



ACIP

Wills Valley Elementary School

Fort Payne City Board of Education

Mrs. Sally Wheat
4111 Williams Avenue, NE
Fort Payne, AL 35967

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	17
Report Summary.....	18

ACIP Assurances

Introduction 20

ACIP Assurances 21

2018-2019 Plan for ACIP

Overview 23

Goals Summary 24

 Goal 1: Students in grades kindergarten through 2nd grade at Wills Valley Elementary will show growth in the core academic areas of reading and math and pre-k students will show growth in kindergarten readiness skills. 25

Activity Summary by Funding Source 30

Stakeholder Feedback Diagnostic

Introduction 35

Stakeholder Feedback Data 36

Evaluative Criteria and Rubrics 37

Areas of Notable Achievement 38

Areas in Need of Improvement 39

Report Summary 40

Title I Schoolwide Diagnostic

Introduction 42

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 43

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) 45

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) 60

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV)) 61

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 62

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 63

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 65

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 66

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 68

Component 10: Evaluation (Sec.1114(b)(3))..... 69

Coordination of Resources - Comprehensive Budget

Introduction..... 71

FTE Teacher Units..... 72

Administrator Units..... 73

Assistant Principal..... 74

Counselor..... 75

Librarian..... 76

Career and Technical Education Administrator..... 77

Career and Technical Education Counselor..... 78

Technology..... 79

Professional Development..... 80

EL Teachers..... 81

Instructional Supplies..... 82

Library Enhancement..... 83

Title I 84

Title II 85

Title III 86

Title IV 87

Title V 88

Career and Technical Education-Perkins IV 89

Career and Technical Education-Perkins IV 90

Other 91

Local Funds 92

Parent and Family Engagement

Introduction 94

Parent and Family Engagement 95

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?

Wills Valley Elementary School is a pre-K through second grade school located in Fort Payne, Alabama in DeKalb County. Student enrollment currently stands at 768 students. Student population demographics are as follows: 5% Black/African American, 38% Hispanic, 55% White, and 2% Other (Asian, American Indian, Native Hawaiian or Other Pacific Islander). The staff consists of 63 full time and 3 half time certified personnel which includes 39 general education classroom teachers, 5 pre-k teachers, 3 physical education teachers, 3 EL teachers, 1 librarian, 1 art teacher, 3 intervention teachers, 6 special education teachers, 1 counselor, 1 assistant principal and 1 principal, 1 half-time reading curriculum coach, 1 half-time math curriculum coach, and 1 half time math intervention teacher. There are 28.5 support personnel on staff as follows: 11.5 instructional aides, 1 School Resource Officer, 3 custodians, 1 school nurse, 1 parent involvement specialist, 8 lunchroom employees, 1 bookkeeper, 1 secretary/translator, and 1 office/technology aide.

The city lies in a narrow valley on Big Wills Creek in the Cumberland Plateau region immediately west of Lookout Mountain, with Sand Mountain somewhat more removed to the west. Fort Payne has a population of approximately 14,136. The racial make-up of the population is approximately 66% white, 28.2% Hispanic and 3.9% black. In 2013, the median income for a household in the city was \$34,814 with 25.6% of Fort Payne residents living below the poverty line. There has been very little change over the past four years as community and school demographics have held steady. The biggest challenge for Wills Valley Elementary as a school involves the language barrier that exists for a large subgroup of students.

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.

Wills Valley Elementary School's purpose is to provide proper services and resources within a safe and clean environment for the learning process to take place. The school mission is to provide lifelong learners with the motivation and skills necessary to become well-rounded, productive citizens in a democratic society. The faculty at Wills Valley believes that all students can learn with the proper attention to student needs both socially and academically. All students are given the opportunity to succeed through a systematic approach to learning. The needs and expectations of students and the community are met through differentiated instruction in all core subjects. Intense intervention is provided to those students that need additional support by intervention teachers. Students who are ready to move ahead are challenged through differentiated small group instruction and centers as well as enrichment activities in the classroom. The vision of Wills Valley Elementary is for all students to be on or above grade level at the end of each school year. Faculty members collaborate regularly to make sure that everything that is done with students serves a purpose. English Language Learners receive intense support from EL teachers through explicit small group instruction.

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, Wills Valley Elementary School has worked hard to align curriculum and student achievement. In order to improve student achievement, a vertical leadership team was created beginning with the 17-18 school year. The team was expanded to include pre-k for the 18-19 school year. This team consists of curriculum coaches (reading and math) and two classroom teachers from each grade level. The team meets regularly to align the curriculum and instruction across the grade levels. They lead each grade level to better address the state standards, use data to drive instruction, and ultimately impact student achievement. Another notable achievement was having all reading teachers participate in the ARI Foundational Modules Retooling training and the Multisensory Reading Strategies based on Orton Gilligham research. These two professional development opportunities have increased teacher knowledge to allow them to better serve students. After the adoption of the Common Core Math Standards, teachers participated in AMSTI and OGAP trainings. These training sessions focused primarily on conceptual understanding and the use of formative assessment. The teachers also participated in Eureka Math Launch Eureka! and Focus on Fluency professional development trainings. These two trainings enabled the teachers to implement math curriculum more effectively.

An area of improvement that Wills Valley will be striving to achieve over the next three years will be to continue the emphasis on formative assessments and the role they play in driving instruction. ESGI, i-Ready, and DIBELS will be used as progress monitoring tools. Data derived from these tools will identify and drive intervention instruction. DIBELS will be fully implemented in all grade levels. ESGI will be used in kindergarten to measure student growth in the areas of reading and math. i-Ready will be used in all grade levels to measure student success for reading and math. By doing this, we will have a better record of our strengths/weaknesses and usable data to help drive instruction as well as improvement efforts.

Additional Information

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

Wills Valley Elementary strives to meet the needs of all students on a daily basis. Although the diverse population brings with it additional challenges, the faculty and staff are ready and willing to take this challenge and are committed to do whatever it takes to provide a safe and caring environment that is conducive to learning for all students. Wills Valley is a Professional Learning Community that accepts the responsibilities given to them and understands the accountability that comes with teaching. The faculty participated in a book study titled "The Leader in Me" by Covey and Covey, Summers and Hatch; 2nd Edition. Faculty and staff members place a focus on empowering students to develop leadership skills and other key workforce and life readiness skills through the implementation of the 7 Habits of Happy Kids.

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.

A variety of stakeholders were involved in the development of the Wills Valley Elementary School Improvement Plan. A committee was formed comprised of district and school level administrators, counselor, teachers, community members, and parents. Members were chosen based on individual expertise and knowledge of current school conditions. Members were invited to join the committee by phone and/or email. Committee meetings were scheduled to accommodate individual members' schedules. They were informed of their role through discussions and through a written informational handout describing the improvement process and the role of committee members in developing the plan. Members were encouraged to provide feedback and share ideas about the plan. Once the plan was developed, it was shared with the entire faculty.

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 included district and local school administration, teachers, curriculum coaches, intervention teachers, parents and community members. All members were responsible for viewing the components of the plan and providing input into each section. The following is a list of the people who were major contributors and their role as a member of the committee:

Paula Muskett, Federal Programs Coordinator	Sherinda Hawkins, PreK Teacher
Sally Wheat, Principal	Jolie Martin, Kindergarten Teacher
Houston Henderson, Assistant Principal	Jana Groghan, Kindergarten Teacher
Regina Boatwright, Counselor	Gena Fowler, 1st Grade Teacher
Melissa Smith, Parent Involvement Specialist	Kristie Conaway, 1st Grade Teacher
Ellie Pitts, Reading Curriculum Coach	Brandi Battles, 2nd Grade Teacher
Sherri Gibbs, Math Curriculum Coach	Brandi Bouchard, 2nd Grade Teacher
Alma Chavarria, EL Teacher	Janie McGee, SPE Ed Teacher
Tia Moses, Interventionist	Pat Taylor, Community Member
Stacy Buffington, Parent	Rachel Washington, Parent
Brittany Hamilton, Parent	

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 website and email. Ongoing changes to the plan will be disseminated to our faculty, staff, and community by posts on our website and emails to stakeholders. A physical copy of the plan will be available at all times in the school office.

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		18-19 CIP Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

In first grade, math data showed an increase of 26% of students scoring proficient from the beginning of the year to the end of the year. In second grade, there was an increase of 26% of students scoring proficient from the beginning of the year to the end of the year. This data shows that performance was above expected levels of performance considering the increase of the benchmark cut score moving from the 40th percentile to the 60th percentile for the 18-19 school year.

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

In second grade, STAR MATH results show a positive trend in math as evidenced by the amount of students scoring in the at/above benchmark category. The benchmark cut score was increased from the 40th percentile to the 60th percentile for the 17-18 school year. With this change, a lower percentage of students achieving benchmark was anticipated. 84% of students reached benchmark during the 16-17 school year and 67% of students reached benchmark during the 17-18 school year (increase in benchmark cut score). In reading, first grade showed tremendous growth from the fall assessment to the spring assessment on STAR testing going from 30% to 69% of students achieving benchmark scores. Kindergarten DIBELS assessment showed that 21% of student were on grade level/benchmark at the beginning for the year. By the end of the year, this number rose to 41% for letter naming.

