



ACIP

Williams Avenue Elementary School

Fort Payne City Board of Education

Mr. Heath Shaddix, Principal
1700 Williams Ave NE
Fort Payne, AL 35967-3310

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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?

Williams Avenue Elementary School (WAES) is a 3rd through 4th grade school. It is located in Fort Payne, Alabama. Fort Payne is located in DeKalb County which is a rural community with around 13,500 residents. The demographic make-up of the community is as follows: White 80.8%, Hispanic 12.2%, Black 5.8%, and Other 1.2%.

One of the most popular features of the area is the surroundings of the mountains and parks. Because of the different possibilities, families may engage in many different types of outdoor activities from cycling, running, canoeing, and skiing are just a few examples. Some of the local areas of attraction and interest are: Little River Canyon National Preserve, Cloudland Canyon State Park, Lookout Mountain Wild Animal Park, and DeSoto State Park. Another unique feature is its close proximity to the interstate. People are capable of travelling to various larger cities within one and a half hour such as: Chattanooga, Tennessee; Rome Georgia; Huntsville, Alabama; and Birmingham, Alabama. There are two main challenges that the residents of Fort Payne. They are the lack of industrial growth and the influx of Hispanics into the area. Fort Payne was once known as "The Sock Capital of the World", but due the recent decline in the economy most hosiery mills have moved overseas and the few that are left will close soon. Williams Avenue Elementary School (WAES) currently serves 492 third through fourth grade students. The ethnic breakdown of the student population shows that approximately 50 percent of the students are Caucasian, 42 percent are Hispanic, 4 percent are Black and less than 5 percent fall into the other race category. WAES serves about 60 percent of students a free/reduced meal and approximately 50 percent of our students are transported to and/or from school by the Fort Payne City school buses. The faculty at WAES is 100% highly qualified. There are 58 employees and of those employees, 16 are non-certified and 42 are certified. WAES has 48 female employees and 10 male employees. The certified employees are assigned as follows: 14 Third grade teachers, 10 Fourth grade teachers, 2 ELL teachers, 2 Title 1 Reading Teachers, 1 ARI Reading Coach, 2 Physical Education teachers, 1 Counselor, 1 Librarian, 1 Art teacher, 2 Special Education Teachers, 1 half-time Math Intervention teacher, 1 Gifted Teacher, 1 Principal and 1 half-time Assistant Principal. The support personnel assignments are: 2 Custodians, 1 Lunchroom Manager, 4 Lunchroom Workers, 1 half-time Library Aide, 1 Receptionist/Bookkeeper, 1 School Nurse, 1 Title 1 Parent Involvement Coordinator and 1 Clerical/Office Aide.

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.

Williams Avenue Elementary School's vision about student's and their performance is to prepare motivated, life-long learners with values and concerns for society who achieve their own goals. Williams Avenue will accomplish this by providing a safe, stimulating environment with an effective, challenging curriculum taught by dedicated professionals. All decisions made at Williams Avenue are based on what is best for each individual student. According to the data collected the instructional decisions that have been made over the past several years has had a positive impact on the growth of the students. Looking at five year analysis of DIBELS data starting in 2005 and going through the 2010 school year, the reading program has shown steady improvement. DIBELS data shows that the third grade students Oral Reading Fluency (ORF) benchmark increased from 61% to 78% during this five year period. During the same five year period, the third grade students in the intensive category dropped from 20% to 9%. The fourth grade students Oral Reading Fluency (ORF) benchmark went from 58% to 78% during this five year period. During the 2016-2017 school year, we saw a 6% growth in words correct and 14% growth in accuracy in the DIBELS testing in the 3rd grade.

The objective of Williams Avenue Elementary School is to help each student reach their potential academically and socially. Using both formal and informal assessments, data is gathered in an on-going process and is interpreted and disaggregated to help determine if the objective for each student is being met. Some of the informal assessments used include but are not limited to, walkthroughs, teacher observations, student-teacher conferences, student responses and participation. Formal assessments include ACCESS, DIBELS, I-Ready Reading and Math Assessments and the Global Scholar summative assessment. Teachers and administrators must analyze and interpret student data and let data drive instruction in order for students to achieve the objective of Williams Avenue Elementary School. During the monthly data meetings, the faculty and staff meet, discuss, and interpret the most recent data collected to reflect on the impact of instruction for that month. Next, steps are determined and strategies are identified that will address the interferences to success. The next step for each grade level will guide instruction and be the

"Look Fors" in the next walkthrough. Williams Avenue Elementary has support programs and services in place to be of benefit to the students. On staff here is an ARI reading coach, a Math coach, and one (1) ELL teacher per grade to work with students who are struggling in reading, math, or language acquisition. With the implementation of RTI, problem solving teams have been created to help teachers who deal with students with both academic and behavioral problems. Some programs available to the students include S.P.I.R.E, Do the Math and System 44. These are scientifically research based intervention programs that are designed to help students who struggle in reading and math. The reading intervention teacher and the Math intervention teacher uses these programs for Tier III intervention. For the past several years, WAES has had an influx of Hispanic students to enroll into our school. This has brought a unique set of problems when it comes to parental involvement as well as students who are non-proficient in English. We are fortunate to have two (2) ELL teachers who are bilingual on staff who not only serve the students of Williams Avenue, but their parents as well. These teachers work in conjunction with our Title 1 Parental Involvement Coordinator to ensure that all parents have the opportunity to participate and to be involved in the education of all students.

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.

Over the past three years, Williams Avenue Elementary has focused on our math program. The Fort Payne City School System has recognized the need for a math coach to help with the implementation of the new CCRS standards. The math coach spends half her time at Williams Avenue Elementary and the other half at Wills Valley Elementary School, our K-2 School. Along with the math coach, we have also hired a half-time math intervention teacher. She also spends half of her time at our K-2 School.

We also implemented a new core math program, Eureka Math. This program is a more rigorous curriculum which is fully aligned to the C.C.R.S standards. It is based on the progressions for Common Core State Standards in Mathematics. We have received extensive professional development in the areas of math through a partnership with the University of Alabama at Huntsville and their Alabama Math, Science, Technology Initiative (AMSTI) program. Our teachers have participated in the AMSTI Ongoing Assessment Program (OGAP) professional development throughout the past three years to focus on the multiplicative framework to be able to make our students stronger multiplicative reasoners.

The area of improvement that we will be focusing on is aligning the curriculum in math and reading to the state standards in order to increase the proficiency of our students on state standardized tests.

Additional Information

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

Over the past several years, the Fort Payne City School System has implemented many technology initiatives. Here at Williams Avenue, we have Promethean boards in every classroom. Our teachers have received extensive training on the use of these boards and they have collaborated in creating flipcharts in math, reading, language, science and social studies to enhance student learning. Along with the Promethean boards, we also have mobile laptop labs and mobile Chromebook labs that are shared among teachers throughout the building. These labs have been used for computer programs such as Global Scholar testing, Comapss Learning and I-Ready Reading and Math assessments . These programs have been used to assess students level of understanding in all subject areas.

Williams Avenue also received i-Pads for every student in the school. This is a part of the larger i-Pad initiative that has been undertaken by the superintendent and school board. These devices will be valuable tools that the teachers and students will be able to use to enhance an already challenging curriculum.

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.

Williams Avenue Elementary School used a variety of ways to keep the stakeholders informed of our issues and needs involved with technology as well as gave them opportunities to make recommendation as to goals we should pursue. We kept stakeholders informed with the local newspaper, phone notification system, school system website, open house meetings, email, tech staff meetings, and tech team member meetings. Any meetings were held after school or during school if arrangements could be made for the attendees to attend. During the meetings ideas presented by the teachers, parents, and administrators were used to help develop our overall plan. Input from surveys like school wide needs assessment, student survey using Google docs, and the state wide technology survey were also incorporated into the plan.

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

The groups represented by the stakeholders include the superintendent, local school administration, central office administration, local school teachers, local school aides, system wide curriculum coaches, tech staff, community members and parents. Listed below are major contributors and their roles.

1. Greg Titshaw Technology Coordinator/Parent 9-12 3.
2. Heath Shaddix WAES Principal/Parent 9-12
3. Regina Boatwright WVES Counselor/Parent 5-8
4. Jackie Jennings Technology Integration Specialist
5. Brenda Smith FPCS Head Nurse

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

The final plan was communicated to the stakeholders by handout, website, and email. Ongoing changes to the plan will be disseminated to our staff, students and community by updates to the plan on the school website, printouts hung in the teacher's workroom, and by system wide emails.

