



# ACIP

West End Academy

Birmingham City Schools

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

West End Academy is located in the western part of the city of Birmingham, Alabama. It was constructed in 2011 and opened its doors officially on July 14, 2011. Our school was originally a combination of three neighboring elementary schools (Powderly, Lee, and Price) merging to become the newly formed West End Academy. The official first day of school for students was August 10, 2011. During the first year the school's enrollment was approximately 689 as a result of the three schools consolidating. Since that time our enrollment has fluctuated, 839 students for the 2013-2014 school year, 722 students for the 2014-2015 school year, 634 for the 2015-2016 school year, and currently 647 students for the 2017-2018 school year. The student population consists of children from various ethnic backgrounds: African American, Caucasian, Hispanic, and Asian. West End Academy is a Title I school. All of our students participate in the federal free and reduced breakfast or lunch program.

The surrounding community consists of older homes/apartments and many parents are leasing or renting their dwellings. There is a neighborhood grocery store nearby as well as several churches. The school is located on a very busy street with lots of traffic. The flow of traffic often makes it a challenge to navigate parents during arrival and dismissal. Since enrollment has declined for this school year, the school may experience a lose of teaching units. We have two Pre-K classes, six kindergarten classes, five first grade classes, five second grade classes, four third grade classes, four fourth grade classes, and four fifth grade classes. Our staff is a combination of veteran and new teachers.

## School's Purpose

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

The mission of Birmingham City Schools and West End Academy is to guide all student to achieve excellence in a safe, secure, and nurturing environment. Our vision is to be a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society.

Our core values are:

Diversity

Integrity

Respect

Excellence

Compassion

Teamwork

Our school functions on the following beliefs: All children can learn. Everyone deserves to be treated with dignity and respect and that Failure is not an option.

\*We believe everyone needs a safe environment.

\*We believe failure is not an option.

\*We believe family is the fundamental strength of the individual and society.

\*We believe that all children should be exposed to technology.

\*We believe that education is a shared responsibility. It is a partnership between home, school, and community.

\*We believe in data driven instruction.

Our school's motto is "Failure is not an option! We aim for success because the journey begins here touching the lives of children."

The school provides various educational program offerings to inspire students to dream big and have high expectations.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

The faculty is committed to the process of implementing an effective professional learning community using strategies for collaboration. The staff collaborates on an on-going basis during faculty, data, and grade level meetings. Continuous professional development is offered during the school year related to RTI, Content Integration, Common Core Standards in English Language Arts, Science, Writing, Social Studies, and Math. As a school community, we continue to implement an uninterrupted reading block and literacy instruction is a major priority. Teachers and administrators are afforded opportunities to attend conferences or workshops related to areas of need.

In the upcoming years, we will address the needs of students from diverse populations (i.e. poverty, special education, gifted, homeless students). Teachers will be provided more assistance with the implementation of Common Core Standards, implementation of depth of knowledge questioning and activities, integrating literacy across disciplines, improving student's reading comprehension and improving student's math skills. As a school, we will implement the district's 3-year literacy action plan to improve student achievement. This action plan consists of implementing the district's adopted reading program and interventions with fidelity; incorporating quality small group instruction; aligning instruction to the Reading K-5 Flow of the Day components; and focusing on the Common Core reading domain of Key Ideas and Details.

Our notable achievements include maintaining ongoing collaboration with UAB's Office of Civic Engagement, Better Basics, and Birmingham Reads. We have developed community partnerships with Abundant Harvest Church, South Park Baptist Church, and Tracy's Treasures Day Care for emergency evacuation and other assistance. We have also maintained an active Parent Engagement Program offering Title I Parent Information Sessions, Muffins for Moms, Doughnuts for Dads, Grandparents Program/Luncheon, Parent Visitation Days, Academic Nights, and Parent Sessions covering various academic, behaviors, and social topics. We continue to sponsor W.E.A. Fall Festival for primary students, engage students in various off campus experiences through field trips to Ruffner Mountain, The Birmingham Zoo, The Pumpkin Patch, Old Baker's Farm, Birmingham Children's Theater, Georgia Aquarium, Atlanta Zoo, Samford Performing Arts, and others.

We also engage students in activities beyond the classroom while remaining on campus. Such activities include: our annual spelling bee, chess team, Math Derby, Math Mania Week, academic awards programs, cheer, basketball, kickball, First Priority, Camp Fire, Better Basics, Girls Inc., Discovery Club, choir (featured on Fox-6), technology club, recorder ensemble, band, art club, SWAT, grade level meetings with parents, Girls on the Run, character education programs, Black History Program and Wax Museum, W.E.A Fun Day, and our annual Cultural Expo. New this school year, we are adding the Rocket Breakfast Club for boys and girls (mentoring program), school safety patrol, and a journalism club.