Which area(s) indicate the overall highest performance?

Kindergarten ESGI reading data shows the greatest overall performance with a 54% increase in the amount of students scoring proficient from the beginning of the year to the end of the year.

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

EL students show increasing performance on the WIDA Access Test year after year as they progress from grade level to grade level. The largest percentage of growth takes place during first grade. First grade students left kindergarten with 55% of students scoring in the lowest level (1). By the end of first grade, this number decreased to 4% of students scoring in the lowest level (1).

Between which subgroups is the achievement gap closing?

The achievement gap that exists for the EL students is a focus that our plan addresses each year. Many of the Hispanic students enter kindergarten knowing very little English. Data has shown that EL students who attend the pre-k program score much higher on benchmark assessments and are much closer in their achievement scores to English speaking peers. Therefore, the achievement gap in kindergarten on beginning of the year assessments between English speaking students and Spanish speaking students who attend the pre-k program is closing.

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

ESGI, STAR and DIBELS data is consistent with core program data (Scott Foresman Reading Street and Eureka Math).

Areas in Need of Improvement

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

According to DIBELS data, there was only a 9% gain from the beginning of the year to the end of the year for second grade students in ORF (Oral Reading Fluency).

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

EL students always comprise a larger percentage of the students who score in the 20th percentile or below on DIBELS assessments in kindergarten. However, data shows that as students progress to the higher grades, the percentage decreases.

Which area(s) indicate the overall lowest performance?

The area that shows the overall lowest performance would be second grade's percentage of students scoring at/above benchmark in ORF on the DIBELS assessment.

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

In all areas/subgroups we have shown at least a small amount of growth over the past year.

Between which subgroups is the achievement gap becoming greater?

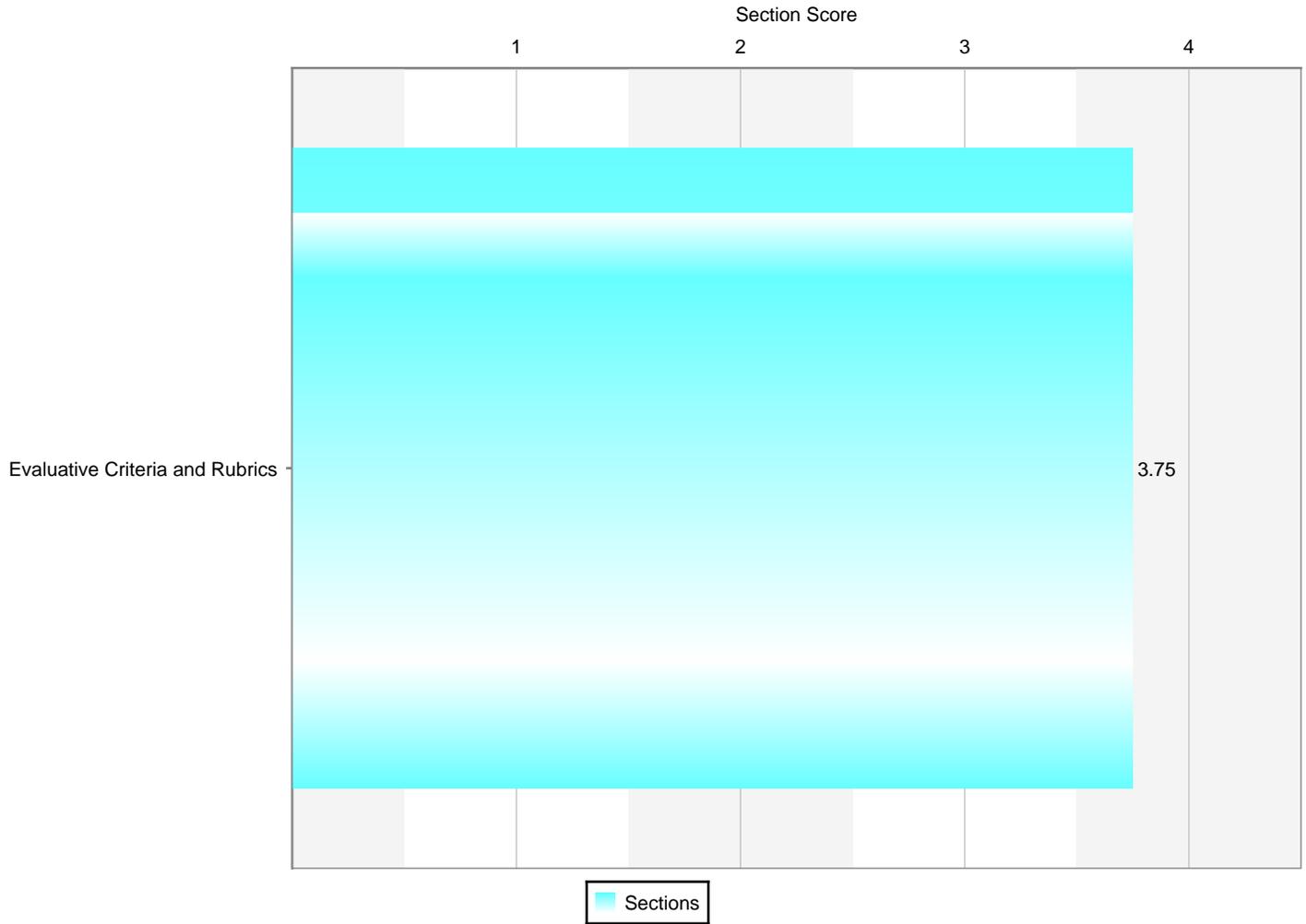
The achievement gap between hispanic/latino students and white/non-hispanic/latino students in all three grades usually stays the same or decreases.

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

The achievement gap between Hispanic students and White/non-Hispanic students is also evident in the Eureka Math program, Scott Foresman Reading and in Renaissance STAR testing.

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		

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		Non-Discriminatory Signature Page

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		Equal Rights Signature Page

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 English Consolidated Plan Spanish

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

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students in grades kindergarten through 2nd grade at Wills Valley Elementary will show growth in the core academic areas of reading and math and pre-k students will show growth in kindergarten readiness skills.	Objectives: 2 Strategies: 7 Activities: 10	Organizational	\$471089

Goal 1: Students in grades kindergarten through 2nd grade at Wills Valley Elementary will show growth in the core academic areas of reading and math and pre-k students will show growth in kindergarten readiness skills.

Measurable Objective 1:

increase student growth in reading and math by 5% from the beginning to the end of year benchmark testing by 05/23/2019 as measured by iReady and DIBELS assessments..

Strategy 1:

Conduct Benchmark Assessments - Teachers will deliver beginning, middle and end of the year benchmark assessments as follows: ESGI (K), DIBELS (K-2) and iReady (K-2). The data will be analyzed and monitored throughout the year to track progress of individual students.

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

Research Cited: Clemens, N. H., Hagan-Burke, S., Luo, W., Cerda, C., Blakely, A., Frosch, J., Gamez, B., & Jones, M. (2015). The predictive validity of a computer-adaptive assessment of kindergarten and first-grade reading skills. *School Psychology Review*, 44(1), 76–97.

iReady Efficacy: Research on iReady Program Impact- Curriculum Associates. <https://www.curriculumassociates.com/research-and-efficacy>

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 beginning, mid, and end of year benchmark testing. Teachers and the instructional coaches 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	\$9896	General Fund, Title I Schoolwide	Instructional Coaches, Classroom Teachers, Administration

Strategy 2:

Vertical Curriculum Alignment - The Vertical Leadership Team will work together to align the curriculum across the grade levels in the areas of reading and math.

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
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ACIP

Wills Valley Elementary School

The Vertical Leadership team will be comprised of members from Wills Valley Elementary (PK-2nd) and Williams Avenue Elementary (3rd-4th). The team will focus on bridging instructional gaps between grades PK-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 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	\$17983	Title I Schoolwide	Instructional Coaches, Vertical Leadership Team Members, Teachers, and Administrators.
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Strategy 3:

Strategic Teaching and Learning - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom 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>

Alabama Department of Education. Alabama’s Action Plan for Literacy: Birth through Grade 12. Montgomery AL, 2012. Print.