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 | The attachment is a comparison of DIBELS and Scantron data for 3rd and 4th grades here at Williams Avenue Elementary School for the past several years. | Scantron Math Scantron Reading Math Gains Math Strands Reading Strands 4th Grade Reading 3rd Grade Reading |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | 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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

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

In looking at the Scantron assessment data in math, the 3rd grade had an average gains in math of +158 points with a average grade equivalency of 4.0.

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

In looking at Scantron assessment data from 2017-2018, in 4th grade math 11% moved from the "intensive" category to the "close" category.

Which area(s) indicate the overall highest performance?

In looking at Scantron assessment data, in 3rd grade math the greatest gains by strand is in the area of geometry with an average gain of +177 points.

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

In looking at the data from the Scantron assessment, our Hispanic population has had an increase in the number of students who were proficient 3rd and 4th grade reading and math.

Between which subgroups is the achievement gap closing?

In the areas of Reading and Math, there has been an increase of the number of Hispanic students who are proficient.

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

In looking at the Scantron assessment data, it shows that we are making gains with our Hispanic population.

Areas in Need of Improvement

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

In looking at Scantron assessment data, 65% of 3rd grade students and 69% of 4th grade students are not proficient in the area of Reading.

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

in looking at Scantron assessment data, the number of 4th grade students who were not proficient in Reading increased from 61% in 2017 to 69% in 2018.

Which area(s) indicate the overall lowest performance?

In looking at Scantron assessment data, 69% of students were not proficient in 4th grade Reading.

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

According to data, our EL population is struggling in both Math and Reading.

Between which subgroups is the achievement gap becoming greater?

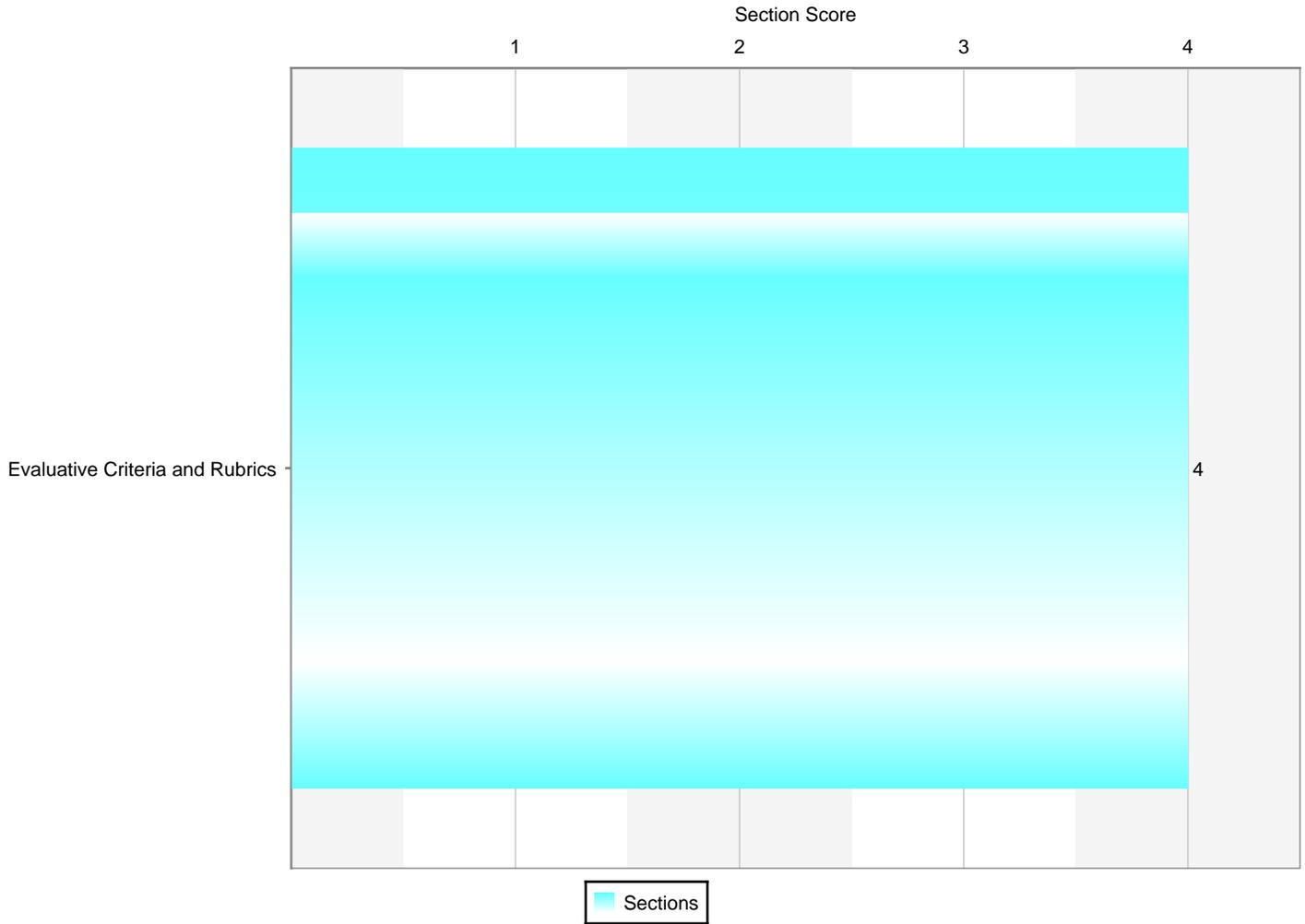
In looking at data sources, our EL population is still struggling in the areas of Math and Reading.

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

Based on Scantron assessment scores, the findings of the EL students being less proficient in the area of reading is confirmed.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|-----------------------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | The leadership team consisting of the principal, assistant principal, guidance counselor, reading coach and math coach met in August to begin developing the ACIP plan for the 2018-2019 school year. | ACIP Development Plan 18-19 |

| 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 | | Equal Opportunity 18-19 |

| 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 | Paula Muskett, Special Ed. Coordinator 205 45th St. NE Fort Payne, AL 35967 256-845-0915 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|-------------------------|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | | Consolidated Plan 18-19 |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--------------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | | WAES Compact 18-19 |

Increase Proficiency in Reading 18-19

Overview

Plan Name

Increase Proficiency in Reading 18-19

Plan Description

To increase the proficiency levels of students in the area of reading

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 | To increase student proficiency in the area of Reading | Objectives: 2 Strategies: 3 Activities: 4 | Organizational | \$23978 |

Goal 1: To increase student proficiency in the area of Reading

Measurable Objective 1:

demonstrate a proficiency to show a 5% increase in DIBELS scores in third grade from the beginning of the year to the end of the year by 05/23/2019 as measured by Beginning, middle and end of year DIBELS benchmark assessments.

Strategy 1:

Benchmark DIBELS assessments - Teachers will deliver beginning, middle and end of the year DIBELS benchmark assessments. Teams of teachers will assess each student in both grades over the course of a week. The data from each assessment will be entered into the University of Oregon DIBELS website and tracked throughout the year to track progress for individual students.

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

Research Cited: Rouse, H. L., & Fantuzzo, J.W. (2006). Validity of the Dynamic Indicators for Basic Early Literacy Skills an an indicator of early literacy for urban kindergarten children. School Psychology Review, 35(3), 341-355.

| Activity - Data driven instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------|---|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of phonics instruction using data from DIBELS to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 | Title I Schoolwide | Administrators, Instructional Coaches, Vertical Leadership Team members, and DIBELS assessment team |

Measurable Objective 2:

demonstrate a proficiency A 3% increase from beginning to end of year benchmark testing in third and fourth grade students on Global Scholar Reading assessment. by 05/23/2019 as measured by the end of year Global Scholar test scores compared to the beginning of year scores.

Strategy 1:

Global reading assessments - Teachers will deliver beginning, middle and end of the year GLOBAL Reading assessments. The classroom teachers will administer this assessment. The data will be analyzed and monitored, throughout the year to track progress for individual students.

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

Research Cited: N/A

ACIP

Williams Avenue Elementary School

| Activity - Data Driven Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------|--|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of reading using data from GLOBAL to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 | Title I Schoolwide | Administrators, Instructional Coach, Vertical Leadership Team members, and Teachers. |

Strategy 2:

Strategic Teaching and Learning 18-19 - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom mathematics and reading instruction and increase student learning.