## **Additional Information**

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

We want to continue to explore and learn more information about the Scantron Performance Series. We would like to explore and implement tools and resources to serve our students so to improve the success rate on the Scantron Performance Series. We would like to see our school district share more information related to the assessment inclusive of items of analysis in all content areas.

The school currently maintains one functional computer lab, two shared iPad labs, and three mobile computer labs. A full time technology teacher is incorporated into the unified arts rotation. The school also has full time music and art teachers in the unified arts rotation as well. We offer band to select fourth and fifth grade students. All third grade students receive instruction in music using recorders.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The school's Leadership Team met over the summer. The active team was selected by the principal. Each participant was a leader of various departments of the school. The team reviewed data obtained from the ASPIRE assessment, Title I Parent surveys, and the school's calendar.

Additionally, input was gathered from participants of the Fall Title I Parent meeting. The meeting was held early September 2017. Participants included parents and grandparents. Input was collected and used in the plan.

Student feedback was collected through Student Surveys. This information is included. However, we will continue to collect data/input from students through the use of additional surveys to be used in revising or updating our plan. We will also continue to collect information from parents and other community members.

We have an ACIP team that shares the responsibility in the development of the plan. School improvement and planning is a continuous process as we try to meet the needs of all of our students. The staff met during the summer to begin planning for the 2016-2017 school year. At the start of school, grade levels met to review data that was collected from the 2015-2016 school year. ASPIRE data from grades 3-5 was reviewed to identify the strengths and weaknesses of each grade level. Also, end of year STAR assessment data was reviewed for grades K-2.

Assessment data has been shared with parents and students. During our opening of school grade level parent sessions the data was explained to students and parents. This provided staff an opportunity to inform students and parents of the current proficiency levels of the school as well as individual student proficiency. Parents were given an opportunity to ask questions and make suggestions for improvement. Teams of teachers and support staff continue to analyze school and classroom data to further identify specific needs of our students.

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

Parent seminars are held during the months of August and September with each grade level to explain data collection, procedures, and strategies that are used to meet student needs. Families and members from the community attended open house for our school in August. Two sessions of the annual Title I Parent meeting were held to explain how/why our school receives federal funding. Information shared with families focused on the importance of school processes and parent input as vital components of our school programs. Throughout the school year, programs are planned to share school highlights and successes with parents and other stakeholders. Stakeholder feedback is encouraged and welcomed.

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

The final improvement plan will be communicated to all parents and stakeholders through parent and community meetings which will be held throughout the school year. The final plan will also be posted on our school's website which can be retrieved by parents and stakeholders.

The improvement plan will continually be reviewed and edited as we collect more updated data for instructional planning and identifying the needs of our school.

# 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	Additionally, this year's Mid-Year Review has been added.	Aspire 2017 West End MYR

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

We experienced gains in several areas.

Those areas are identified below:

3rd Grade Reading

3rd Grade Writing

4th Grade Mathematics

4th Grade Reading

4th Grade Writing

4th Grade English

5th Grade Writing

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

Positive trends in performance are displayed in Writing.

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

The highest overall performance was in 4th Grade English - 41%.

The second highest performance was noted in 3rd Grade Math - 31%.

All grade levels had greater than 25% of the students proficient in English.

All grade levels had greater than 20% of the students proficient in Writing.

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

All subgroups have remained the same. There was a decrease in Math and Reading performance for fifth grade.

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

There is no notable change in the achievement gap.

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

The reading and math data is consistent throughout other assessment findings. Reading continues to be a major area of need. Improvements in math are evident with the exception of fifth grade.

## Areas in Need of Improvement

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

The areas below the expected levels of performance include:

Reading, math, english, and science for all grade levels remain well below the expected level of performance.

All grade levels had less than 15% of the students proficient in reading and science. The overall school average for reading is 11% and science is 8%.

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

Math, particularly for fifth grade, experienced a decline in the percentage of students scoring proficient. The area of foundation seemed to be a low area for all grade levels. Fifth grade had less than 20% proficiency in the areas of modeling, number and operations, and measurement and data also. Reading for fifth grade also showed a decline in the percentage of students scoring proficient. All grade levels experienced a decline in science, third and fifth experienced a decline in english.

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

Fifth grade Math.

All grade levels Reading and Science.

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

The free and reduced lunch student population shows a trend toward decreasing performance; this subgroup is inclusive of the special needs population.

