI and ARI representatives for support.	Professional Learning	09/14/2015	05/16/2016	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$0 - Title I Schoolwide	All faculty members

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

Goal 2:

Parents and guardians will be active participants in their students' learning and development.

Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/18/2016 as measured by quarterly parent volunteer logs.

Strategy1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Category:

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Volunteer Orientation Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/14/2015	04/18/2016	\$0 - District Funding	Counselor and Teachers

ACIP

Westview Elementary School

Activity - Parent Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2015	04/18/2016	\$500 - Annual Giving Fund	All faculty members

Goal 3:

All Westview Elementary School students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Use the Investigations math program to teach mathematics standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. We will also collaborate with AMSTI and ARI for support in lesson planning. Lesson Plans will be printed and placed in folders next to the classroom doors. The Investigations math program will be the core program for math instruction.	Professional Learning	08/10/2015	04/18/2016	\$0 - Title I Part A	All faculty members, AMSTI and ARI representatives

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

ACIP

Westview Elementary School

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/10/2015	04/18/2016	\$2000 - Title I Schoolwide	All faculty members

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/17/2015	04/18/2016	\$500 - Title I Schoolwide	All faculty members

Strategy2:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category:

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/14/2015	04/25/2016	\$300 - Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/19/2015	05/16/2016	\$1000 - Title I Schoolwide	All faculty members

Strategy3:

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, the instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Category:

Research Cited:

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/28/2015	05/06/2016	\$300 - Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel Substitutes may be needed to cover selected PLC member's classes

Strategy4:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category:

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/19/2015	04/18/2016	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Goal 4:

All EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/29/2016 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

ACIP

Westview Elementary School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 5:

All Westview Elementary students will be proficient in science.

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/18/2016 as measured by Alabama Science Assessment.

Strategy1:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught.

Category:

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300 - Title I Schoolwide	All faculty members

Strategy2:

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction at each grade level.

Category:

Research Cited:

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Strategy3:

Use Science Kits to Support Instruction - Science kits will be available to all classes to allow for hands on science activities. Students will also participate in STEM focused activities throughout the year.

Category:

Research Cited:

ACIP

Westview Elementary School

Activity - Distribute FOSS Science Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be distributed to teachers and used to support instruction and enhance student mastery of science standards.	Academic Support Program	08/17/2015	05/16/2016	\$2000 - Title I Schoolwide	All faculty members

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All Westview Elementary School students will be proficient in reading.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/22/2016 as measured by the ASPIRE Test.

Strategy1:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level. We will collaborate with AMSTI and ARI representatives for support.	Professional Learning	09/14/2015	05/16/2016	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

ACIP

Westview Elementary School

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/14/2015	04/18/2016	\$1500 - District Funding	All faculty members

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0 - No Funding Required	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$0 - Title I Schoolwide	All faculty members

Goal 2:

All Westview Elementary School students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Use the Investigations math program to teach mathematics standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Academic Support Program Tutoring	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

ACIP

Westview Elementary School

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. We will also collaborate with AMSTI and ARI for support in lesson planning. Lesson Plans will be printed and placed in folders next to the classroom doors. The Investigations math program will be the core program for math instruction.	Professional Learning	08/10/2015	04/18/2016	\$0 - Title I Part A	All faculty members, AMSTI and ARI representatives

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/17/2015	04/18/2016	\$500 - Title I Schoolwide	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/10/2015	04/18/2016	\$2000 - Title I Schoolwide	All faculty members

Goal 3:

All EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/29/2016 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 4:

All Westview Elementary students will be proficient in science.

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/18/2016 as measured by Alabama Science Assessment.

Strategy1:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught.

Category:

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300 - Title I Schoolwide	All faculty members

Goal 5:

Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqfkw/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0 - Other	Marceda Lewis, William R. Wilkes, Donna Ash

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

Goal 1:

All EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/29/2016 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/17/2015	05/20/2016	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All Westview Elementary School students will be proficient in reading.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/22/2016 as measured by the ASPIRE Test.

Strategy1:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates common core test language.	Professional Learning	09/01/2015	05/20/2016	\$0 - Title I Schoolwide	All faculty members

Goal 2:

All Westview Elementary School students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Use the Investigations math program to teach mathematics standards.

Category:

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Skill Focused Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/30/2015	05/06/2016	\$15000 - Title I Schoolwide	Teachers, Troy students, high school students

Goal 3:

All Westview Elementary students will be proficient in science.

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/18/2016 as measured by Alabama Science Assessment.

Strategy1:

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction at each grade level.

Category:

Research Cited:

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000 - Title I Schoolwide	All faculty members

Strategy2:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught.