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

Research Cited: Principles to Actions: Ensuring Mathematical Success for All, NCTM

<https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>

| Activity - i-Ready Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 | No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

| Activity - i-Ready Instructional Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|--|
| The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Technology, Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 | No Funding Required | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|---|--------------------------------|------------|------------|-------------------|--|
| i-Ready Implementation Training | Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 | Instructional Coaches, Teachers, Interventionists and Administrators |
| i-Ready Instructional Program | The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Technology, Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |
| Total | | | | | \$0 | |

Title I Schoolwide

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

ACIP

Williams Avenue Elementary School

| | | | | | | |
|-------------------------|--|-----------------------|------------|------------|----------------|---|
| Data Driven Instruction | Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of reading using data from GLOBAL to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 | Administrator s, Instructional Coach, Vertical Leadership Team members, and Teachers. |
| Data driven instruction | Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of phonics instruction using data from DIBELS to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 | Administrator s, Instructional Coaches, Vertical Leadership Team members, and DIBELS assessment team |
| Total | | | | | \$23978 | |

Increase Proficiency in Math 18-19

Overview

Plan Name

Increase Proficiency in Math 18-19

Plan Description

To increase students proficiency in the area of math

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 | To increase student proficiency in the area of math | Objectives: 1 Strategies: 4 Activities: 8 | Academic | \$43149 |

Goal 1: To increase student proficiency in the area of math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency 3% increase from beginning to end of year benchmark testing in third and fourth grade students on Global Scholar Mathematics assessment. in Mathematics by 05/23/2019 as measured by Beginning and end of the year Global Scholar assessments.

Strategy 1:

GLOBAL Mathematics assessments 2018-2019 - Teachers will deliver beginning, middle and end of the year GLOBAL Mathematics assessments. The classroom teachers will administer this assessment. The data will be analyzed and monitored, throughout the year to track progress for individual students.

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

Research Cited: www.scantron.com/downloads/Performance_Series_White_Paper.pdf

| Activity - Data Meetings/Grade Level Planning Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Involved staff will participate in data/planning meetings to analyze and interpret student data from Global Scholar beginning, mid, and end of year testing. Teachers and the Instructional Math Coach will work together to determine student strengths, weaknesses and possible gaps in instruction, in order to determine next steps for classroom instruction. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 | No Funding Required | Instructional Coach, Teachers, Administration |

Strategy 2:

Vertical Curriculum Alignment 18-19 - The Vertical Leadership Team will work together to align curriculum across the grade levels in order to equip students with the foundational skills needed to ensure increased mathematical understanding and problem solving proficiency.

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

Research Cited: "Striving for Success: Teacher Perspectives of a Vertical Team Initiative"- National Forum of Teacher Education Journal, Volume 16, No. 3

<http://www.allthingsplc.info/files/uploads/strivingforsuccess.pdf>

| Activity - Vertical Leadership Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|--------------------|--|
| The Vertical Leadership team will be comprised of members from Wills Valley Elementary, the K-2 feeder school, and Williams Avenue. The team will focus on bridging instructional gaps between grades K-4 through vertical curriculum alignment. Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning and best practices in the area of math instruction using data to drive their instruction. VLT Professional Development meetings, Common Planning grade level sessions, and Instructional Rounds will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning, Direct Instruction | 08/08/2018 | 05/23/2019 | \$11989 | Title I Schoolwide | Instructional Coach, Vertical Leadership Team members, and Teachers. |

Strategy 3:

Strategic Teaching and Learning 18-19 - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom mathematics and reading instruction and increase student learning.

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

Research Cited: Principles to Actions: Ensuring Mathematical Success for All, NCTM

<https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|---------------------|---|
| Teachers will participate in professional learning opportunities and common planning sessions with the Math Coach, AMSTI Specialist, or grade level VLT member throughout the school year. These PD learning opportunities will include implementing best practices, participating in instructional rounds, and/or coaching cycles. Teachers will implement practices, strategies and activities learned from professional development opportunities. | Professional Learning, Direct Instruction | 08/08/2018 | 05/23/2019 | \$11989 | Title I Schoolwide | Instructional Coach, Vertical Leadership Team members, Teachers, Principal. |
| Activity - Eureka Math Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Eureka Math is a more rigorous, CCRS aligned curriculum based on the Progressions for the Common Core State Standards in Mathematics. In late July 2018, the math VLT attended the Eureka Math Preparation and Customization PD training, focusing on the three-step process for customizing a lesson and module to both meet the needs of all learners and maintain curriculum pacing needs. The training will be turned around during common planning and math grade level meetings throughout the year. The process will be implemented to plan modules and lessons to better attain student immersion in mathematical learning through the components of each lesson. Components include interactive math fluency activities, application (spiral review within word situations), concept development (visual and hands-on), and student debriefing (formative assessment). | Professional Learning, Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 | No Funding Required | Instructional Coach, VLT, Teachers, Administrators |
| Activity - i-Ready Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

ACIP

Williams Avenue Elementary School

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|---|-----------------------|------------|------------|-----|---------------------|--|
| Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 | No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |
|---|-----------------------|------------|------------|-----|---------------------|--|

| Activity - Reflex Math Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| At the beginning of the 2018-2019 school year, teachers will participate in the Introduction to Reflex professional development webinar to gain an understanding of how the program works and how to best implement the program to help students succeed. | Professional Learning | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

Strategy 4:

Tiered Instructional Support - The math intervention teacher spends half of her time at our school and half of her time at our K-2 school. The math intervention teacher will provide Tier II and Tier III small group math instruction to increase proficiency in math for students identified by the Problem Solving Team.

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

Research Cited: : www.mbaea.org/documents/filelibrary/numeracy/Best_Practices_in_Math_Intervention_53D80FEED7650.pdf - Early detection and remedy of math difficulties in elementary school eliminates future difficulties with more abstract mathematical concepts studied in the upper grades.

ALSDE RTI Plan

| Activity - Tiered Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|--------------------|--|
| The math intervention teacher will provide math intervention for at-risk students, using and Do the Math research based intervention program along with OGAP and AMSTI research based strategies. The teacher will provide math intervention through small group instruction in the intervention classroom and through small group inclusion in the regular classroom. | Direct Instruction | 08/08/2018 | 05/23/2019 | \$19171 | Title I Schoolwide | Instructional Math Coach, Math Interventionist, Administration |

| Activity - i-Ready Instructional Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------------------|------------|------------|-----|------------------------|---|
| The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Technology, Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 | No Funding Required | Instructional Coaches, Classroom Teachers, Interventionist s and Administrator s |
|--|--------------------------------------|------------|------------|-----|------------------------|---|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|---|---|------------|------------|-------------------|--|
| Eureka Math Training | Eureka Math is a more rigorous, CCRS aligned curriculum based on the Progressions for the Common Core State Standards in Mathematics. In late July 2018, the math VLT attended the Eureka Math Preparation and Customization PD training, focusing on the three-step process for customizing a lesson and module to both meet the needs of all learners and maintain curriculum pacing needs. The training will be turned around during common planning and math grade level meetings throughout the year. The process will be implemented to plan modules and lessons to better attain student immersion in mathematical learning through the components of each lesson. Components include interactive math fluency activities, application (spiral review within word situations), concept development (visual and hands-on), and student debriefing (formative assessment). | Professional Learning, Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 | Instructional Coach, VLT, Teachers, Administrators |
| i-Ready Implementation Training | Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 | Instructional Coaches, Teachers, Interventionists and Administrators |
| Reflex Math Implementation Training | At the beginning of the 2018-2019 school year, teachers will participate in the Introduction to Reflex professional development webinar to gain an understanding of how the program works and how to best implement the program to help students succeed. | Professional Learning | 08/07/2018 | 05/23/2019 | \$0 | Instructional Coaches, Teachers, Interventionists and Administrators |