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

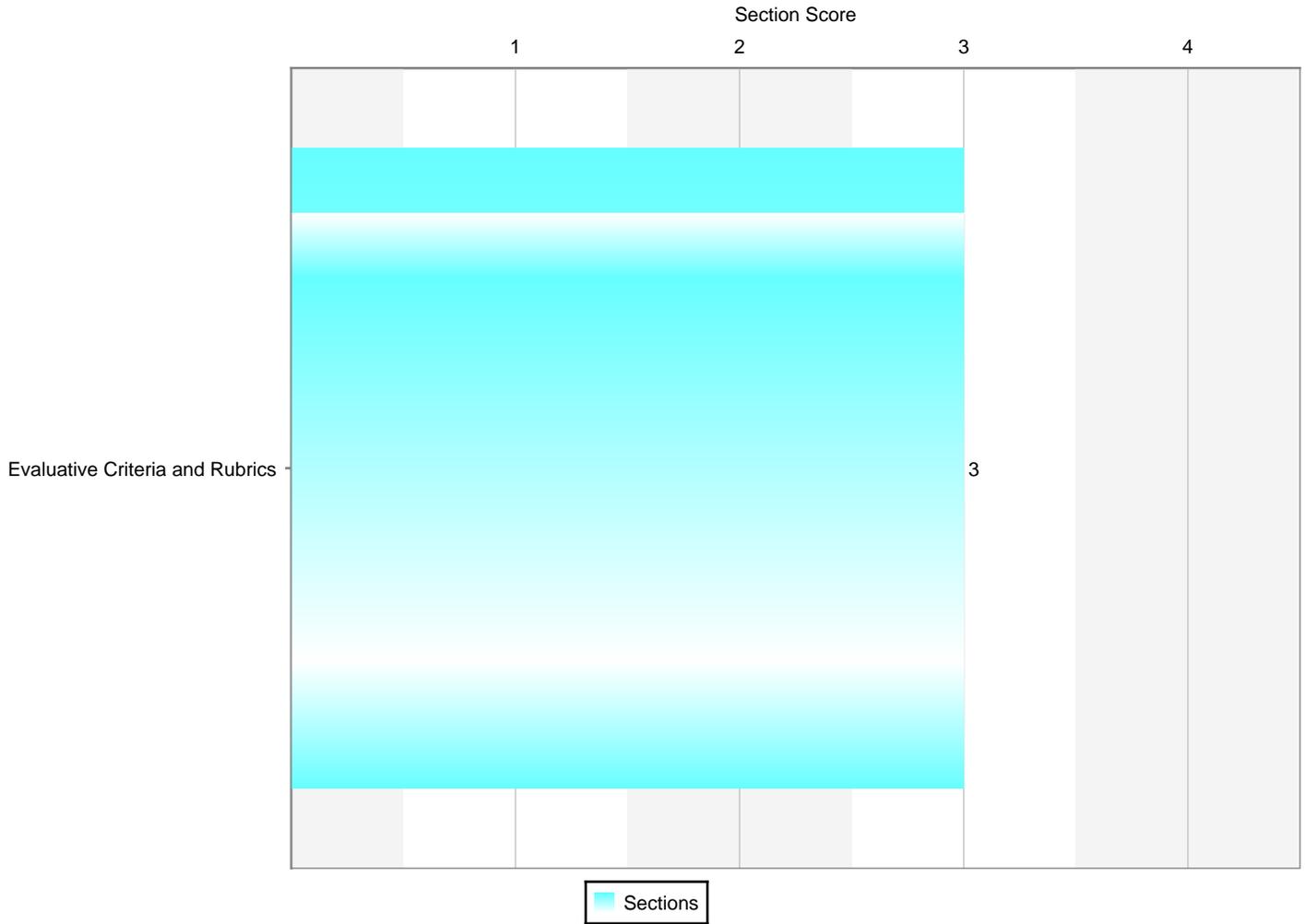
The special needs population and the free and reduced lunch population consist of the same students.

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

Other data sources reveal similar strengths and weaknesses relative to Math, Reading, and Science proficiency levels.