Category:

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/14/2015	05/16/2016	\$300 - Title I Schoolwide	All faculty members

Strategy3:

Use Science Kits to Support Instruction - Science kits will be available to all classes to allow for hands on science activities. Students will also participate in STEM focused activities throughout the year.

Category:

Research Cited:

Activity - Distribute FOSS Science Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be distributed to teachers and used to support instruction and enhance student mastery of science standards.	Academic Support Program	08/17/2015	05/16/2016	\$2000 - Title I Schoolwide	All faculty members

Goal 4:

Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

ACIP

Westview Elementary School

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0 - Other	Marceda Lewis, William R. Wilkes, Donna Ash

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All paraprofessionals are highly qualified.	Principal's Attestation

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All certified faculty members meet the NCLB requirements for highly qualified.	Principal's Attestation

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

It is our goal to recruit and hire certified and highly qualified teachers to meet the needs of our student population, whenever possible. When seeking candidates for employment, we carefully consider areas of certification, years of experience, and specialized training. Once a position becomes available, applicants are interviewed, rated, selected, and assigned based on where they are believed to best impact student achievement and the overall goals of our school.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Westview Elementary School experiences transition of teachers each year. The close of the 2014-15 school year created six vacancies on our team, a 19% turnover rate. One vacancy (3%) were due to family obligations, three (9%) were due to advanced employment opportunities and two (6%) were due to transfers. Additionally, we earned two additional teacher units due to increased student enrollment.

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

Of the twenty-two certified teachers, the instructional coach, the media specialist, the collaborative teacher, speech pathologist, and the Physical Education coaches, seventeen team members have more than four years of experience and eleven have three years or less experience.

61% - four years of experience or more

39% - three years of experience or less

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The school (district) implements a Mentor Program for new teachers. New teachers are assigned a veteran teacher to mentor them throughout the year. The program provides meeting dates and time for mentors and mentees to be trained and to collaborate. The new hires are supported in lesson planning, student assessment, data entry, classroom instruction, and other areas pertinent to student and teacher success. Westview also takes time to celebrate the hard work of teachers employed at the school by recognizing teachers during faculty meetings and presenting the Caught In the Act (CIA) Award for providing high quality instruction to students at WES. Additionally, we recognize an Employee of the Month and award gift cards. The school also selects a classroom teacher of the year, specialty area teacher of the year, etc. and these individuals are recognized at a district wide program similar to a night at the Oscars. The Heart of the Community Awards occurs annually and it is broadcasted on local television channels.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

In an effort to attract highly qualified teachers, the district has developed partnerships with local colleges and universities throughout the southeast region of the country. District representatives actively recruit at college fairs. Additionally, the school district and the city have launched videos to share the good news about Phenix City and its school district. The positively Phenix City campaign has been seen around the nation.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The school district has implemented the Mentor Program to increase teacher retention rates. Additionally, Westview Elementary School recognizes an employee of the month and collaborates with community stakeholders to provide refreshments for celebratory events such as Teacher Appreciation Week, National Education Week, moral activities, etc. for the faculty and staff.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Data Analysis

Student Centered Coaching (Goal Setting for Students)

Wonders Training

Student Engagement Strategies

AMSTI and ARI Training

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Data Analysis

Student Centered Coaching (Gal Setting)

Student Engagement Strategies

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

Classroom observations will be conducted by central office personnel and members of the Professional Learning Communities established within our school (across grade levels). Teachers will collaborate and share strategies to improve teacher performance and student achievement. Additionally, the district mentor program assigns a new teacher a mentor teacher to support and guide him or her throughout the year. The district also offers Tools for Teaching professional development sessions to teachers during the first semester of the year.

4. Describe how this professional development is "sustained and ongoing."

Teachers are exposed to new learning in manageable chunks. Professional development days are designated throughout the school year on the district calendar and at the school level as needed to keep our staff abreast of current trends and strategies which will benefit our students. This allows for teachers to assess implementation of professional learning and strategies throughout the year. It also provides opportunities for follow-up sessions or extensions of the professional development sessions as needed.

Teaching the standards is a priority for our school district this year. Since we are considering programs which better align to the standards, we will routinely examine the standards and align lesson development to student needs.

Component 6: Transition Strategies

1. 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.

Students enrolled at the Early Learning Center (Pre-K) visit our school in the spring of the year. The upcoming kindergarten students are allowed to participate in a reading and math lesson. They also go to lunch and P.E. with the current kindergarten students after receiving a tour of our campus.

Fifth grade students transitioning from our school to the intermediate school are bused to the intermediate school in the spring of the year for a similar visit. Fifth graders (upcoming sixth graders) tour the campus, experience a class change at the sounding of the bell, and participate in a question answer session with the faculty after meeting the teachers and administrators. Additionally, the students and parents are invited to the intermediate school after school hours (evening session) to tour the campus and speak with teachers and administrators together.