ACIP

Williams Avenue Elementary School

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|---|--|--------------------------------|------------|------------|-----|--|
| i-Ready Instructional Program | The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Technology, Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |
| Data Meetings/Grade Level Planning Meetings | Involved staff will participate in data/planning meetings to analyze and interpret student data from Global Scholar beginning, mid, and end of year testing. Teachers and the Instructional Math Coach will work together to determine student strengths, weaknesses and possible gaps in instruction, in order to determine next steps for classroom instruction. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 | Instructional Coach, Teachers, Administration |
| Total | | | | | \$0 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|---|------------|------------|-------------------|---|
| Teacher Training | Teachers will participate in professional learning opportunities and common planning sessions with the Math Coach, AMSTI Specialist, or grade level VLT member throughout the school year. These PD learning opportunities will include implementing best practices, participating in instructional rounds, and/or coaching cycles. Teachers will implement practices, strategies and activities learned from professional development opportunities. | Professional Learning, Direct Instruction | 08/08/2018 | 05/23/2019 | \$11989 | Instructional Coach, Vertical Leadership Team members, Teachers, Principal. |
| Vertical Leadership Team | The Vertical Leadership team will be comprised of members from Wills Valley Elementary, the K-2 feeder school, and Williams Avenue. The team will focus on bridging instructional gaps between grades K-4 through vertical curriculum alignment. Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning and best practices in the area of math instruction using data to drive their instruction. VLT Professional Development meetings, Common Planning grade level sessions, and Instructional Rounds will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning, Direct Instruction | 08/08/2018 | 05/23/2019 | \$11989 | Instructional Coach, Vertical Leadership Team members, and Teachers. |

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Williams Avenue Elementary School

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|---------------------|--|--------------------|------------|------------|--------------|--|
| Tiered Intervention | The math intervention teacher will provide math intervention for at-risk students, using and Do the Math research based intervention program along with OGAP and AMSTI research based strategies. The teacher will provide math intervention through small group instruction in the intervention classroom and through small group inclusion in the regular classroom. | Direct Instruction | 08/08/2018 | 05/23/2019 | \$19171 | Instructional Math Coach, Math Interventionist, Administration |
| | | | | | Total | \$43149 |

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 | | Staff Survey Stakeholder Feedback Document Parent Survey |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

| | 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?

Our school provides qualified staff members to support student learning. 4.45

Our school provides a safe learning environment. 4.45

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 4.5

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

My child has up-to date computers and other technology to learn. 52.94% Strongly Agree

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 50% Strongly Agree

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

My child has up-to date computers and other technology to learn.

Areas in Need of Improvement

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

Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

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

Our school provides excellent support services (e.g., counseling, and/or career planning).

What are the implications for these stakeholder perceptions?

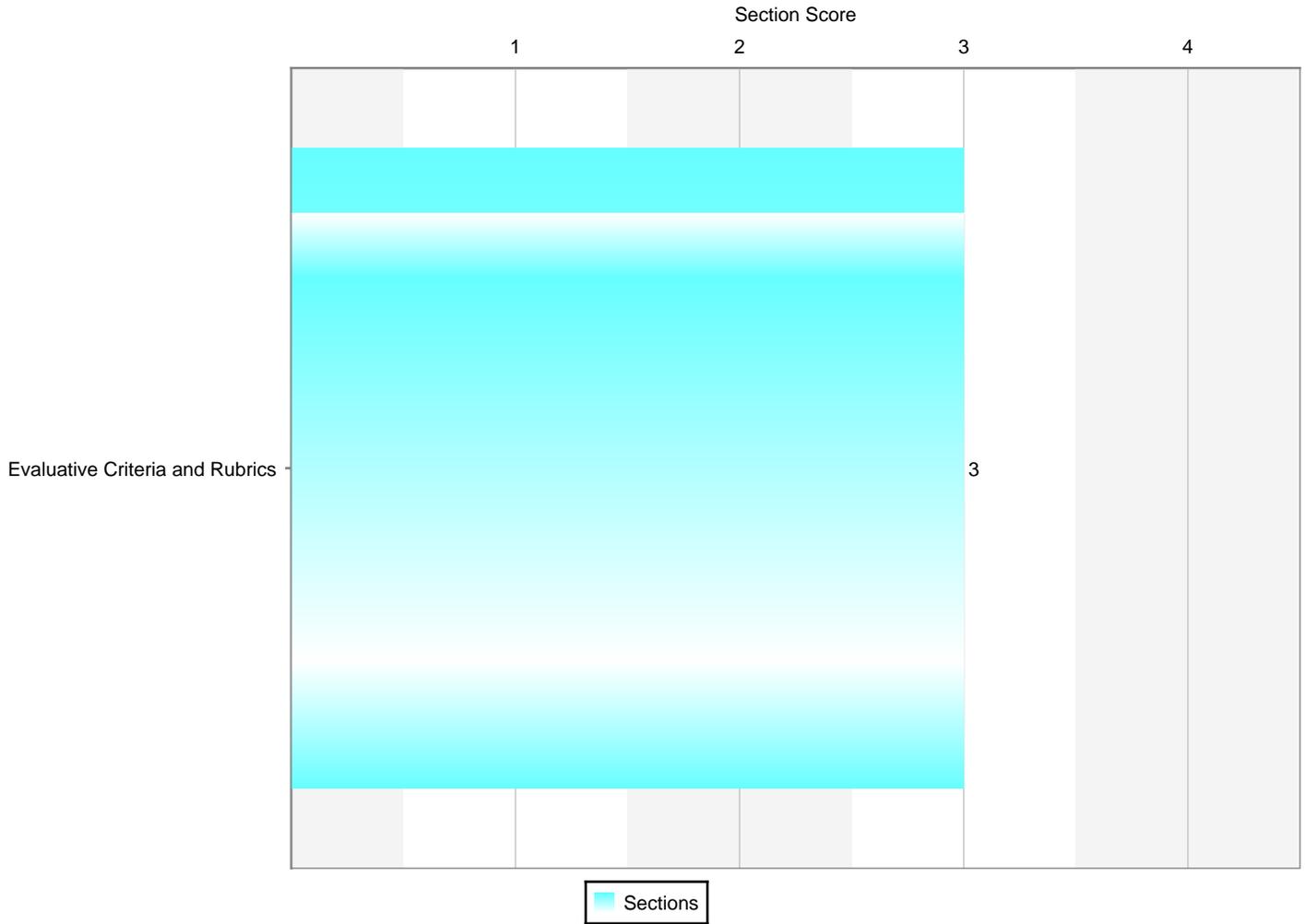
Possible perceptions could be the misconception that services are not being offered within the school even though we have a counselor, a mental health worker, a counselor from the Children's Advocacy Center and soon to have a full time social worker on staff in the district.

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

Our school provides excellent support services (e.g., counseling, and/or career planning).

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The school leadership team and all teachers analyzed the required needs assessment data to determine strengths and weaknesses in the areas of math and reading over a three year span. An additional needs assessment was conducted that questioned all stakeholders concerning needs of the school. We received input from all faculty members through grade level and data meetings. Additionally, parents and stakeholders had the opportunity for input through surveys.

What were the results of the comprehensive needs assessment?

The results of the needs assessment showed a greater need to align the curriculum to the CCRS and state standards in the areas of math and reading.

What conclusions were drawn from the results?

In looking at the Global/Scantron data over the past three years, the following conclusions were made:

3rd grade reading - for 2017-2018, 65% of students scored not proficient on the Scantron assessment

4th grade reading - for 2017-2018, 69% of students scored not proficient on the Scantron assessment

3rd grade math - for 2017-2018, 41% of students scored not proficient on the Scantron assessment

4th grade math - for 2017-2018, 47% of students scored not proficient on the Scantron assessment

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

The focus for Williams Avenue Elementary is to concentrate on the total school population. We must ,however, keep in mind the focus on the special populations within the school. Our teachers will continue to target students who do not show mastery on standards in all areas of curriculum. In looking at the data from the Scantron assessment, we will place emphasis on our growing Hispanic population and the referral process for the EL program. We will accomplish this by concentrating on increasing the proficiency in the areas of math and reading.

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

The goals address the focus for the upcoming school year. The priority for Williams Avenue will be to focus on increasing the proficiency level of all students in the area of math and reading. Based on last year's Scantron assessment data, reading scores for the 3rd grade was 35% proficient and 4th grade was 31% proficient. Math scores were 3rd grade was 59% proficient and 4th grade was 53% proficient. During the year 2017-2018 Scantron assessment data shows that the EL population still struggled in reading and math. In looking at these challenges, the administration from all schools and the central office of the Fort Payne City School District implemented a Vertical Alignment Team in both math and reading to adjust the curriculum and focus on standards from one grade level to another. This was implemented SY 2018-2019

during the 2017-2018 school year and will continue for the 2018-2019 school year.