## Report Summary

### Scores By Section



# **2017-2018 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	Principal - Dr. Chandra Blackmon Fifth Grade Teacher - Jerrell Hendon Third Grade Teacher - Shameria Voltz Fourth Grade Teacher - Brandis Cook Fourth Grade Teacher - Kevin Johnson Curriculum Teacher - Johnna Marshall Technology Coordinator - Pernell Allen	

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		

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	Herbert Blackmon Assistant Principal 1840 Pearson Avenue SW Birmingham, AL 35211 205-231-1751 205-745-1074	

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		Parental Involvement

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	A meeting was held to revise the School-Parent Compact in April of 2017. All individuals present reviewed the existing compact and made suggestions for needed changes. The compact was updated based on the group's consensus related to suggested changes.	School-Parent Compact

# **Goals and Plans 2017-2018**

## **Overview**

### **Plan Name**

Goals and Plans 2017-2018

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All identified ELL students will demonstrate English language acquisition skills in listening, speaking, reading, and writing.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$8500
2	West End Academy will promote a positive school culture and climate.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$30000
3	Students will increase in Math 2017-2018	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$90500
4	Students will increase in Reading 2017-2018	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$87500

## Goal 1: All identified ELL students will demonstrate English language acquisition skills in listening, speaking, reading, and writing.

### Measurable Objective 1:

demonstrate a proficiency at an 80% rate through basic interpersonal communication in English/Language Arts by 05/31/2018 as measured by benchmark assessments, classroom performance, and Scantron Performance Series.

### Strategy 1:

Instructional Strategies for ELL - Teachers will use appropriate ELL instructional strategies, which will require students to engage in content area practices, such as problem solving in Mathematics and deconstructing an author's reasoning and evidence in English Language Arts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Readiness

The Teachers Channel (2013)

Status	Progress Notes	Created On	Created By
N/A	We have acquired an EL instructor and instructional aide for this school year.	March 02, 2018	Chandra Blackmon

Activity - Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Apply speaking, writing, and reading comprehension skills through the use of context to construct meaning, taking notes to record important information, and engaging in constructive discourse with peers and teachers to assist in student learning.	Academic Support Program	09/11/2017	05/31/2018	\$3500	Title I Schoolwide	All teachers, tutors, and support staff

Activity - Purposeful Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English language learners will be grouped with peers of varying English proficiency levels, who can provide ELLs with a range of models for how to use English words or structures appropriately, as well as abundant, personalized feedback on ELLs' own developing English use.	Direct Instruction	09/11/2017	05/31/2018	\$5000	Title I Schoolwide	Teachers, tutors, support staff

Activity - Scaffolding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English language learners will be provided with strategic types of scaffolding, such as graphic organizers, visual aids, peer mentors, and/or home language help. These supports will gradually decrease as students' language skills develop. ELLs will be given the opportunity and the necessary support to meet rigorous academic standards.	Direct Instruction	09/11/2017	05/31/2018	\$0	No Funding Required	teachers, support staff, and tutors

## Goal 2: West End Academy will promote a positive school culture and climate.

### Measurable Objective 1:

demonstrate a behavior that is positive and conducive to learning by decreasing the number of out-of-school suspensions by 10% by 05/31/2018 as measured by suspension reports in INow.

### Strategy 1:

Positive Behavior Intervention and Support - All faculty and staff will implement practices associated with PBIS in all areas of the school community.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, School of Educators (2010), Education World

Activity - Positive Behavior Intervention and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in PBIS celebrations to recognize positive behavior and deter negative behavior.	Behavioral Support Program	09/11/2017	05/31/2018	\$10000	Title I Schoolwide	All teachers, support staff, and administration

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS facilitator will provide training for faculty and staff on the guidelines and implementation of the program and the identified areas. The facilitator will also provide teachers with the material needed to implement the program. Additional training related to school discipline, effective support initiatives, and advancing student achievement will be sought out (Title I Conference, National Conference on School Discipline, School Discipline That Works).	Behavioral Support Program	09/11/2017	05/31/2018	\$10000	Title I Schoolwide	teachers, administrators, and support staff

Activity - Community Outreach Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will schedule several community outreach programs that will provide services to the students in the areas of personal and social development, career development, and good decision-making.	Behavioral Support Program	09/11/2017	05/31/2018	\$500	Title I Schoolwide	All teachers, support staff, and administration

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty of West End Academy will collaborate to complete a book study of Teaching With Poverty in Mind, Management in the Active Classroom and Growth Mindset. All faculty will participate in identified book studies, reading and sharing information with other staff. The staff will identify pertinent strategies for implementing within the school community.	Behavioral Support Program	09/11/2017	05/31/2018	\$5000	Title I Schoolwide	All faculty and staff

Activity - Rocket Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Rocket Breakfast Club will focus on improving the behavior and academic achievement of our most challenging students by providing them with an opportunity to engage in monthly breakfast meetings. Identified students and assisting staff members will fellowship while having breakfast to encourage proper manners and conversation. Breakfast will be followed by informal sessions highlighting various areas including but not limited to behavior, hygiene, etiquette, study skills, community service, etc.	Field Trip, Behavioral Support Program, Community Engagement, Academic Support Program	09/04/2017	05/18/2018	\$2500	Title I Schoolwide	Counselor, Administration, Leadership Committee