Additionally, each grade level teacher understands and teaches the standards for the grade level to ensure students are prepared for the academic challenges of the next grade level.

Component 7: Teacher Participation in Making Assessment Decisions

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

The school leadership meets in the summer to review data from school programs and standardized assessments, when available. After which, the information is communicated to the remainder of the faculty and staff at the onset of the school year during the teacher in-service days. Data meetings are conducted throughout the year to allow the faculty and staff to share input regarding reasons for the success of or lack of success for particular strategies. During data meetings, the faculty is asked to discuss how best to proceed in the coming year. We collaboratively determine which programs and resources should continue and which have been proven to be ineffective for improving student achievement at WES.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

Data meetings are conducted to disaggregate and discuss system wide and standardized test data. Students are identified and categorized for monitoring purposes. Teachers share records kept to monitor student progress with the teacher receiving the student the next year. Students (K-2 and selected 3rd graders) are progress monitored monthly using DIBELS and four times during the year using the STAR Reading and Math tests which are correlated to the Aspire standards and performance levels. Additionally, kindergarten through second grade students are administered the DIBELS assessment three times each year to monitor reading progress.

2. 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?

Problem Solving Team (PST) records for students are shared with the next grade level teacher. Students who are in need of intervention receive intervention as soon as possible in the new school year. Additionally, DIBELS and program assessment results for the current year along with teacher observations are used to progress monitor student performance and mastery of standards. Students not mastering standards are pulled for small group instruction and provided additional support via computer based programs tailored to address individual learning needs. If students need further support, resource teachers are contracted to provide an additional pull-out for small group instruction. During the 2015-16 year, we plan to collaborate with Troy University and the high school to provide additional academic support to our students.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are addressed through differentiated instruction by providing engaging learning experiences which are kinesthetic, visual and tactile in nature. Lessons are plan with the goal of student engagement through discussion, collaboration and practical application of skills. Small group instruction, one-to-one instruction, and technology based lessons are used to meet students' needs. During the 2015-16 school year, music is also being used to teach skills during bi-weekly music classes.

4. 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.

Additional academic support is provided to students after school three days per week. Students receive small group and/or individual support in the areas of reading and mathematics through a partnership with Troy University and Central High School. All activities are based on the grade level standards for the students and the depth of knowledge levels of performance aligned with performance expectations for the Aspire test.

5. 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.

Information is discretely collected when students register at our school. The Parental Involvement Specialist, collaborative teacher and Special Education Coordinator, the EL Specialist and the Homeless liaison work to address the needs of their perspective group(s) of students. Their work is done in conjunction with school liaisons for each group, the principal, and the school secretary. Together, we work to meet the needs of the students for each group mentioned above.

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

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Federal, state, and local resources are coordinated to support after school tutorial programs and to secure resources which align with state standards for each grade level. Programs are also used to monitor the effectiveness of the instruction taking place at our school.

2. 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.

Title I funds, Title II funds, donations and fundraiser proceeds are used to purchase academic support resources and highly qualified faculty and staff members. Additionally, funds are used to celebrate the achievements of students throughout the year.

3. 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, vocational and technical education, and job training.

The Ned Show was presented to students. The show focuses on character education and developing a positive work ethic and never giving up.

The students receive a healthy snack each afternoon because of a Fruit and Vegetable grant secured by the Child Nutrition Program.

Component 10: Evaluation

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

The faculty and staff review the goals of the plan throughout the year to ascertain how we are progressing. We also examine data (STAR, DIBELS, Aspire, school data and program assessments) at the end of year to compare actual performance to goals set for our school in the areas of student achievement and parent involvement.

2. 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 school will evaluate the results of the school wide program by determining the amount of growth in each tested area and the shrinking of the achievement gap between subgroups. We also review our annual measurable objectives.

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

The school uses data from the STAR assessments (DIBELS, when applicable) and the standardized assessment administered in the spring to assess student growth and progress during the year. This progress is monitored during the year and discussed at PST meeting and Data meetings. We also meet to reflect on progress made during the year in the summer before embarking upon another school year. Individual student reports are reviewed to gauge performance for students who are furthest from achieving the standards.

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

The faculty and staff members assess the progress of students throughout the year and determine whether progress or lack thereof is the result of student effort, teacher implementation, or program weaknesses. We try new strategies as determined to best meet the needs of the students.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

We are keeping the goals for reading and mathematics. Students did not performed as desired in either area but we did notice growth in the percentage of students categorized as close and ready on the Aspire.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Changes were made to the Science Goal in the activity section. We changed from purchasing resources and establishing a science lab to distributing and maximizing use of the FOSS Science kit resources by all team members.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	23.74	22	1,187,063.00
Administrator Units	1.00	1.00	76,128.00
Assistant Principal	1.00	1	73,039.00
Counselor	1.00	1.00	54,155.00
Librarian	1.00	1.00	49,329.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	9,808.00
Professional Development	0.00	0	1,674.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	9,808.00
Library Enhancement	0.00	0	558.00
Totals			1,461,562.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	170005.0

Provide a brief explanation and breakdown of expenses.