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

By looking at multiple types of data, we were able to determine what the goals needed to be. The leadership team has had the challenge of aligning the curriculum to the CCRS standards over the past few years. This is an ongoing process that involves research, professional development and teacher training and aligning the assessments to the standards. To develop meaningful and productive common planning meetings, the leadership team had to have teacher buy-in to the idea. They were shown data and research that proves that meaningful collaboration time leads to better classroom instruction. When looking at our 3rd and 4th grade math and reading scores from 2017-2018 Scantron Assessment, the focus to align the curriculum and align grade level standards was evident.

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

The goals address the needs of the entire population of the school. Our goals are to increase the proficiency level of all students in both reading and math. In doing this, we have developed a Vertical Leadership Team to focus on to support and disseminate learning. The teachers will participate in on-going professional development in the areas of reading and math using data from Global Scholar and i-Ready to drive instruction. This will be an ongoing process for Williams Avenue Elementary. As Williams Avenue moves in to the 2018-2019 school year, our school system has approximately 67% free and or reduced lunch students. The majority of our students fall into the category of disadvantaged.

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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

To increase student proficiency in the area of math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency 3% increase from beginning to end of year benchmark testing in third and fourth grade students on Global Scholar Mathematics assessment. in Mathematics by 05/23/2019 as measured by Beginning and end of the year Golbal Scholar assessments.

Strategy1:

Strategic Teaching and Learning 18-19 - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom mathematics and reading instruction and increase student learning.

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

Research Cited: Principles to Actions: Ensuring Mathematical Success for All, NCTM

<https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>

| Activity - i-Ready Implementation Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

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Williams Avenue Elementary School

| Activity - Eureka Math Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|--|
| Eureka Math is a more rigorous, CCRS aligned curriculum based on the Progressions for the Common Core State Standards in Mathematics. In late July 2018, the math VLT attended the Eureka Math Preparation and Customization PD training, focusing on the three-step process for customizing a lesson and module to both meet the needs of all learners and maintain curriculum pacing needs. The training will be turned around during common planning and math grade level meetings throughout the year. The process will be implemented to plan modules and lessons to better attain student immersion in mathematical learning through the components of each lesson. Components include interactive math fluency activities, application (spiral review within word situations), concept development (visual and hands-on), and student debriefing (formative assessment). | Professional Learning Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coach, VLT, Teachers, Administrators |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|---|
| Teachers will participate in professional learning opportunities and common planning sessions with the Math Coach, AMSTI Specialist, or grade level VLT member throughout the school year. These PD learning opportunities will include implementing best practices, participating in instructional rounds, and/or coaching cycles. Teachers will implement practices, strategies and activities learned from professional development opportunities. | Professional Learning Direct Instruction | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Instructional Coach, Vertical Leadership Team members, Teachers, Principal. |

| Activity - Reflex Math Implementation Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| At the beginning of the 2018-2019 school year, teachers will participate in the Introduction to Reflex professional development webinar to gain an understanding of how the program works and how to best implement the program to help students succeed. | Professional Learning | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

Strategy2:

GLOBAL Mathematics assessments 2018-2019 - Teachers will deliver beginning, middle and end of the year GLOBAL Mathematics assessments. The classroom teachers will administer this assessment. The data will be analyzed and monitored, throughout the year to track progress for individual students.

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

Research Cited: www.scantron.com/downloads/Performance_Series_White_Paper.pdf

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Williams Avenue Elementary School

| Activity - Data Meetings/Grade Level Planning Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Involves staff will participate in data/planning meetings to analyze and interpret student data from Global Scholar beginning, mid, and end of year testing. Teachers and the Instructional Math Coach will work together to determine student strengths, weaknesses and possible gaps in instruction, in order to determine next steps for classroom instruction. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coach, Teachers, Administration |

Strategy3:

Vertical Curriculum Alignment 18-19 - The Vertical Leadership Team will work together to align curriculum across the grade levels in order to equip students with the foundational skills needed to ensure increased mathematical understanding and problem solving proficiency.

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

Research Cited: "Striving for Success: Teacher Perspectives of a Vertical Team Initiative"- National Forum of Teacher Education Journal, Volume 16, No. 3

<http://www.allthingsplc.info/files/uploads/strivingforsuccess.pdf>

| Activity - Vertical Leadership Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| The Vertical Leadership team will be comprised of members from Wills Valley Elementary, the K-2 feeder school, and Williams Avenue. The team will focus on bridging instructional gaps between grades K-4 through vertical curriculum alignment. Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning and best practices in the area of math instruction using data to drive their instruction. VLT Professional Development meetings, Common Planning grade level sessions, and Instructional Rounds will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Direct Instruction Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Instructional Coach, Vertical Leadership Team members, and Teachers. |

Strategy4:

Tiered Instructional Support - The math intervention teacher spends half of her time at our school and half of her time at our K-2 school. The math intervention teacher will provide Tier II and Tier III small group math instruction to increase proficiency in math for students identified by the Problem Solving Team.

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

Research Cited: : www.mbaea.org/documents/filelibrary/numeracy/Best_Practices_in_Math_Intervention_53D80FEED7650.pdf - Early detection and remedy of math difficulties in elementary school eliminates future difficulties with more abstract mathematical concepts studied in the upper grades.

ALSDE RTI Plan

| Activity - i-Ready Instructional Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|--|
| The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Direct Instruction Technology | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |

| Activity - Tiered Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|------------------------------|--|
| The math intervention teacher will provide math intervention for at-risk students, using and Do the Math research based intervention program along with OGAP and AMSTI research based strategies. The teacher will provide math intervention through small group instruction in the intervention classroom and through small group inclusion in the regular classroom. | Direct Instruction | 08/08/2018 | 05/23/2019 | \$19171 - Title I Schoolwide | Instructional Math Coach, Math Interventionist, Administration |

Goal 2:

To increase student proficiency in the area of Reading

Measurable Objective 1:

demonstrate a proficiency A 3% increase from beginning to end of year benchmark testing in third and fourth grade students on Global Scholar Reading assessment. by 05/23/2019 as measured by the end of year Global Scholar test scores compared to the beginning of year scores.

Strategy1:

Strategic Teaching and Learning 18-19 - Teachers will participate in ongoing professional development/training centered on implementing best practices and research

based strategies to enhance classroom mathematics and reading instruction and increase student learning.

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

Research Cited: Principles to Actions: Ensuring Mathematical Success for All, NCTM

<https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>

| Activity - i-Ready Instructional Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|--|
| The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Direct Instruction Technology | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |

| Activity - i-Ready Implementation Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Teachers, Interventionist s and Administrators |

Strategy2:

Global reading assessments - Teachers will deliver beginning, middle and end of the year GLOBAL Reading assessments. The classroom teachers will administer this assessment. The data will be analyzed and monitored, throughout the year to track progress for individual students.

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

Research Cited: N/A

| Activity - Data Driven Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|--|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of reading using data from GLOBAL to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Administrators, Instructional Coach, Vertical Leadership Team members, and Teachers. |

Measurable Objective 2:

demonstrate a proficiency to show a 5% increase in DIBELS scores in third grade from the beginning of the year to the end of the year by 05/23/2019 as measured by Beginning, middle and end of year DIBELS benchmark assessments.

Strategy1:

Benchmark DIBELS assessments - Teachers will deliver beginning, middle and end of the year DIBELS benchmark assessments. Teams of teachers will assess each student in both grades over the course of a week. The data from each assessment will be entered into the University of Oregon DIBELS website and tracked throughout the year to track progress for individual students.

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

Research Cited: Rouse, H. L., & Fantuzzo, J.W. (2006). Validity of the Dynamic Indicators for Basic Early Literacy Skills as an indicator of early literacy for urban kindergarten children. *School Psychology Review*, 35(3), 341-355.

| Activity - Data driven instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of phonics instruction using data from DIBELS to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Administrators, Instructional Coaches, Vertical Leadership Team members, and DIBELS assessment team |

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

Goal 1:

To increase student proficiency in the area of math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency 3% increase from beginning to end of year benchmark testing in third and fourth grade students on Global Scholar Mathematics assessment. in Mathematics by 05/23/2019 as measured by Beginning and end of the year Global Scholar assessments.