**Strategy 2:**

The Six Pillars of Character - The Six Pillars of Character will be implemented as a monthly reward system for students who demonstrate commendable behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Character Counts

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach lessons and provide students with activities centered on the monthly character trait.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000	Title I Schoolwide	All teachers and support staff

Activity - Character Education Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students of West End Academy will participate in monthly school-wide character education assemblies, which reinforce the monthly character trait and reward students for displaying commendable character.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000	Title I Schoolwide	Teachers, support staff, and administration

**Goal 3: Students will increase in Math 2017-2018**

Status	Progress Notes	Created On	Created By
N/A	Based on the results of our Winter Scantron assessment 22% of the students have met their annual target. The percentage of students scoring below average decreased by 3% points: 69% Fall to 66% Winter. The percentage of students scoring above or high average increased 2% points: 10% Fall to 12% Winter.	March 06, 2018	Chandra Blackmon

**Measurable Objective 1:**

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

**Strategy 1:**

Strategic Teaching - Teachers will engage in strategic teaching by purposefully planning instruction to include connected strategies, student engagement, gradual release of responsibility, and formative assessment in order to maximize student understanding and retention of content material.

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

Research Cited: Schertz Presentation on Guided Math, Alabama State Department of Education

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided differentiated instruction on Math standards incorporating a variety of instructional strategies, groupings, center activities, and assessments.	Academic Support Program	09/04/2017	05/25/2018	\$25000	Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and tutors will set the purpose for learning by communicating high expectations to students. They will model activities for students in this active participatory process either in small group or individual tutoring sessions. Students will then be guided through various opportunities to apply their knowledge to the learning process as they complete their tasks.	Academic Support Program	09/04/2017	05/25/2018	\$20000	Title I Schoolwide	Teachers and Tutors, Administrators and Support Staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical grade levels and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500	Title I Schoolwide	Teachers, Administrator, Tutors, and Support Staff

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Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All support staff will collaborate and assist lead teachers in Math instruction in a small group setting or individually, focusing on the individual needs of students.	Academic Support Program	09/04/2017	05/25/2018	\$20000	Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on effective teaching strategies, RTI and Common Core Math Readiness to include attendance at the Nuts and Bolts Symposium, NAEYC Conference and Expo, SDE Conference, CLAS Leadership Institutes, National Title I Conference, and other Math conferences that enhance teacher knowledge and performance.	Professional Learning	09/04/2017	05/25/2018	\$10000	Title I Schoolwide	Teachers, Administrators, and Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students' progress biweekly using Renaissance Learning/STAR.	Other - Progress Monitoring Academic Support Program	09/04/2017	05/25/2018	\$10000	Title I Schoolwide	Teachers, Administrators, Support Staff

Activity - After School Chess/ Strategic Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested students will be given an opportunity to participate in chess instructions and/or competitions to improve strategic thinking.	Extra Curricular	10/02/2017	05/11/2018	\$5000	Title I Schoolwide	Teachers (chess instructors), tutors

Status	Progress Notes	Created On	Created By
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In Progress	The chess club meets regularly throughout the week. Students are acquiring strategic skills that will not only improve their ability to play chess but also think critically in other areas. The group includes students grades 1 - 5.	March 06, 2018	Chandra Blackmon
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## Goal 4: Students will increase in Reading 2017-2018

Status	Progress Notes	Created On	Created By
N/A	Based on data from our Winter Scantron assessment, students are progressing. In Reading, 34% of our students have met their annual target. Overall, there was a 6% decrease in the number of students scoring below average: 59% Fall to 53% Winter. The shift for students scoring above or high average increased 4%: 12% Fall to 16% Winter.	March 06, 2018	Chandra Blackmon

### Measurable Objective 1:

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

### Strategy 1:

Student-Focused/Need-Based Instruction - Teachers will implement research based best practice instructional strategies that are student focused as well as based on individual student need.