Activity - Eureka Math Training and Implementation	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. Prior to the second full year of implementation, the Math Vertical Leadership Team attended Eureka Math Preparation and Customization summer professional development training. This PD focused on the three-step process for customizing a lesson and module to meet the needs of all learners while maintaining pacing needs. The training will be turned around during common planning, grade level meetings, and the process will be implemented to plan lessons. Classroom instruction will include 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	\$30000	State Funds	Instructional Coach, Teachers, Administration

Activity - Multi-Sensory Strategies for Reading Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In this three (3) day professional development, participants gained a deeper understanding of scientifically based multi-sensory strategies for reading by exploring explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. This training emphasized the Reading Foundations K-5 strand of the Alabama College and Career Ready Standards.	Professional Learning	06/05/2018	06/05/2018	\$12000	Title I Schoolwide	Reading Curriculum Coach, Administration

Activity - i-Ready Implementation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Wills Valley Elementary School

Teachers will participate in three i-Ready training sessions throughout the school year. The first training will prepare teachers to administer the i-Ready diagnostic assessment which will ensure reliable results. Teachers will also learn how to incorporate i-Ready data and tools into classroom practice. The second and third training sessions will be attended by coaches, administrators, interventionists, and lead teachers. Training will be presented to classroom teachers through "turn around" sessions. The last two sessions will focus on analyzing and understanding i-Ready data, as well as managing online instruction to maximize student gains.	Professional Learning	08/08/2018	05/23/2019	\$0	Other	i-Ready Professional Trainer, Instructional Coaches, Lead Teachers
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Strategy 4:

Tiered Instructional Support - Wills Valley Elementary has 3 full time interventionist and 1 half time interventionist. These interventionist will provide Tier II and Tier III small group instruction in order to increase proficiency in math and/or reading for students identified by the Problem Solving Team.

Category: Develop/Implement Learning Supports

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 http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf

Activity - Tiered Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention teachers will provide intervention for at-risk students. Math intervention will include the use of the Do the Math research based intervention programs along with OGAP, AMSTI, and Whole Number Foundations strategies. Reading intervention will consist of the use of explicit phonics routines. The intervention will be provided 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	\$196633	State Funds, Title I Schoolwide	Intervention Teachers

Activity - EL Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL intervention teacher and EL instructional aides will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teacher will provide this intervention through small group instruction in the EL classroom and through small group inclusion in the regular classroom.	Direct Instruction	08/08/2018	05/23/2019	\$204077	State Funds, Title III	EL Teachers, EL Instructional Aides

Measurable Objective 2:

increase student growth in the area of kindergarten readiness skills for all pre-k students by 05/24/2018 as measured by the use of GOLD Assessment.

Strategy 1:

Deliver Developmentally Appropriate Instruction in PreK - The pre-k teachers will receive support and guidance concerning the implementation of developmentally appropriate practice from the Alabama Department of Early Childhood Education through monthly on-site coaching and program monitoring.

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

Research Cited: 1NAEYC. 1986. Position statement on developmentally appropriate practice in programs for 4- and 5-year-olds. *Young Children* 41 (6): 20–29; Bredekamp, S., ed. 1987. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Expanded edition. Washington, DC: NAEYC; NAEYC. 1996. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. A position statement of the National Association for the Education of Young Children. In *Developmentally appropriate practice in early childhood programs*, Rev. ed., eds. S. Bredekamp & C. Copple, 3–30. Washington, DC: Author.

Activity - Teaching Strategies Gold	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GOLD is an authentic, ongoing, observation-based assessment system. By implementing this system, teachers will instruct and assess students following the Alabama Developmental Standards for Preschool Children.	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	Pre-K Teachers & Pre-K Director

Strategy 2:

Increase parent knowledge and awareness of kindergarten readiness skills - Due to parents being more informed about what is expected of their child, children will enter kindergarten with an increased proficiency level of kindergarten readiness skills.

Category: Develop/Implement Learning Supports

Research Cited: Bohan-Baker, M., & Little, P. M. D. (2004). *The transition to Kindergarten: Review of current research and promising practices to involve families*. Cambridge, MA: Harvard Family Research Project.

Activity - Provide parents with knowledge of kindergarten readiness skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parents of students who will be entering kindergarten will be given a kindergarten readiness skills checklist in the spring prior to entering kindergarten. They will also be given resources such as flash cards that assist parents in equipping children with readiness skills that will help them be more successful in kindergarten.	Parent Involvement	03/01/2019	07/01/2019	\$500	Title I Schoolwide	Administrator s, Counselor, Pre-K Teachers

Strategy 3:

Conduct an orientation for upcoming kindergarten students - The strategy will provide students and parents with an opportunity to visit the school prior to entering kindergarten thus relieving fear and anxiety and promoting a more successful transition.

Category: Other - Transition

Research Cited: Kraft-Sayre, M. E., & Pianta, R. C. (2003). *Successful Kindergarten transition: Your guide to connecting children, families & schools*. Baltimore, MD: Paul H. Brookes.

Activity - Pre-K Move-Up Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Wills Valley Elementary School

Pre-K Move-Up Day will be held in May. All students who are registered to attend WVES in the fall will be invited to attend. Students will tour the school, meet school staff, and meet new friends.	Community Engagement, Parent Involvement	05/01/2019	05/23/2019	\$0	No Funding Required	Administrators & Counselor
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

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 training sessions throughout the school year. The first training will prepare teachers to administer the i-Ready diagnostic assessment which will ensure reliable results. Teachers will also learn how to incorporate i-Ready data and tools into classroom practice. The second and third training sessions will be attended by coaches, administrators, interventionists, and lead teachers. Training will be presented to classroom teachers through "turn around" sessions. The last two sessions will focus on analyzing and understanding i-Ready data, as well as a managing online instruction to maximize student gains.	Professional Learning	08/08/2018	05/23/2019	\$0	i-Ready Professional Trainer, Instructional Coaches, Lead Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Intervention	The intervention teachers will provide intervention for at-risk students. Math intervention will include the use of the Do the Math research based intervention programs along with OGAP, AMSTI, and Whole Number Foundations strategies. Reading intervention will consist of the use of explicit phonics routines. The intervention will be provided 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	\$54113	Intervention Teachers
EL Intervention	The EL intervention teacher and EL instructional aides will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teacher will provide this intervention through small group instruction in the EL classroom and through small group inclusion in the regular classroom.	Direct Instruction	08/08/2018	05/23/2019	\$154174	EL Teachers, EL Instructional Aides

ACIP

Wills Valley Elementary School

Eureka Math Training and Implementation	Eureka Math is a more rigorous, CCRS aligned curriculum based on the Progressions for the Common Core State Standards in Mathematics. Prior to the second full year of implementation, the Math Vertical Leadership Team attended Eureka Math Preparation and Customization summer professional development training. This PD focused on the three-step process for customizing a lesson and module to meet the needs of all learners while maintaining pacing needs. The training will be turned around during common planning, grade level meetings, and the process will be implemented to plan lessons. Classroom instruction will include 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	\$30000	Instructional Coach, Teachers, Administration
Total					\$238287	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Intervention	The EL intervention teacher and EL instructional aides will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teacher will provide this intervention through small group instruction in the EL classroom and through small group inclusion in the regular classroom.	Direct Instruction	08/08/2018	05/23/2019	\$49903	EL Teachers, EL Instructional Aides
Total					\$49903	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings/Grade Level Planning Meetings	Involved staff will participate in data/planning meetings to analyze and interpret student data from beginning, mid, and end of year benchmark testing. Teachers and the instructional coaches 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	\$5556	Instructional Coaches, Classroom Teachers, Administration
Total					\$5556	

Title I Schoolwide

ACIP

Wills Valley Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide parents with knowledge of kindergarten readiness skills	The parents of students who will be entering kindergarten will be given a kindergarten readiness skills checklist in the spring prior to entering kindergarten. They will also be given resources such as flash cards that assist parents in equipping children with readiness skills that will help them be more successful in kindergarten.	Parent Involvement	03/01/2019	07/01/2019	\$500	Administrators, Counselor, Pre-K Teachers
Data Meetings/Grade Level Planning Meetings	Involved staff will participate in data/planning meetings to analyze and interpret student data from beginning, mid, and end of year benchmark testing. Teachers and the instructional coaches 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	\$4340	Instructional Coaches, Classroom Teachers, Administration
Vertical Leadership Team	The Vertical Leadership team will be comprised of members from Wills Valley Elementary (PK-2nd) and Williams Avenue Elementary (3rd-4th). The team will focus on bridging instructional gaps between grades PK-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 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	\$17983	Instructional Coaches, Vertical Leadership Team Members, Teachers, and Administrators.
Multi-Sensory Strategies for Reading Professional Development Training	In this three (3) day professional development, participants gained a deeper understanding of scientifically based multi-sensory strategies for reading by exploring explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. This training emphasized the Reading Foundations K-5 strand of the Alabama College and Career Ready Standards.	Professional Learning	06/05/2018	06/05/2018	\$12000	Reading Curriculum Coach, Administration
Tiered Intervention	The intervention teachers will provide intervention for at-risk students. Math intervention will include the use of the Do the Math research based intervention programs along with OGAP, AMSTI, and Whole Number Foundations strategies. Reading intervention will consist of the use of explicit phonics routines. The intervention will be provided 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	\$142520	Intervention Teachers
Total					\$177343	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Wills Valley Elementary School

Pre-K Move-Up Day	Pre-K Move-Up Day will be held in May. All students who are registered to attend WVES in the fall will be invited to attend. Students will tour the school, meet school staff, and meet new friends.	Community Engagement, Parent Involvement	05/01/2019	05/23/2019	\$0	Administrators & Counselor
Teaching Strategies Gold	GOLD is an authentic, ongoing, observation-based assessment system. By implementing this system, teachers will instruct and assess students following the Alabama Developmental Standards for Preschool Children.	Direct Instruction	08/08/2018	05/23/2019	\$0	Pre-K Teachers & Pre-K Director
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		18-19 Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Parents rated standard 4- Resources and Support Systems highest with an overall rating of 4.43. Teachers rated standard 2- Governance and Leadership highest with an overall rating of 4.7.