Strategy1:

Vertical Curriculum Alignment 18-19 - The Vertical Leadership Team will work together to align curriculum across the grade levels in order to equip students with the foundational skills needed to ensure increased mathematical understanding and problem solving proficiency.

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

Research Cited: "Striving for Success: Teacher Perspectives of a Vertical Team Initiative"- National Forum of Teacher Education Journal, Volume 16, No. 3

<http://www.allthingsplc.info/files/uploads/strivingforsuccess.pdf>

| Activity - Vertical Leadership Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| The Vertical Leadership team will be comprised of members from Wills Valley Elementary, the K-2 feeder school, and Williams Avenue. The team will focus on bridging instructional gaps between grades K-4 through vertical curriculum alignment. Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning and best practices in the area of math instruction using data to drive their instruction. VLT Professional Development meetings, Common Planning grade level sessions, and Instructional Rounds will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Direct Instruction Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Instructional Coach, Vertical Leadership Team members, and Teachers. |

Strategy2:

Strategic Teaching and Learning 18-19 - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom mathematics and reading instruction and increase student learning.

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

Research Cited: Principles to Actions: Ensuring Mathematical Success for All, NCTM

<https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>

| Activity - Reflex Math Implementation Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| At the beginning of the 2018-2019 school year, teachers will participate in the Introduction to Reflex professional development webinar to gain an understanding of how the program works and how to best implement the program to help students succeed. | Professional Learning | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

| Activity - i-Ready Implementation Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|---|
| Teachers will participate in professional learning opportunities and common planning sessions with the Math Coach, AMSTI Specialist, or grade level VLT member throughout the school year. These PD learning opportunities will include implementing best practices, participating in instructional rounds, and/or coaching cycles. Teachers will implement practices, strategies and activities learned from professional development opportunities. | Direct Instruction Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Instructional Coach, Vertical Leadership Team members, Teachers, Principal. |

| Activity - Eureka Math Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|--|
| Eureka Math is a more rigorous, CCRS aligned curriculum based on the Progressions for the Common Core State Standards in Mathematics. In late July 2018, the math VLT attended the Eureka Math Preparation and Customization PD training, focusing on the three-step process for customizing a lesson and module to both meet the needs of all learners and maintain curriculum pacing needs. The training will be turned around during common planning and math grade level meetings throughout the year. The process will be implemented to plan modules and lessons to better attain student immersion in mathematical learning through the components of each lesson. Components include interactive math fluency activities, application (spiral review within word situations), concept development (visual and hands-on), and student debriefing (formative assessment). | Direct Instruction Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coach, VLT, Teachers, Administrators |

Strategy3:

Tiered Instructional Support - The math intervention teacher spends half of her time at our school and half of her time at our K-2 school. The math intervention teacher will provide Tier II and Tier III small group math instruction to increase proficiency in math for students identified by the Problem Solving Team.

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

Research Cited: : www.mbaea.org/documents/filelibrary/numeracy/Best_Practices_in_Math_Intervention_53D80FEED7650.pdf - Early detection and remedy of math difficulties in elementary school eliminates future difficulties with more abstract mathematical concepts studied in the upper grades.

ALSDE RTI Plan

| Activity - Tiered Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|------------------------------|--|
| The math intervention teacher will provide math intervention for at-risk students, using and Do the Math research based intervention program along with OGAP and AMSTI research based strategies. The teacher will provide math intervention through small group instruction in the intervention classroom and through small group inclusion in the regular classroom. | Direct Instruction | 08/08/2018 | 05/23/2019 | \$19171 - Title I Schoolwide | Instructional Math Coach, Math Interventionist, Administration |

| Activity - i-Ready Instructional Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|--|
| The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Direct Instruction Technology | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |

Strategy4:

GLOBAL Mathematics assessments 2018-2019 - Teachers will deliver beginning, middle and end of the year GLOBAL Mathematics assessments. The classroom teachers will administer this assessment. The data will be analyzed and monitored, throughout the year to track progress for individual students.

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

Research Cited: www.scantron.com/downloads/Performance_Series_White_Paper.pdf

| Activity - Data Meetings/Grade Level Planning Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Involved staff will participate in data/planning meetings to analyze and interpret student data from Global Scholar beginning, mid, and end of year testing. Teachers and the Instructional Math Coach will work together to determine student strengths, weaknesses and possible gaps in instruction, in order to determine next steps for classroom instruction. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coach, Teachers, Administration |

Goal 2:

To increase student proficiency in the area of Reading

Measurable Objective 1:

demonstrate a proficiency A 3% increase from beginning to end of year benchmark testing in third and fourth grade students on Global Scholar Reading assessment. by 05/23/2019 as measured by the end of year Global Scholar test scores compared to the beginning of year scores.

Strategy1:

Strategic Teaching and Learning 18-19 - Teachers will participate in ongoing professional development/training centered on implementing best practices and research

based strategies to enhance classroom mathematics and reading instruction and increase student learning.

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

Research Cited: Principles to Actions: Ensuring Mathematical Success for All, NCTM

<https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>

| Activity - i-Ready Instructional Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|--|
| The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Technology Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |

| Activity - i-Ready Implementation Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

Strategy2:

Global reading assessments - Teachers will deliver beginning, middle and end of the year GLOBAL Reading assessments. The classroom teachers will administer this assessment. The data will be analyzed and monitored, throughout the year to track progress for individual students.

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

Research Cited: N/A

| Activity - Data Driven Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|--|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of reading using data from GLOBAL to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Administrators, Instructional Coach, Vertical Leadership Team members, and Teachers. |

Measurable Objective 2:

demonstrate a proficiency to show a 5% increase in DIBELS scores in third grade from the beginning of the year to the end of the year by 05/23/2019 as measured by Beginning, middle and end of year DIBELS benchmark assessments.

Strategy1:

Benchmark DIBELS assessments - Teachers will deliver beginning, middle and end of the year DIBELS benchmark assessments. Teams of teachers will assess each student in both grades over the course of a week. The data from each assessment will be entered into the University of Oregon DIBELS website and tracked throughout the year to track progress for individual students.

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

Research Cited: Rouse, H. L., & Fantuzzo, J.W. (2006). Validity of the Dynamic Indicators for Basic Early Literacy Skills as an indicator of early literacy for urban kindergarten children. *School Psychology Review*, 35(3), 341-355.

| Activity - Data driven instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of phonics instruction using data from DIBELS to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Administrators, Instructional Coaches, Vertical Leadership Team members, and DIBELS assessment team |

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

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

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

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

Goal 1:

Create student support with advocates for their learning

Measurable Objective 1:

100% of All Students will increase student growth in academic areas as well as in non-academic areas. in Practical Living by 05/23/2019 as measured by The participation of all students in the student advisory program for academic and social well being..

Strategy1:

Student support - Each student will meet with his/her teacher weekly to discuss grades, testing data and any other issues the students feels he/she need to discuss. This brief weekly meeting will help teachers to understand issues that might affect the learning of their students. Students will keep data folders and the tracking of student data will be one of the components of the meeting. Teachers will refer students to the counselor, if necessary, for any issues not pertaining to academics.

Category: Develop/Implement Student and School Culture Program

Research Cited: <http://www.studentadvocacy.net/>

| Activity - Student Advisory/Data Folders | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| Monitor student data and behavior through weekly meetings between teachers and all students. | Behavioral Support Program Academic Support Program | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | All classroom teachers, the full-time guidance counselor and the school administration. |

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

To increase student proficiency in the area of Reading

Measurable Objective 1:

demonstrate a proficiency to show a 5% increase in DIBELS scores in third grade from the beginning of the year to the end of the year by 05/23/2019 as measured by Beginning, middle and end of year DIBELS benchmark assessments.

Strategy1:

Benchmark DIBELS assessments - Teachers will deliver beginning, middle and end of the year DIBELS benchmark assessments. Teams of teachers will assess each student in both grades over the course of a week. The data from each assessment will be entered into the University of Oregon DIBELS website and tracked throughout the year to track progress for individual students.

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

Research Cited: Rouse, H. L., & Fantuzzo, J.W. (2006). Validity of the Dynamic Indicators for Basic Early Literacy Skills an an indicator of early literacy for urban kindergarten children. School Psychology Review, 35(3), 341-355.