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

Research Cited: Edutopia (2015) Student-Centered Learning: It Starts With the Teacher

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500	Title I Schoolwide	Teachers, Administrators, Support Staff

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

West End Academy

Teachers will participate in Saturday Academy bi-weekly to target specific learning skills in literacy and Mathematics. Retired teachers will collaborate with lead teachers to provide additional support in skill mastery.	Academic Support Program	09/04/2017	05/25/2018	\$20000	Title I Schoolwide	Teachers, Support Staff, Administrators
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive job-embedded professional development on various best practices to increase academic rigor in their instruction. Select teachers, teacher leaders, and/or administration will also participate in various trainings presented by the State Department, CLAS, SDE, Nuts and Bolts, Gulf Coast Writing Conference, IRA, Alabama Literacy, National Title I, or others as identified.	Professional Learning, Academic Support Program	09/04/2017	05/25/2018	\$15000	Title I Schoolwide	Administrators, Teachers, Support Staff

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All resource teachers and tutors will collaborate and assist lead teachers in Reading instruction in a small group setting or individual setting, focusing on the individual needs of students while also incorporating the use of needed technological devices and software programs.	Academic Support Program	09/04/2017	05/25/2018	\$25000	Title I Schoolwide	Resource Teachers, Tutors

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided opportunities to participate in field trips that support academic content covered during classroom instruction.	Field Trip	09/04/2017	05/25/2018	\$25000	Title I Schoolwide	Classroom Teachers, Administrators, Support Staff

Activity - This Girl Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

West End Academy

This Girl Reads is a book club organized by 4th grade teachers to assist girls in 4th and 5th grade with acquiring comprehension skills as they engage in reading books that highlight girls. The club meets weekly to read and discuss assigned material while also completing interactive activities geared towards improving comprehension.	Tutoring, Behavioral Support Program, Academic Support Program	10/02/2017	05/18/2018	\$2000	Title I Schoolwide	Brandis Cook, Anna Hodges, Principal
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<b>Status</b>	<b>Progress Notes</b>	<b>Created On</b>	<b>Created By</b>
In Progress	This Girl Reads meets weekly. The girls have completed their reading of Gabriela and President of the Whole Fifth Grade.	March 06, 2018	Chandra Blackmon

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Teachers will participate in Saturday Academy bi-weekly to target specific learning skills in literacy and Mathematics. Retired teachers will collaborate with lead teachers to provide additional support in skill mastery.	Academic Support Program	09/04/2017	05/25/2018	\$20000	Teachers, Support Staff, Administrators
Positive Behavior Intervention and Support	Students will participate in PBIS celebrations to recognize positive behavior and deter negative behavior.	Behavioral Support Program	09/11/2017	05/31/2018	\$10000	All teachers, support staff, and administration
Character Education	Teachers will teach lessons and provide students with activities centered on the monthly character trait.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000	All teachers and support staff
Professional Development	Teachers will receive professional development on effective teaching strategies, RTI and Common Core Math Readiness to include attendance at the Nuts and Bolts Symposium, NAEYC Conference and Expo, SDE Conference, CLAS Leadership Institutes, National Title I Conference, and other Math conferences that enhance teacher knowledge and performance.	Professional Learning	09/04/2017	05/25/2018	\$10000	Teachers, Administrators, and Support Staff
Purposeful Grouping	English language learners will be grouped with peers of varying English proficiency levels, who can provide ELLs with a range of models for how to use English words or structures appropriately, as well as abundant, personalized feedback on ELLs' own developing English use.	Direct Instruction	09/11/2017	05/31/2018	\$5000	Teachers, tutors, support staff
Field Trips	Students will be provided opportunities to participate in field trips that support academic content covered during classroom instruction.	Field Trip	09/04/2017	05/25/2018	\$25000	Classroom Teachers, Administrators, Support Staff
Professional Development	Teachers will receive job-embedded professional development on various best practices to increase academic rigor in their instruction. Select teachers, teacher leaders, and/or administration will also participate in various trainings presented by the State Department, CLAS, SDE, Nuts and Bolts, Gulf Coast Writing Conference, IRA, Alabama Literacy, National Title I, or others as identified.	Professional Learning, Academic Support Program	09/04/2017	05/25/2018	\$15000	Administrators, Teachers, Support Staff