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

In the areas of providing a safe learning environment, high scores are achieved each year.

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

The Title I Parent Survey and the Title I Teachers' Perceptions Survey given at the end of the 17-18 school year both show findings consistent with the results concerning resources and support systems.

Areas in Need of Improvement

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

Although this score would not be considered low, the lowest rated area on the teacher survey was Standard 3- Teaching and Assessing for Learning with a score of 4.61. The lowest score was 3.7: mentoring, coaching and induction programs that support instructional improvement consistent with the school's value and beliefs about teaching and learning.

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

Based on survey results, there is no trend toward decreasing stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

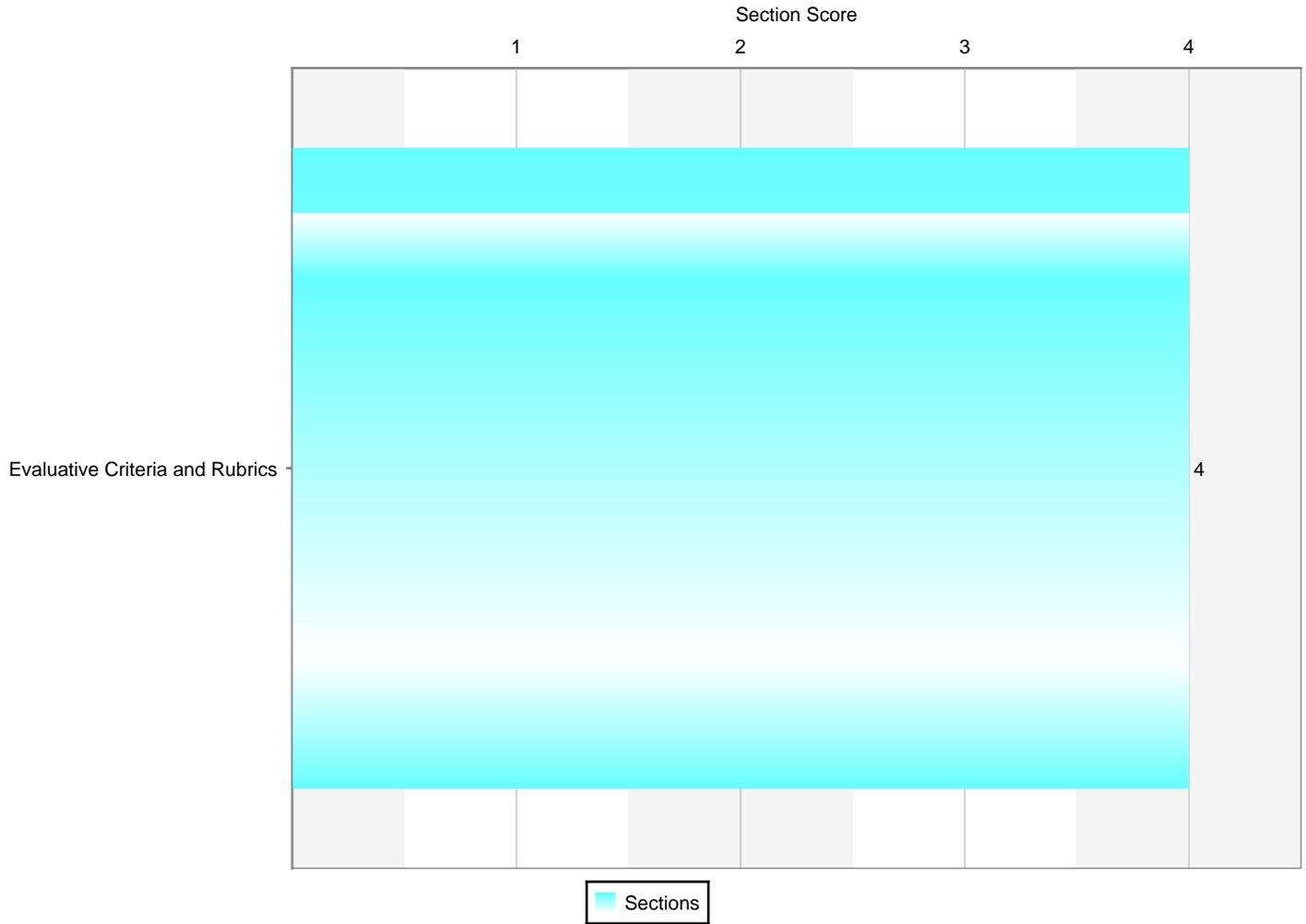
The CIP team should look at parent perceptions on Standard 2: Governance and Leadership. Although scores would not be considered "low" scores, this area did receive the overall lowest scores in comparison to the other areas. Considering additional methods of involving stakeholders in the formation and accomplishment of school-wide goals.

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

Other feedback sources such as the surveys and conversations held with various stakeholders indicate that some parents may not be aware of school wide goals and/or how they can be involved in the process of forming and accomplishing those goals.

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 Reading and Math over a three year span. We used data from the following sources: STAR, DIBELS, ESGI, unit tests and report card grades. We also looked at Rtl referrals to determine the needs of our students. We received input from all faculty members and parents through the use of surveys and the CIP committee meeting.

What were the results of the comprehensive needs assessment?

The comprehensive needs assessment showed that the highest needs were: to increase student proficiency in reading and math, to continue using data and assessments to improve/drive instruction, to reduce class sizes in kindergarten, to provide additional support to students with behavioral issues and mental illness, and to incorporate student technology use in meaningful ways .

What conclusions were drawn from the results?

The results indicate that an emphasis should be placed on increasing student growth in core academic subjects by aligning the curriculum vertically from kindergarten through 4th grade and through the delivery of small group instruction that provides specific, intense, and explicit instruction. In addition, the need was shown for curriculum coaches to provide job-embedded professional development and coaching opportunities and for EL teachers to provide language and core support to our EL population in both reading and math. The rising number of students experiencing severe behavioral/mental issues requires additional support in the school through the addition of a part time social worker.

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

As a result of analyzing the data, programs, and surveys, it was determined that teachers need additional support and training by AMSTI (Depth of Content) and ARI (Depth of Knowledge) as well as training on vertical curriculum alignment to reignite the emphasis on teacher instruction depth vs. breadth. It was also concluded that the EL students need additional support in core reading with fluency and comprehension and that they would also need support in math due to the high level of reading and thinking that is involved in problem solving.

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

Our goals and objectives align with the priority needs that we are addressing. Our continuous improvement goal for 2018-2019 is to show growth in math and reading in grades K-2 and to show growth in kindergarten readiness skills in Pre-K. This will be achieved by conducting benchmark assessments and analyzing data to drive instruction, aligning the curriculum to standards, ensuring strategic teaching and

learning, and providing tiered instructional support to struggling students. Pre-K kindergarten readiness skills will increase through the delivery of developmentally appropriate instruction by teachers and the use of Teaching Strategies GOLD assessment.

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

The goals, strategies and action steps show clearly that multiple data sources were used and that strategies were determined based on the type of data used. The goals are specific to the needs as determined by data and are measurable using some of the same data sources used to make the needs determination.

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

The goals address core instruction in reading and math as well as intervention for students who are not successful with Tier I instruction. As a School-Wide Title I school, all students benefit from these goals. Our subgroups are included in every strategy and action step that we will be doing throughout the school year. Every student will benefit from the intense, explicit instruction and intervention that takes place during small group instruction.

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:

Students in grades kindergarten through 2nd grade at Wills Valley Elementary will show growth in the core academic areas of reading and math and pre-k students will show growth in kindergarten readiness skills.

Measurable Objective 1:

increase student growth in the area of kindergarten readiness skills for all pre-k students by 05/24/2018 as measured by the use of GOLD Assessment.

Strategy1:

Increase parent knowledge and awareness of kindergarten readiness skills - Due to parents being more informed about what is expected of their child, children will enter kindergarten with an increased proficiency level of kindergarten readiness skills.

Category: Develop/Implement Learning Supports

Research Cited: Bohan-Baker, M., & Little, P. M. D. (2004). The transition to Kindergarten: Review of current research and promising practices to involve families. Cambridge, MA: Harvard Family Research Project.

Activity - Provide parents with knowledge of kindergarten readiness skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The parents of students who will be entering kindergarten will be given a kindergarten readiness skills checklist in the spring prior to entering kindergarten. They will also be given resources such as flash cards that assist parents in equipping children with readiness skills that will help them be more successful in kindergarten.	Parent Involvement	03/01/2019	07/01/2019	\$500 - Title I Schoolwide	Administrators, Counselor, Pre-K Teachers

Strategy2:

Conduct an orientation for upcoming kindergarten students - The strategy will provide students and parents with an opportunity to visit the school prior to entering kindergarten thus relieving fear and anxiety and promoting a more successful transition.