ACIP

Williams Avenue Elementary School

| Activity - Data driven instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of phonics instruction using data from DIBELS to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Administrators, Instructional Coaches, Vertical Leadership Team members, and DIBELS assessment team |

Measurable Objective 2:

demonstrate a proficiency A 3% increase from beginning to end of year benchmark testing in third and fourth grade students on Global Scholar Reading assessment. by 05/23/2019 as measured by the end of year Global Scholar test scores compared to the beginning of year scores.

Strategy1:

Strategic Teaching and Learning 18-19 - Teachers will participate in ongoing professional development/training centered on implementing best practices and research

based strategies to enhance classroom mathematics and reading instruction and increase student learning.

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

Research Cited: Principles to Actions: Ensuring Mathematical Success for All, NCTM

<https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>

| Activity - i-Ready Instructional Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|--|
| The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation or enrichment. Students will work on their individualized pathways a minimum of 45 minutes each week. Data collected by the program is also used to determine small group intervention needs. | Technology Direct Instruction | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Classroom Teachers, Interventionists and Administrators |

ACIP

Williams Avenue Elementary School

| Activity - i-Ready Implementation Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. The second and third trainings will be attended by instructional coaches, administrators, VLT team members and interventionists. VLT members and instructional coaches will provide turn around trainings for all classroom teachers. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0 - No Funding Required | Instructional Coaches, Teachers, Interventionists and Administrators |

Strategy2:

Global reading assessments - Teachers will deliver beginning, middle and end of the year GLOBAL Reading assessments. The classroom teachers will administer this assessment. The data will be analyzed and monitored, throughout the year to track progress for individual students.

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

Research Cited: N/A

| Activity - Data Driven Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|--|
| Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning in the area of reading using data from GLOBAL to drive their instruction. Learning Labs will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. | Professional Learning | 08/08/2018 | 05/23/2019 | \$11989 - Title I Schoolwide | Administrators, Instructional Coach, Vertical Leadership Team members, and Teachers. |

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

During the beginning of school, all individual assessment reports from the previous year are sent home to the parents. After the results are sent home in September, Williams Avenue Elementary holds a Title 1 Parental Engagement meeting with parents. At this meeting, all components of the school wide Title 1 program are explained. We have two bilingual teachers who explain the Title 1 program to our non-English speaking parents. After the meeting, all parents are encouraged to meet with classroom teachers to discuss grades, assessment results and other information. Both bilingual teachers are available to interpret for classroom teachers or to interpret assessment results.

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|-----------------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | All teachers at Williams Avenue Elementary School meet state requirements and are teaching in field. | Principal Attestation |

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

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

We do not hire teachers who are not highly qualified. We look for and recruit highly qualified personnel to fill open positions. When considering a perspective teacher, we look for specific math or reading teachers for classroom instruction.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

This past school year, we had one teacher to retire and another classroom teacher take a Technology Specialist job within the system.

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

The average years experience for teachers here at Williams Ave. is 11.2 years.

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

Every year, district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Fort Payne City Schools. Prospective teachers are given information about the school system, the city of Fort Payne and neighboring communities. New teachers are assigned mentors within the school for the first year and are monitored all three years by the administration and central office staff. All teachers are required to participate in professional development activities that are organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided local, state and federal funds.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

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

After student data is disseminated, the school system leadership team looks at the data to determine areas of focus for the upcoming school year. After this, the school administration and curriculum coaches determine what professional development opportunities are best suited for the areas of focus.

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

Over the past several years, Williams Avenue has partnered with AMSTI and the University of Alabama in Huntsville. They have helped our math teachers during this time. Our teachers have participated in the OGAP or On-Going Assessment Project over the past three years. This professional development has enabled our math teachers to be better prepared in the areas of addition and multiplication by working on OGAP frameworks. These frameworks are based on mathematics education research on how students learn specific math concepts, errors students make, and pre-conceptions or misconceptions that may interfere with learning new concepts or solving related problems. The Principal and Reading Coach have participating in the ARI Tier 2 professional learning communities. Follow up meetings will be scheduled with the ARI regional support staff member who will then help us develop our monthly action plans for reading. After the action plans are developed, the reading coach will facilitate learning labs to disseminate data and information pertaining to the action plan and goals for the year.

Our administrators have access to state sponsored PLU's through AMSTI. We have been meeting for the last three years to better develop PLC's or Professional Learning Communities. These meetings have enabled the administrators to foster a sense of community among faculty and staff at their perspective schools. Our teachers have many professional development opportunities. From the AMSTI and OGAP PD for our math teachers to the ARI professional development retooling for our reading teachers. We have common planning time bi-weekly so our teachers can collaborate more and look at the data on a regular basis. Our Sp. Ed. and EL teachers have been involved in all areas of this on-going professional development. At our open house at the beginning of the year, our parents are able to attend training in the area of math to better understand the program in order to better help their children.

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

Williams Avenue Elementary School will use the Alabama Teacher Mentoring Program program administered by school staff and teachers. The mission of the Fort Payne City School District is to strengthen our ability to attract, recruit and retain highly effective teachers. The program is designed to provide ongoing support for new teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. The mentor and new teacher are required to meet weekly. Additionally, we have built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and new teachers. We provide training for mentors on how to work with new teachers and we provide several training sessions for new teachers throughout the year including new teacher orientation, classroom management and discipline and effective instructional practices.

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

The partnerships between AMSTI, ARI and the Fort Payne City School System has been in place for several years. We are in constant contact with AMSTI and ARI about PD opportunities. The OGAP professional development has been ongoing for three years and the administrative PLU's for PLC's has been ongoing for three years as well.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

To transition students successfully from one grade to another

Measurable Objective 1:

70% of All Students will demonstrate a behavior attend open house the following school year. in Practical Living by 08/09/2019 as measured by Number of students and parents who attend open house the following school year..

Strategy1:

Transition school tours - Second and fourth grade students will visit the next school for tours at the end of each school year. They will be lead on tours to see classrooms and visit teachers. The students will have the opportunity to ask questions and feel comfortable . The following school year, all schools will host open house meetings to allow new students to meet teachers, get schedules and drop off supplies.

Category: Develop/Implement Student and School Culture Program

Research Cited: Niesen, V. & Wise, P. (2004) Transitions from elementary to middle school: strategies for educators. National Association of School Psychologists.

| Activity - Tour of upcoming school | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-----------------------------|
| Tour of upcoming school to introduce students to a new school | Academic Support Program | 05/06/2019 | 05/23/2019 | \$200 - General Fund | Teachers and administrators |

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Williams Avenue Elementary teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that drive instruction: The faculty collaboratively studies the disaggregated data and results of the state assessments. RTI team members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services. Grade level and subject area data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data. Multi-grade level meetings through the vertical leadership team in math and reading will help identify any instructional gaps or overlaps that may occur in grades 3 and 4. Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects. Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees, and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

When state assessment scores are released, the leadership team disaggregates the data and looks for those students who fall just below the proficiency level. These students are then placed on watch lists to make sure they are provided with the needed support to help them achieve proficiency. If needed, students receive support through RTI.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students having difficulty mastering state academic standards are monitored closely by the administration, teachers and curriculum coaches. This monitoring begins as soon as assessment data is received and disaggregated to determine watch lists. If students show no signs of moving towards proficiency, he/she may be referred to the Problem Solving Team who could make the decision to start the RTI process.

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.

Encouraging parental involvement in student education through school conferences, telephone conversations and notes.

The existence of after school tutorial program (EDP)

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.

All students at Williams Avenue, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all services and programs available including free/reduced lunch, Title I services, EL services, special education services and counseling services. Also, Williams Avenue uses the Department of Human Resources, the Department of Mental Health and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The counselor and EL teachers identify limited-English proficient students upon enrollment. Each new student receives a home language survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is spoken in the home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Learner (EL) Program. The counselor and principal identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines

student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students. Williams Avenue provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. The referral coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the IEP based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved.

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 (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The State of Alabama School Foundation Program funds based on teacher units for 2018-2019 is \$1,884,181.10

Title I funds are used to SUPPLEMENT regular funded programming and for the 2018-2019 school year, Title I monies are being used to fund 1/2 math intervention teacher, 1/2 reading intervention teacher, 1 Math Coach, 40% of the Technology Specialist's salary, 40% of the Parental Involvement Specialist's salary. This money also provides classroom materials and supplies, Parental involvement materials and supplies and Professional Development and subs and benefits. The total budget is \$237,512.80

The Title II budget for Williams Avenue is \$35,886.22. This money is allocated for 1/2 of a class size reduction unit and professional development for teachers and administrators.