Comprehension	Apply speaking, writing, and reading comprehension skills through the use of context to construct meaning, taking notes to record important information, and engaging in constructive discourse with peers and teachers to assist in student learning.	Academic Support Program	09/11/2017	05/31/2018	\$3500	All teachers, tutors, and support staff
This Girl Reads	This Girl Reads is a book club organized by 4th grade teachers to assist girls in 4th and 5th grade with acquiring comprehension skills as they engage in reading books that highlight girls. The club meets weekly to read and discuss assigned material while also completing interactive activities geared towards improving comprehension.	Tutoring, Behavioral Support Program, Academic Support Program	10/02/2017	05/18/2018	\$2000	Brandis Cook, Anna Hodges, Principal
Differentiated Instruction	Students will be provided differentiated instruction on Math standards incorporating a variety of instructional strategies, groupings, center activities, and assessments.	Academic Support Program	09/04/2017	05/25/2018	\$25000	Teachers, Tutors, Support Staff
Community Outreach Programs	School leaders will schedule several community outreach programs that will provide services to the students in the areas of personal and social development, career development, and good decision-making.	Behavioral Support Program	09/11/2017	05/31/2018	\$500	All teachers, support staff, and administration
Rocket Breakfast Club	The Rocket Breakfast Club will focus on improving the behavior and academic achievement of our most challenging students by providing them with an opportunity to engage in monthly breakfast meetings. Identified students and assisting staff members will fellowship while having breakfast to encourage proper manners and conversation. Breakfast will be followed by informal sessions highlighting various areas including but not limited to behavior, hygiene, etiquette, study skills, community service, etc.	Field Trip, Behavioral Support Program, Community Engagement, Academic Support Program	09/04/2017	05/18/2018	\$2500	Counselor, Leadership Committee
Progress Monitoring	Teachers will monitor students' progress biweekly using Renaissance Learning/STAR.	Other - Progress Monitoring Academic Support Program	09/04/2017	05/25/2018	\$10000	Teachers, Administrators, Support Staff
Data Analysis	Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500	Teachers, Administrators, Support Staff
Tutoring	Teachers and tutors will set the purpose for learning by communicating high expectations to students. They will model activities for students in this active participatory process either in small group or individual tutoring sessions. Students will then be guided through various opportunities to apply their knowledge to the learning process as they complete their tasks.	Academic Support Program	09/04/2017	05/25/2018	\$20000	Teachers and Tutors, Administrators and Support Staff

**ACIP**

West End Academy

Data Analysis	Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical grade levels and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500	Teachers, Administrator, Tutors, and Support Staff
After School Chess/ Strategic Thinking	Interested students will be given an opportunity to participate in chess instructions and/or competitions to improve strategic thinking.	Extra Curricular	10/02/2017	05/11/2018	\$5000	Teachers (chess instructors), tutors
Intervention	All support staff will collaborate and assist lead teachers in Math instruction in a small group setting or individually, focusing on the individual needs of students.	Academic Support Program	09/04/2017	05/25/2018	\$20000	Teachers, Tutors, Support Staff
Professional Development	The PBIS facilitator will provide training for faculty and staff on the guidelines and implementation of the program and the identified areas. The facilitator will also provide teachers with the material needed to implement the program. Additional training related to school discipline, effective support initiatives, and advancing student achievement will be sought out (Title I Conference, National Conference on School Discipline, School Discipline That Works).	Behavioral Support Program	09/11/2017	05/31/2018	\$10000	teachers, administrators, and support staff
Character Education Assemblies	The students of West End Academy will participate in monthly school-wide character education assemblies, which reinforce the monthly character trait and reward students for displaying commendable character.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000	Teachers, support staff, and administration
Intervention	All resource teachers and tutors will collaborate and assist lead teachers in Reading instruction in a small group setting or individual setting, focusing on the individual needs of students while also incorporating the use of needed technological devices and software programs.	Academic Support Program	09/04/2017	05/25/2018	\$25000	Resource Teachers, Tutors
Book Study	The faculty of West End Academy will collaborate to complete a book study of Teaching With Poverty in Mind, Management in the Active Classroom and Growth Mindset. All faculty will participate in identified book studies, reading and sharing information with other staff. The staff will identify pertinent strategies for implementing within the school community.	Behavioral Support Program	09/11/2017	05/31/2018	\$5000	All faculty and staff
<b>Total</b>					<b>\$216500</b>	

**No Funding Required**

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

West End Academy

Scaffolding	English language learners will be provided with strategic types of scaffolding, such as graphic organizers, visual aids, peer mentors, and/or home language help. These supports will gradually decrease as students' language skills develop. ELLs will be given the opportunity and the necessary support to meet rigorous academic standards.	Direct Instruction	09/11/2017	05/31/2018	\$0	teachers, support staff, and tutors
<b>Total</b>					\$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	Stakeholder feedback is inclusive of the Spring 2017 Title I Parent Survey and a student survey administered this Fall.	Student Survey Parent Survey

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

## Areas of Notable Achievement

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

All stakeholders were satisfied with the level of expectation for students held by the school and staff. They seemed pleased with the dissemination of information.

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

All stakeholders expressed satisfaction with the level of expectation imposed on the students, staff, and parents. They were also satisfied with the level of safety within the classrooms and other areas of campus.