1 Parapro and 2 teachers covered at 100%

1 teacher covered at 25%

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

NA

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

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

Parents are invited to participate in Title I meetings in the fall semester (August) and the spring semester of the year (January). Power Point presentations are used to share information about Westview Elementary School's participation in Title I. Title I requirements, the rights of parents to get involved, and activities planned for parental involvement and support are shared at the meetings and other events held throughout the year.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

Parent meetings are planned during the school day (morning/afternoon sessions) and after school. Parent participation is requested for annual Title I meetings and parent input is solicited and considered for implementation. Additionally, surveys are conducted periodically. If parents are unable to share information in a face-to-face meeting, they have an opportunity to share information via anonymous surveys pertaining to instruction, school activities and operations, and programs offered at the school.

Parent sessions are scheduled to prepare parents to help students with reading and math assignments. The sessions are offered during morning and afternoon time slots. Parents on Board meetings are held in the evenings after school.

Funds allocated for parent involvement are used by the Parental Involvement Specialist to host parent meetings on pertinent issues in education and to conduct surveys.

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

Information is communicated to parents via letters, parent meetings (Parents on Board), school cast call-out, the school website, and Facebook. Parent conferences are held as needed to support the academic, social, emotional, and physical development of the students at our school. Parents are also asked to serve on the Parent Advisory committee, the Continuous Improvement Plan committee, and various other committees established for activities held throughout the year.

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

updated).

Parents are invited to participate in the revision process of the compact by attending a meeting and making suggestions regarding the additions or deletions to the document. The school- parent compact is discussed at the Title I meeting each year. Revisions are made as necessary to address the needs of our school. Additionally, school staff and students complete a goal setting page. This is part of our Student Centered Coaching project. Early in the school year, parents are made aware that goal setting charts have been completed via a school cast call-out and/or parent meetings (Muffins for Moms and Donuts for Dads or Parents' Day). Parents are encouraged to talk about the goals with their student. They are also encouraged to discuss how they can accomplish the goals and help the students develop a plan for good study and work habits to attain the goals.

Detailed information about student goals and their progress toward the goals is shared with parents at the first nine week grading period report card conference and the third nine week grading period report card conference.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents can share their dissatisfaction about the CIP at the plan development meetings, during a conference with the school administrator, at Parents on Board meetings, or they can note their concerns on the survey at the end of the year.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The school has a parent involvement plan and a parent service incentive plan. Both outline activities parents are invited to participate in during the school year. The calendar of events includes but is not limited to: Title I meetings, Report Card conferences, Muffins for Moms, Donuts for Dads, Literacy Night, Family Craft Night, Science Night, Red Ribbon Week, etc.

Information about student progress toward goals is shared at these events. The standards for instruction are also shared and these events.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 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)

Sessions will be facilitated in the fall and in the spring pertaining to how parents can help students with literacy throughout the content areas. Sessions will also be scheduled to expose parents to the technology available to their students at school. We will allow parents to explore the ConnectED website, Kahoot, Accelerated Reader, and other technology resources available to our scholars.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

We strive to create a positive school culture where parents, students, and community members feel welcome on campus. We make efforts to be professional and courteous in our dealing with all stakeholders. Faculty meetings are used to disseminate helpful information about how to interact with parents, students, and community members. We discuss how to host effective Teacher-Parent conferences and how to establish relationships with parents. The home-school connection is essential to our success.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The parent resource center is available to parents daily. It contains a copy of the CIP, academic support resources and community agency support brochures.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

Parent information is distributed in a manner parents can understand. The school-cast callout, email, parent letters and brochures are used. The district has an EL coordinator who helps with translating information in Spanish. Additionally, our district has access to the TRANSACT tool to translate information into languages other than Spanish.

6f. 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 NCLB Section 1118, 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)

The school works to keep parents informed of activities. We share information via call-outs and notices in time for parents to schedule time off from work, if needed. We also host events on different days and at different times to accommodate parent schedules. Literacy Nights and Math Nights are held to involve students and parents in activities to improve achievement. We support and encourage parent involvement however possible. We have personnel available to help connect parents with resources (clothing, food, etc.) in the community. The secretary and guidance counselor gather information and share it with the appropriate personnel to address the requests and needs of our families.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

District ESL personnel and the TRANSACT program are used to provide information to parents in a language that parents can understand.