Category: Other - Transition

Research Cited: Kraft-Sayre, M. E., & Pianta, R. C. (2003). Successful Kindergarten transition: Your guide to connecting children, families & schools. Baltimore, MD: Paul H. Brookes.

ACIP

Wills Valley Elementary School

Activity - Pre-K Move-Up Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Move-Up Day will be held in May. All students who are registered to attend WVES in the fall will be invited to attend. Students will tour the school, meet school staff, and meet new friends.	Parent Involvement Community Engagement	05/01/2019	05/23/2019	\$0 - No Funding Required	Administrators & Counselor

Strategy3:

Deliver Developmentally Appropriate Instruction in PreK - The pre-k teachers will receive support and guidance concerning the implementation of developmentally appropriate practice from the Alabama Department of Early Childhood Education through monthly on-site coaching and program monitoring.

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

Research Cited: 1NAEYC. 1986. Position statement on developmentally appropriate practice in programs for 4- and 5-year-olds. *Young Children* 41 (6): 20–29; Bredekamp, S., ed. 1987. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Expanded edition.* Washington, DC: NAEYC; NAEYC. 1996. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8. A position statement of the National Association for the Education of Young Children.* In *Developmentally appropriate practice in early childhood programs*, Rev. ed., eds. S. Bredekamp & C. Copple, 3–30. Washington, DC: Author.

Activity - Teaching Strategies Gold	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GOLD is an authentic, ongoing, observation-based assessment system. By implementing this system, teachers will instruct and assess students following the Alabama Developmental Standards for Preschool Children.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Pre-K Teachers & Pre-K Director

Measurable Objective 2:

increase student growth in reading and math by 5% from the beginning to the end of year benchmark testing by 05/23/2019 as measured by iReady and DIBELS assessments..

Strategy1:

Tiered Instructional Support - Wills Valley Elementary has 3 full time interventionist and 1 half time interventionist. These interventionist will provide Tier II and Tier III small group instruction in order to increase proficiency in math and/or reading for students identified by the Problem Solving Team.

Category: Develop/Implement Learning Supports

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 http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf

ACIP

Wills Valley Elementary School

Activity - Tiered Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teachers will provide intervention for at-risk students. Math intervention will include the use of the Do the Math research based intervention programs along with OGAP, AMSTI, and Whole Number Foundations strategies. Reading intervention will consist of the use of explicit phonics routines. The intervention will be provided 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	\$142520 - Title I Schoolwide \$54113 - State Funds	Intervention Teachers

Activity - EL Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL intervention teacher and EL instructional aides will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teacher will provide this intervention through small group instruction in the EL classroom and through small group inclusion in the regular classroom.	Direct Instruction	08/08/2018	05/23/2019	\$49903 - Title III \$154174 - State Funds	EL Teachers, EL Instructional Aides

Strategy2:

Conduct Benchmark Assessments - Teachers will deliver beginning, middle and end of the year benchmark assessments as follows: ESGI (K), DIBELS (K-2) and iReady (K-2). The data will be analyzed and monitored throughout the year to track progress of individual students.

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

Research Cited: Clemens, N. H., Hagan-Burke, S., Luo, W., Cerda, C., Blakely, A., Frosch, J., Gamez, B., & Jones, M. (2015). The predictive validity of a computer-adaptive assessment of kindergarten and first-grade reading skills. *School Psychology Review*, 44(1), 76–97.

iReady Efficacy: Research on iReady Program Impact- Curriculum Associates. <https://www.curriculumassociates.com/research-and-efficacy>

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 beginning, mid, and end of year benchmark testing. Teachers and the instructional coaches 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	\$5556 - General Fund \$4340 - Title I Schoolwide	Instructional Coaches, Classroom Teachers, Administration

Strategy3:

Strategic Teaching and Learning - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom 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>

Alabama Department of Education. Alabama's Action Plan for Literacy: Birth through Grade 12. Montgomery AL, 2012. Print.

ACIP

Wills Valley Elementary School

Activity - Multi-Sensory Strategies for Reading Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this three (3) day professional development, participants gained a deeper understanding of scientifically based multi-sensory strategies for reading by exploring explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. This training emphasized the Reading Foundations K-5 strand of the Alabama College and Career Ready Standards.	Professional Learning	06/05/2018	06/05/2018	\$12000 - Title I Schoolwide	Reading Curriculum Coach, Administration

Activity - i-Ready Implementation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three i-Ready training sessions throughout the school year. The first training will prepare teachers to administer the i-Ready diagnostic assessment which will ensure reliable results. Teachers will also learn how to incorporate i-Ready data and tools into classroom practice. The second and third training sessions will be attended by coaches, administrators, interventionists, and lead teachers. Training will be presented to classroom teachers through "turn around" sessions. The last two sessions will focus on analyzing and understanding i-Ready data, as well a managing online instruction to maximize student gains.	Professional Learning	08/08/2018	05/23/2019	\$0 - Other	i-Ready Professional Trainer, Instructional Coaches, Lead Teachers

Activity - Eureka Math Training and Implementation	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. Prior to the second full year of implementation, the Math Vertical Leadership Team attended Eureka Math Preparation and Customization summer professional development training. This PD focused on the three-step process for customizing a lesson and module to meet the needs of all learners while maintaining pacing needs. The training will be turned around during common planning, grade level meetings, and the process will be implemented to plan lessons. Classroom instruction will include 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	\$30000 - State Funds	Instructional Coach, Teachers, Administration

Strategy4:

Vertical Curriculum Alignment - The Vertical Leadership Team will work together to align the curriculum across the grade levels in the areas of reading and math.

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
<p>The Vertical Leadership team will be comprised of members from Wills Valley Elementary (PK-2nd) and Williams Avenue Elementary (3rd-4th). The team will focus on bridging instructional gaps between grades PK-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 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.</p>	<p>Direct Instruction Professional Learning</p>	<p>08/08/2018</p>	<p>05/23/2019</p>	<p>\$17983 - Title I Schoolwide</p>	<p>Instructional Coaches, Vertical Leadership Team Members, Teachers, and Administrators.</p>

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:

Students in grades kindergarten through 2nd grade at Wills Valley Elementary will show growth in the core academic areas of reading and math and pre-k students will show growth in kindergarten readiness skills.

Measurable Objective 1:

increase student growth in reading and math by 5% from the beginning to the end of year benchmark testing by 05/23/2019 as measured by iReady and DIBELS assessments..

Strategy1:

Tiered Instructional Support - Wills Valley Elementary has 3 full time interventionist and 1 half time interventionist. These interventionist will provide Tier II and Tier III small group instruction in order to increase proficiency in math and/or reading for students identified by the Problem Solving Team.

Category: Develop/Implement Learning Supports

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 http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf

ACIP

Wills Valley Elementary School

Activity - Tiered Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teachers will provide intervention for at-risk students. Math intervention will include the use of the Do the Math research based intervention programs along with OGAP, AMSTI, and Whole Number Foundations strategies. Reading intervention will consist of the use of explicit phonics routines. The intervention will be provided 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	\$54113 - State Funds \$142520 - Title I Schoolwide	Intervention Teachers

Activity - EL Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL intervention teacher and EL instructional aides will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teacher will provide this intervention through small group instruction in the EL classroom and through small group inclusion in the regular classroom.	Direct Instruction	08/08/2018	05/23/2019	\$154174 - State Funds \$49903 - Title III	EL Teachers, EL Instructional Aides

Strategy2:

Strategic Teaching and Learning - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom 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>

Alabama Department of Education. Alabama's Action Plan for Literacy: Birth through Grade 12. Montgomery AL, 2012. Print.

Activity - i-Ready Implementation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three i-Ready training sessions throughout the school year. The first training will prepare teachers to administer the i-Ready diagnostic assessment which will ensure reliable results. Teachers will also learn how to incorporate i-Ready data and tools into classroom practice. The second and third training sessions will be attended by coaches, administrators, interventionists, and lead teachers. Training will be presented to classroom teachers through "turn around" sessions. The last two sessions will focus on analyzing and understanding i-Ready data, as well as managing online instruction to maximize student gains.	Professional Learning	08/08/2018	05/23/2019	\$0 - Other	i-Ready Professional Trainer, Instructional Coaches, Lead Teachers

Activity - Eureka Math Training and Implementation	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. Prior to the second full year of implementation, the Math Vertical Leadership Team attended Eureka Math Preparation and Customization summer professional development training. This PD focused on the three-step process for customizing a lesson and module to meet the needs of all learners while maintaining pacing needs. The training will be turned around during common planning, grade level meetings, and the process will be implemented to plan lessons. Classroom instruction will include 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	\$30000 - State Funds	Instructional Coach, Teachers, Administration

Activity - Multi-Sensory Strategies for Reading Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this three (3) day professional development, participants gained a deeper understanding of scientifically based multi-sensory strategies for reading by exploring explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. This training emphasized the Reading Foundations K-5 strand of the Alabama College and Career Ready Standards.	Professional Learning	06/05/2018	06/05/2018	\$12000 - Title I Schoolwide	Reading Curriculum Coach, Administration

Strategy3:

Vertical Curriculum Alignment - The Vertical Leadership Team will work together to align the curriculum across the grade levels in the areas of reading and math.