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

Williams Avenue houses the HIPPY (Home Instruction for parents of Preschool Youngsters) program. This is a community service that educates parents of preschool age children on how to prepare their children for public school.

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

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

The CIP will be evaluated in the summer of 2019 to determine whether the implemented strategies have been met. The leadership team will analyze the data and it will be shared with the faculty. All stakeholders will be surveyed to collect data for the school wide plan. This information will be shared with staff and parents. The staff and parents will provide input on which elements have been successfully mastered and which ones will be included on the next plan.

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 data from the state assessments is disaggregated and this will help determine if goals in the school wide program have been met. Along with the Global Scholar assessment results, the leadership team will also look at DIBELS assessments and i-Ready assessments. These programs provide valuable data on whether or not the standards have been met

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?

When the state assessment scores are made available, the leadership team will look at the data to determine if the goals, plans and strategies that are in place have been successful.

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

The leadership team meets monthly to discuss the goals, plans and strategies that are in place. If changes in the plan are needed based on student data or other forms of information, the team will make the necessary changes based on the needs of the students.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 36.95 |

Provide the number of classroom teachers.

24

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1884181.0 |

Total

1,884,181.00

Administrator Units

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

Provide the number of administrators.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 91051.0 |

Total

91,051.00

Assistant Principal

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Assistant Principal assigned units. | 0.0 |

Provide the number of Assistant Principals.

0.5

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 33280.0 |

Total

33,280.00

Counselor

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

Provide the number of Counselors.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 56702.0 |

Total

56,702.00

Librarian

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

Provide the number of Librarians.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 53538.0 |

Total

53,538.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

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

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

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Technology. | 80053.0 |

Total

80,053.00

Professional Development

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

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

0

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Professional Development. | 2843.1 |

Total

2,843.10

EL Teachers

| Label | Question | Value |
|--------------|--|--------------|
| 1. | Provide the number of EL Teachers in FTEs. | 2.5 |

Provide the number of EL Teachers.

2.5

| Label | Question | Value |
|--------------|---|--------------|
| 3. | Provide the total of all funding for EL Teachers. | 146074.85 |

Total

146,074.85

Instructional Supplies

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

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

0

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all funding for Instructional Supplies. | 34948.44 |

Total

34,948.44

Library Enhancement

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

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

0

| Label | Question | Value |
|-------|---|---------|
| 3. | Provide the total of all funding for Library Enhancement. | 3037.06 |

Total

3,037.06

Title I

| Label | Question | Value |
|-------|---|----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 237512.8 |

Provide a brief explanation and breakdown of expenses.

- Salary/Benefits for 1 Math Coach, .5 of Reading Intervention Teacher, .5 of a Math Intervention Teacher, .40 of a Parental Engagements Specialist, .40 of an Instructional Technology Specialist, Vertical Team Supplements, a 4th Grade Teacher and .25 of a Social Worker.
- Student instructional Materials and supplies \$5,390.89
- Professional Development for teachers and administrators \$3,988.66
- Parent and Family engagement \$1572.45
- Grand Total \$237,512.80

Title II

| Label | Question | Value |
|-------|--|----------|
| 1. | Professional Development Activities. Provide the total. | 35886.22 |

Provide a brief explanation and a breakdown of expenses.

- .50 Class size reduction unit \$28,183.56
- Professional Development subs/benefits \$3,556.18
- Professional Development cost \$4,146.48

Title III

| Label | Question | Value |
|-------|---|-------|
| 1. | For English Learners. Provide the total. | 400.0 |

Provide a brief explanation and a breakdown of expenses.

Breakdown: \$400.00 is spent on classroom materials, supplies and professional development

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

N/A

Local Funds

| Label | Question | Value |
|--------------|-------------------|--------------|
| 1. | Provide the total | 274225.0 |

Provide a brief explanation and breakdown of expenses.

- Salary and Benefits \$48,607.00
- Software/Maintenance \$25,000.00
- Repair/Maintenance \$30,500.00
- Utilities/Telephone \$70,000.00
- Security \$23,000.00
- Supplies \$30,618.00
- Maintenance \$4,000.00
- Equipment/Hardware \$42,500.00

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first month that school is in session, Williams Avenue holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (a) notices sent home by students, (b) newspaper announcements and public postings in English and Spanish. To assist in the opportunity for all parents to attend, we offer the meeting in the evening. Topics that were discussed at this year's meeting included the following: the continuous improvement plan, an explanation of the school's curriculum and the standards Title I program and participation, its services and parents' rights Parental involvement section of the continuous improvement plan (overview and distribution) School-parent compacts 1% set aside Parent survey.

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

1. The leadership and staff of Williams Avenue have a strong belief in the importance of parental involvement and therefore have put in place to offer parent meetings on a flexible schedule. We offer parental involvement meetings on multiple days and at times that are convenient to the parent. In the Parental Involvement survey, parents were asked about times during the day that would be most beneficial to them. The parental involvement specialist and the leadership team then met to set up dates and times for the parent meetings and conferences.

2. Williams Avenue believes in involving parents in all aspects of its Title I programs. We have parent representatives on our CIP committee who were active participants in the development of the plan and were involved from the first meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the parental involvement plan, all parents were given surveys at the end of the school year seeking their input on activities, training and materials that the school should offer to parents next school year. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the entire CIP committee in determining needed changes.

3. Williams Avenue uses its parental involvement funds as follows: To pay for 40% salary for our parental involvement coordinator, to fund all materials and supplies for our parental involvement specialist and our parental involvement program.

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

At its annual meeting of parents at the beginning of the school year, Williams Avenue will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects

taught: reading, math, science, social studies, physical education, art, music, and computer science. They will also learn how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. We presently have over 200 students with Spanish speaking parents. Two interpreters are provided at the meeting to communicate with these parents. In addition, documents are provided, to extent practicable, in Spanish. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

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

Williams Avenue Elementary School revisits the school-parent compacts annually. All parents are given a copy of the compact at the beginning of the school year at our open house. The compact will be explained to the parents and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during the parent-teacher conferences. The compacts will be returned to the principal at the end of the school year and will be kept on file for five years.

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

In May of each year, Williams Avenue brings in its CIP committee to review, evaluate and revise its Continuous Improvement Plan. There are parents on the committee who represent all parents of the school. During the review process, all parents are notified of the review through notices sent home in our parent newsletters. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, in the school office and on the school website, and that the parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

ACIP

Williams Avenue Elementary School

Williams Avenue Elementary School will accomplish much of this through its annual parents meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. At the meeting, parents will be given the opportunity to meet with their child's teachers and learn about individual class assessments and what their role will be in helping their child succeed.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Williams Avenue's CIP committee works diligently to ensure all parent materials and training is closely aligned with our schools identified goals.

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

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

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

Williams Avenue will continue to work with its teachers through in-services, faculty meetings and grade level data meetings in understanding the importance in parental involvement and those parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parental involvement activities. Therefore, this year the principal will be working closely with our lead teachers to ensure that grade level data meetings include a parental involvement focus. The principal will set the expectation that teachers work closely with our parent facilitator in planning parental involvement activities and to ensure that all activities are aligned with our CIP goals.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

Williams Avenue coordinates its parental involvement programs for all parents. We presently have over 200 Hispanic students whose parents only speak Spanish. We have two bilingual teachers who work with the parent facilitator in meetings and training sessions with these parents. Our parent facilitator regularly meets with EL teachers (Title III), regular education teachers, CNP manager and Special Education teachers to maximize the benefits of all offered involvement activities and to ensure that all activities are aligned with our CIP goals.

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

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

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

At the present time, Williams Avenue has approximately 170 EL students. Information on all school meetings, parent notices, etc..., is sent to parents of these children in Spanish. In addition, Williams Avenue has two bilingual teachers who assist in verbally communicating with these parents as needed.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Williams Avenue Elementary School, to the extent practicable, provides opportunities for the participation of parents of limited English proficiency and parents with disabilities. Williams Avenue presently has approximately 170 Spanish speaking students. All parent notifications are sent to parents of these children in Spanish. In addition, there are two bilingual teachers that are present during all open meetings that can assist in communication between teachers and parents. At this time, Williams Avenue has no migrant students. Every effort is made to accommodate parents with disabilities. Williams Avenue is a handicapped accessible building.