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 (PK-2nd) and Williams Avenue Elementary (3rd-4th). The team will focus on bridging instructional gaps between grades PK-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 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	\$17983 - Title I Schoolwide	Instructional Coaches, Vertical Leadership Team Members, Teachers, and Administrators.

Strategy4:

Conduct Benchmark Assessments - Teachers will deliver beginning, middle and end of the year benchmark assessments as follows: ESGI (K), DIBELS (K-2) and iReady (K-2). The data will be analyzed and monitored throughout the year to track progress of individual students.

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

Research Cited: Clemens, N. H., Hagan-Burke, S., Luo, W., Cerda, C., Blakely, A., Frosch, J., Gamez, B., & Jones, M. (2015). The predictive validity of a computer-adaptive assessment of kindergarten and first-grade reading skills. *School Psychology Review*, 44(1), 76–97.

iReady Efficacy: Research on iReady Program Impact- Curriculum Associates. <https://www.curriculumassociates.com/research-and-efficacy>

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 beginning, mid, and end of year benchmark testing. Teachers and the instructional coaches 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	\$5556 - General Fund \$4340 - Title I Schoolwide	Instructional Coaches, Classroom Teachers, Administration

Measurable Objective 2:

increase student growth in the area of kindergarten readiness skills for all pre-k students by 05/24/2018 as measured by the use of GOLD Assessment.

Strategy1:

Increase parent knowledge and awareness of kindergarten readiness skills - Due to parents being more informed about what is expected of their child, children will enter kindergarten with an increased proficiency level of kindergarten readiness skills.

Category: Develop/Implement Learning Supports

Research Cited: Bohan-Baker, M., & Little, P. M. D. (2004). *The transition to Kindergarten: Review of current research and promising practices to involve families.* Cambridge, MA: Harvard Family Research Project.

Activity - Provide parents with knowledge of kindergarten readiness skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The parents of students who will be entering kindergarten will be given a kindergarten readiness skills checklist in the spring prior to entering kindergarten. They will also be given resources such as flash cards that assist parents in equipping children with readiness skills that will help them be more successful in kindergarten.	Parent Involvement	03/01/2019	07/01/2019	\$500 - Title I Schoolwide	Administrators, Counselor, Pre-K Teachers

Strategy2:

Deliver Developmentally Appropriate Instruction in PreK - The pre-k teachers will receive support and guidance concerning the implementation of developmentally appropriate practice from the Alabama Department of Early Childhood Education through monthly on-site coaching and program monitoring.

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

Research Cited: 1NAEYC. 1986. Position statement on developmentally appropriate practice in programs for 4- and 5-year-olds. *Young Children* 41 (6): 20–29; Bredekamp, S., ed. 1987. Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Expanded edition. Washington, DC: NAEYC; NAEYC. 1996. Developmentally appropriate practice in early childhood programs serving children from birth through age 8. A position statement of the National Association for the Education of Young Children. In *Developmentally appropriate practice in early childhood programs*, Rev. ed., eds. S. Bredekamp & C. Copple, 3–30. Washington, DC: Author.

Activity - Teaching Strategies Gold	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GOLD is an authentic, ongoing, observation-based assessment system. By implementing this system, teachers will instruct and assess students following the Alabama Developmental Standards for Preschool Children.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Pre-K Teachers & Pre-K Director

Strategy3:

Conduct an orientation for upcoming kindergarten students - The strategy will provide students and parents with an opportunity to visit the school prior to entering kindergarten thus relieving fear and anxiety and promoting a more successful transition.

Category: Other - Transition

Research Cited: Kraft-Sayre, M. E., & Pianta, R. C. (2003). *Successful Kindergarten transition: Your guide to connecting children, families & schools*. Baltimore, MD: Paul H. Brookes.

Activity - Pre-K Move-Up Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Move-Up Day will be held in May. All students who are registered to attend WVES in the fall will be invited to attend. Students will tour the school, meet school staff, and meet new friends.	Parent Involvement Community Engagement	05/01/2019	05/23/2019	\$0 - No Funding Required	Administrators & Counselor

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:

Students in grades kindergarten through 2nd grade at Wills Valley Elementary will show growth in the core academic areas of reading and math and pre-k students will show growth in kindergarten readiness skills.

Measurable Objective 1:

increase student growth in reading and math by 5% from the beginning to the end of year benchmark testing by 05/23/2019 as measured by iReady and DIBELS assessments..

Strategy1:

Conduct Benchmark Assessments - Teachers will deliver beginning, middle and end of the year benchmark assessments as follows: ESGI (K), DIBELS (K-2) and iReady (K-2). The data will be analyzed and monitored throughout the year to track progress of individual students.

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

Research Cited: Clemens, N. H., Hagan-Burke, S., Luo, W., Cerda, C., Blakely, A., Frosch, J., Gamez, B., & Jones, M. (2015). The predictive validity of a computer-adaptive assessment of kindergarten and first-grade reading skills. *School Psychology Review*, 44(1), 76–97.

iReady Efficacy: Research on iReady Program Impact- Curriculum Associates. <https://www.curriculumassociates.com/research-and-efficacy>

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Involved staff will participate in data/planning meetings to analyze and interpret student data from beginning, mid, and end of year benchmark testing. Teachers and the instructional coaches 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	\$5556 - General Fund \$4340 - Title I Schoolwide	Instructional Coaches, Classroom Teachers, Administration

Strategy2:

Strategic Teaching and Learning - Teachers will participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom 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>

Alabama Department of Education. Alabama’s Action Plan for Literacy: Birth through Grade 12. Montgomery AL, 2012. Print.

ACIP

Wills Valley Elementary School

Activity - Eureka Math Training and Implementation	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. Prior to the second full year of implementation, the Math Vertical Leadership Team attended Eureka Math Preparation and Customization summer professional development training. This PD focused on the three-step process for customizing a lesson and module to meet the needs of all learners while maintaining pacing needs. The training will be turned around during common planning, grade level meetings, and the process will be implemented to plan lessons. Classroom instruction will include 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	\$30000 - State Funds	Instructional Coach, Teachers, Administration

Activity - i-Ready Implementation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three i-Ready training sessions throughout the school year. The first training will prepare teachers to administer the i-Ready diagnostic assessment which will ensure reliable results. Teachers will also learn how to incorporate i-Ready data and tools into classroom practice. The second and third training sessions will be attended by coaches, administrators, interventionists, and lead teachers. Training will be presented to classroom teachers through "turn around" sessions. The last two sessions will focus on analyzing and understanding i-Ready data, as well as managing online instruction to maximize student gains.	Professional Learning	08/08/2018	05/23/2019	\$0 - Other	i-Ready Professional Trainer, Instructional Coaches, Lead Teachers

Activity - Multi-Sensory Strategies for Reading Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this three (3) day professional development, participants gained a deeper understanding of scientifically based multi-sensory strategies for reading by exploring explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. This training emphasized the Reading Foundations K-5 strand of the Alabama College and Career Ready Standards.	Professional Learning	06/05/2018	06/05/2018	\$12000 - Title I Schoolwide	Reading Curriculum Coach, Administration

Strategy3:

Tiered Instructional Support - Wills Valley Elementary has 3 full time interventionist and 1 half time interventionist. These interventionist will provide Tier II and Tier III small group instruction in order to increase proficiency in math and/or reading for students identified by the Problem Solving Team.

Category: Develop/Implement Learning Supports

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.

Activity - EL Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL intervention teacher and EL instructional aides will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teacher will provide this intervention through small group instruction in the EL classroom and through small group inclusion in the regular classroom.	Direct Instruction	08/08/2018	05/23/2019	\$49903 - Title III \$154174 - State Funds	EL Teachers, EL Instructional Aides

Activity - Tiered Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teachers will provide intervention for at-risk students. Math intervention will include the use of the Do the Math research based intervention programs along with OGAP, AMSTI, and Whole Number Foundations strategies. Reading intervention will consist of the use of explicit phonics routines. The intervention will be provided 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	\$54113 - State Funds \$142520 - Title I Schoolwide	Intervention Teachers

Strategy4:

Vertical Curriculum Alignment - The Vertical Leadership Team will work together to align the curriculum across the grade levels in the areas of reading and math.

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 (PK-2nd) and Williams Avenue Elementary (3rd-4th). The team will focus on bridging instructional gaps between grades PK-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 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	\$17983 - Title I Schoolwide	Instructional Coaches, Vertical Leadership Team Members, Teachers, and Administrators.

Measurable Objective 2:

increase student growth in the area of kindergarten readiness skills for all pre-k students by 05/24/2018 as measured by the use of GOLD Assessment.

Strategy1:

Conduct an orientation for upcoming kindergarten students - The strategy will provide students and parents with an opportunity to visit the school prior to entering kindergarten thus relieving fear and anxiety and promoting a more successful transition.

Category: Other - Transition

Research Cited: Kraft-Sayre, M. E., & Pianta, R. C. (2003). Successful Kindergarten transition: Your guide to connecting children, families & schools. Baltimore, MD: Paul H. Brookes.

Activity - Pre-K Move-Up Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Move-Up Day will be held in May. All students who are registered to attend WVES in the fall will be invited to attend. Students will tour the school, meet school staff, and meet new friends.	Parent Involvement Community Engagement	05/01/2019	05/23/2019	\$0 - No Funding Required	Administrators & Counselor

Strategy2:

Deliver Developmentally Appropriate Instruction in PreK - The pre-k teachers will receive support and guidance concerning the implementation of developmentally appropriate practice from the Alabama Department of Early Childhood Education through monthly on-site coaching and program monitoring.

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

Research Cited: 1NAEYC. 1986. Position statement on developmentally appropriate practice in programs for 4- and 5-year-olds. Young Children 41 (6): 20–29; Bredekamp, S., ed. 1987. Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Expanded edition. Washington, DC: NAEYC; NAEYC. 1996. Developmentally appropriate practice in early childhood programs serving children from birth through age 8. A position statement of the National Association for the Education of Young Children. In Developmentally appropriate practice in early childhood programs, Rev. ed., eds. S. Bredekamp & C. Copple, 3–30. Washington, DC: Author.

Activity - Teaching Strategies Gold	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GOLD is an authentic, ongoing, observation-based assessment system. By implementing this system, teachers will instruct and assess students following the Alabama Developmental Standards for Preschool Children.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Pre-K Teachers & Pre-K Director

Strategy3:

Increase parent knowledge and awareness of kindergarten readiness skills - Due to parents being more informed about what is expected of their child, children will enter kindergarten with an increased proficiency level of kindergarten readiness skills.

Category: Develop/Implement Learning Supports

Research Cited: Bohan-Baker, M., & Little, P. M. D. (2004). The transition to Kindergarten: Review of current research and promising practices to involve families. Cambridge, MA: Harvard Family Research Project.

Activity - Provide parents with knowledge of kindergarten readiness skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The parents of students who will be entering kindergarten will be given a kindergarten readiness skills checklist in the spring prior to entering kindergarten. They will also be given resources such as flash cards that assist parents in equipping children with readiness skills that will help them be more successful in kindergarten.	Parent Involvement	03/01/2019	07/01/2019	\$500 - Title I Schoolwide	Administrators, Counselor, Pre-K Teachers

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

Goal 1:

Students in grades kindergarten through 2nd grade at Wills Valley Elementary will show growth in the core academic areas of reading and math and pre-k students will show growth in kindergarten readiness skills.

Measurable Objective 1:

increase student growth in reading and math by 5% from the beginning to the end of year benchmark testing by 05/23/2019 as measured by iReady and DIBELS assessments..

Strategy1:

Tiered Instructional Support - Wills Valley Elementary has 3 full time interventionist and 1 half time interventionist. These interventionist will provide Tier II and Tier III small group instruction in order to increase proficiency in math and/or reading for students identified by the Problem Solving Team.

Category: Develop/Implement Learning Supports

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ALSDE RTI Plan http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf

ACIP

Wills Valley Elementary School

Activity - Tiered Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teachers will provide intervention for at-risk students. Math intervention will include the use of the Do the Math research based intervention programs along with OGAP, AMSTI, and Whole Number Foundations strategies. Reading intervention will consist of the use of explicit phonics routines. The intervention will be provided 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	\$142520 - Title I Schoolwide \$54113 - State Funds	Intervention Teachers

Activity - EL Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL intervention teacher and EL instructional aides will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teacher will provide this intervention through small group instruction in the EL classroom and through small group inclusion in the regular classroom.	Direct Instruction	08/08/2018	05/23/2019	\$49903 - Title III \$154174 - State Funds	EL Teachers, EL Instructional Aides

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.

Academic achievement results are presented to parents in their native language when possible. The school has two support employees available to translate any questions and concerns a parent may have concerning his/her child's progress and achievement.

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

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

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

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

Wills Valley Elementary School only hires highly qualified certified teachers that are certified in their area of instruction so that well trained teachers provide effective, explicit instruction to meet the needs of all students.

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?

At the end of the 17-18 school year, 2 certified teachers retired. This was the only turn over that occurred.

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

Certified staff average years of experience is 12.5 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).

N/A

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.**

Assessment data is analyzed on a regular basis. Professional development occurs continuously throughout the year as needed and determined by assessment data.

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

Professional development opportunities are available at the start of the school year as well as throughout the year. At the beginning of this school year, teachers received PD in the following areas: i-Ready assessment, Technology, and Curriculum Alignment. The school system offers a PLU each year for principals/administrators. The reading coach, math coach, and technology coach conduct professional development sessions continuously throughout the school year.

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

Fort Payne City Schools participates in the Alabama State Department of Education Mentoring Program. The program is designed to provide ongoing support throughout the year by assigning an experienced teacher with every new teacher. Schedules are arranged so that the new teacher and the mentor teacher have the same planning period which helps facilitate collaboration. The new teacher has the opportunity to observe the mentor teacher in action. Curriculum coaches and interventionists work collaboratively with the new teachers to assist in testing, progress monitoring, lesson planning and instruction. The new teachers have opportunities to participate in walkthroughs so that they can see what their peers are doing on a daily basis.

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

Professional development is sustained and ongoing because it is job-embedded. When lead teachers go through professional development training, they turn the information around to the other teachers, and the curriculum coaches then provide additional information and/or strategies to help sustain the efforts.

Then administration looks for evidence of the training during walkthrough observations. Teachers participate in learning labs throughout the year organized by the curriculum coaches. The technology coach provides monthly professional development and visits the classrooms often to provide hands-on assistance in implementing various technological learning activities.

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:

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Measurable Objective 1:

increase student growth in the area of kindergarten readiness skills for all pre-k students by 05/24/2018 as measured by the use of GOLD Assessment.

Strategy1:

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Category: Other - Transition

Research Cited: Kraft-Sayre, M. E., & Pianta, R. C. (2003). Successful Kindergarten transition: Your guide to connecting children, families & schools. Baltimore, MD: Paul H. Brookes.

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Strategy2:

Increase parent knowledge and awareness of kindergarten readiness skills - Due to parents being more informed about what is expected of their child, children will enter kindergarten with an increased proficiency level of kindergarten readiness skills.

Category: Develop/Implement Learning Supports

Research Cited: Bohan-Baker, M., & Little, P. M. D. (2004). The transition to Kindergarten: Review of current research and promising practices to involve families. Cambridge, MA: Harvard Family Research Project.

ACIP

Wills Valley Elementary School

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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?

The teachers and administrators meet regularly throughout the year to monitor progress of all students. Teachers participate in analysis of data and decisions made based on that analysis. Next steps are discussed at every data meeting based on the most current data. The teachers develop lesson plans based on data and they meet monthly for common planning so that they can collaborate on best practices based on the current needs of the students.

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?

During monthly data and common planning meetings, struggling students are identified based on current assessment and progress monitoring data. Next, it is determined whether or not that student is receiving additional intervention services either through our reading interventionists, math interventionist or through EL services. Once a student is identified, the intervention teacher and classroom teachers collaborate to determine interferences and to work out a schedule for that student to receive additional intervention services. As soon as a student begins experiencing difficulty, the general education teacher will collaborate with the curriculum interventionists to determine next steps for that student.

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?

Once a student has been identified as experiencing difficulty, the intervention teacher will collaborate with the classroom teacher to determine a time of day the student can be pulled out for additional services. The student will be placed into an intervention group and will begin receiving additional support and intervention with core materials.

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.

Students who experience academic difficulties will be provided timely, effective and additional instructional assistance through after school parent conferences as needed, access to our computer labs after school, and the opportunity to attend the after school program where help with homework is provided.

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 Wills Valley Elementary School, 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, Special Education services, At Risk, and counseling services. Wills Valley utilizes 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 pre-school 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 used by the student or at the students' 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. Parent or guardians have the right to waive Title III Supplemental EL Services. If the parents or guardians agree for the student to receive services, an EL Committee convenes to determine appropriate services and placement for each individual student. The EL committee consists of the EL teacher, parent/guardian of the student, the student's teacher, the school counselor, an interpreter, and a school administrator. A variety of services to all EL students are provided, such as content area tutoring, pull-out EL services, pull-out for individual support, and content-based EL instruction. Three EL teachers provide services to all EL students at Wills Valley Elementary School. We have 1 1/2 EL instructional aides that work with EL students daily. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The EL committee reviews each students' progress regularly throughout the year. If the students scores proficient on the WIDA Access test and is performing on grade level (as determined by grades, teacher recommendations and results of reading standardized tests), the student becomes eligible to exit the EL program and will be monitored for two years to ensure success. The counselor and principal identify migrant students upon enrollment. Parents and guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program.

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.

At Wills Valley Elementary, a combination of funds are used to achieve schoolwide goals including:

State of Alabama School Foundation Program, Title I Federal Funds, Title II Federal Funds, Title III Federal Funds, Title V Federal Funds, and Local Funds. The total amount of all state funds used is 5,175,632.08. The total amount of federal funds is 1,231,747.81. The total amount of local funds used is 575,582.83.

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)?

Being a PreK-2 school, some of the above mentioned programs do not apply to our specific grade levels. The child nutrition program provides healthy meals so that our students can perform at their best, our counselor uses the Second Step Program which addresses bullyprevention and child safety concerns. Our full-time resource officer gives everyone on campus a sense of safety so that we can provide a safe environment conducive to learning.

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

Wills Valley Elementary conducts surveys twice during the school year. Survey results are analyzed and adjustments are made to current practices as needed to ensure goals are attained. In addition, data meetings are held regularly throughout the year to measure and analyze student growth and performance in meeting state standards. If changes are needed, strategies and activities are adjusted to meet the needs of our students in order to ensure student success. Through the process of completing the continuous improvement plan annually and updating as needed throughout the year, stakeholders are constantly reflecting on current practices and adjusting as need to meet goals.

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?

Standardized state testing is not conducted at Wills Valley due to the fact that it is a PK-2 school with the exception of the WIDA which is given to EL students. Several assessments are conducted throughout the year that assist faculty in measuring student proficiency. Teachers and administrators disaggregate end of the year data, determine what worked and what didn't, and develop next steps for the next school year. A teacher survey and parent survey are also conducted at the end of the year to evaluate their perceptions on how effective our Title I program was during the school year. The Federal Programs Advisory Council also meets in May to go over the results for the system to determine if the program has been effective.

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?

At the end of the year, the administrators, curriculum coaches, and interventionist meet to look at data on the students that received additional intervention during the school year. The data from the beginning of the school year compared to the data at the end of the schoolyear determines whether adequate growth was made. The team will look at the end of the year grades, i-Ready, and ESGI data to determine whether the interventions used and the strategies and actions steps used were effective in improving student achievement for struggling students.

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?

Throughout the year, after data is analyzed, the CIP team consisting of administrators, curriculum coaches, lead teachers, and interventionist meet to determine whether the strategies and actions steps in the CIP are being effective based on data and coach/teacher input. If we see that additional strategies and/or action steps are needed, the CIP committee will meet to discuss the need for change and based on the committee input, the CIP will be revised. All stakeholders will be made aware of the revisions and the action steps will be put into action immediately

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.	51.62

Provide the number of classroom teachers.

62.10

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2635192.0

Total

2,635,192.00

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.	88663.0

Total

88,663.00

Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31305.0

Total

31,305.00

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.	55466.0

Total

55,466.00

Librarian

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

Provide the number of Librarians.

1.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	11330.59

Total

11,330.59

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.	4154.35

Total

4,154.35

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	225552.97

Total

225,552.97

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.	1630.67

Total

1,630.67

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	382931.34

Provide a brief explanation and breakdown of expenses.

371,506.29 is budgeted for 100% of salary and benefits of 1 Pre-K teacher, 2.5 Intervention teachers, and 1 Kindergarten teacher. In addition, 40% of salaries and benefits of the technology coach is paid with these funds, 40% of the parent engagement specialist and 25% of the school system social worker. Supplements for the team members of the vertical alignment leadership team are also paid with Title I funds. Funds for parental engagement are set aside in the amount of 2,037.71. Funds for professional development are budgeted at 3,988.86.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	68260.92

Provide a brief explanation and a breakdown of expenses.

As determined by the needs assessment, these funds will be used to support professional development activities focused on the vertical alignment of the curriculum and for classroom reduction units by funding a kindergarten teacher unit.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	30574.0

Provide a brief explanation and a breakdown of expenses.

The salary and benefits of 1.5 instructional EL aides is paid with these funds. In addition, \$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	335752.0

Provide a brief explanation and breakdown of expenses.

Salaries & Benefits: 39,428

Software/Maint:26,200

Supplies: 40,124

Repairs/Maint:35,000

Utilities/Telephone: 112,500

Security: 23,000

Equip/Hardware: 59,500

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 6 weeks of school, Wills Valley Elementary School holds its annual meeting for all parents. Parents are notified of the meeting through notices sent home by students, weekly newsletters, flyers sent home in English and Spanish, school sign, and phone calls through the school notification system. During the parent meeting, a power point presentation is shown that explains the school's curriculum and the Title I program and its services, the 1% set-asides and the parents' rights.

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) To provide an opportunity for all parents to attend parent involvement activities, our activities are offered at different times of the day so that working parents can come in the evening and non-working parents can come during the day. In addition, our parent meetings are conducted in English and Spanish.

2) Wills Valley Elementary School believes in involving parents in all aspects of its Title I programs. We have 4 parents on our CIP Committee who are active participants in the development of the plan and one community leader that is also involved. For the Parental Involvement Plan, all parents were given surveys at the end of the last school year so that they would have an opportunity to have input on activities, training, and materials for the upcoming school year. Each year, the Continuous Improvement Plan which includes the Parent Involvement Plan, is reviewed and evaluated and updated. Results of the parent surveys are reviewed and addressed in the revised CIP.

3) Wills Valley Elementary School uses its parental involvement funds to pay the salary and benefits of the Parent Involvement Specialist and to provide instructional materials and supplies

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 the annual parent meeting, Wills Valley Elementary will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used. Parents will learn about core subjects being taught and about 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 school topics and a copy of the parental involvement plan. We presently have approximately 300 children in K-2 that have non-English speaking parents. We have an interpreter at the meeting to communicate with those parents. In addition, documents are provided, to the extent practicable, in Spanish. Upon conclusion of the general
SY 2018-2019

meeting, parents will be invited to visit their child's classroom. At this time, teachers will provide additional information on the subjects they teach and how students are 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))

Wills Valley Elementary School revisits the School-Parent Compacts annually during the Federal Programs Advisory Council meeting held in May that includes teachers, parents, community leaders and administrators. All parents are given a copy of the compact at parent orientation. The compact is explained to the parents, and they are asked to sign the compacts signifying their commitment to working in partnership with the school and their child to ensure that their child is successful in school. The purpose of the compacts are explained to the faculty during the first faculty meeting and each teacher will be given the responsibility to explain the compact to the students and obtain the student's signatures. The teachers will also sign the compacts and keep them in the classroom for use during 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))

If a parent finds our 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 along with the CIP.

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)

Wills Valley Elementary School will accomplish much of this through its annual Parent Engagement Night held in September and through Parent Conference Month held in October. During this time, parents will receive an of overview standards, expectations, and will be given resources and information to assist them in helping their child succeed. 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 child's education. Topics for parent engagement night include: Parents will also be given the opportunity to meet with their child's teacher and learn more 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)

Wills Valley Elementary School CIP Committee works diligently to ensure that all parent information and training is closely aligned with our schools identified goals. Throughout the year, parent meetings are held that address topics that parents have identified on the survey as important to them and topics that are aligned to our goals and objectives. Since our CIP Committee identified reading, math, and kindergarten readiness skills as areas for growth, we will hold parental involvement meetings on these topics and provide parents with related materials. We also provided training for parents during parent night on how to access Seesaw, an app that the students use on their iPad that creates a portfolio of the students work. The parents can keep a close look on what is going on in our classrooms by watching videos of their child explaining a class project or assignment.

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)

Wills Valley will continue to work with its teachers through in-services, faculty meetings, common planning meetings, data meetings and grade level meetings to give them a better understanding of the importance of parental involvement and how parents are partners in education. Administration will work closely with our parent facilitator in planning parent involvement activities and materials that best meet our schools identified goals. Teachers will use remind, class dojo, and Seesaw to keep parents informed.

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)

Wills Valley Elementary School coordinates and tries to integrate parent involvement programs that reach out to all parents. We currently have around 300 EL students in grades Pre-K-2 whose parents don't speak fluent English. We have two bilingual translators on campus full time, one half day EL aide and a bilingual full time classroom teacher. They work with our parent involvement specialist in meetings and training sessions to translate for these parents. Our parent involvement specialist meets regularly with stakeholders to maximize the benefits of all 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, Wills Valley has around 300 EL students in grades Pre-K-2nd grade. Information on all school meetings, parent notices, etc., is sent to parents of these children, to the extent practicable, in Spanish. We also use a phone messaging system, Blackboard Connect, that can notify parents of upcoming events and school closings in English and Spanish. We also have two full time bilingual translators, one half time EL bilingual aide and a full time bilingual classroom teacher on campus at all times that can assist in verbally communicating with non-English speaking 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))

Wills Valley makes every effort to work with parents in meeting their requests as related to their involvement rights in their children's education. Once we get the results from the latest parent survey conducted in September by the Parent Involvement Specialist, we will develop training sessions based on that information. The parent involvement specialist will work closely with our reading and math interventionists to provide training opportunities for parents during school hours and after school hours as needed.