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

Previous surveys of stakeholders (parents, staff, and students) have indicated similar levels of satisfaction with safety and student expectations.

## Areas in Need of Improvement

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

Based on information obtained from surveys completed by students, it was noted that there is a need for more challenging course work.

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

Students in the intermediate grades indicated a desire to have more fun activities included into the school's calendar. We will examine their ideas.

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

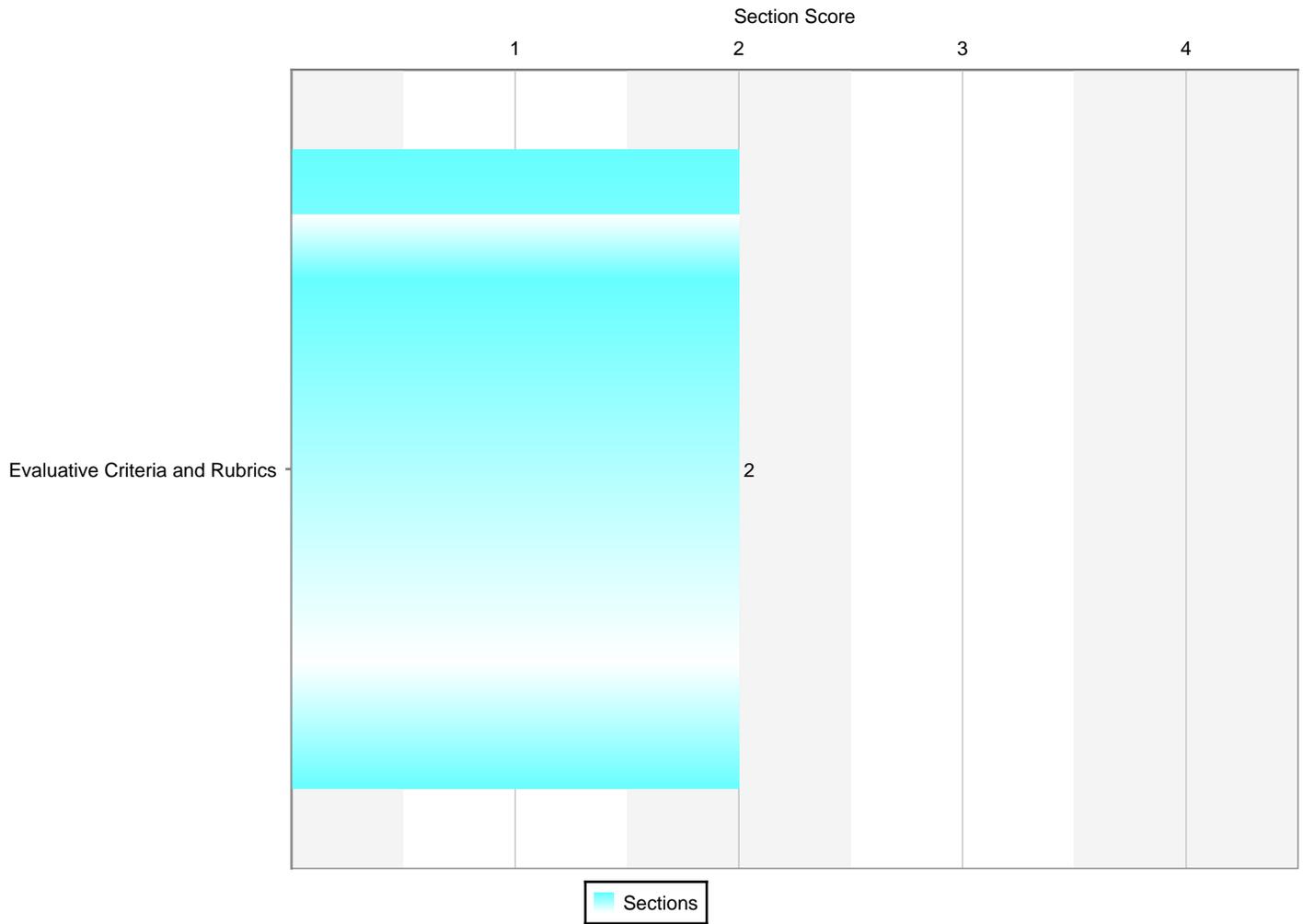
This information presented by our students encourages us to allow them more voice in planning for school activities and the decision making process.

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

Some of the information presented as concerns or areas of need actually have been previously mentioned. We have assembled a group of students(Ambassadors) who will be able to voice the concerns of their peers.

## Report Summary

### Scores By Section



# 2017-2018 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 staff began meeting as grade level teams early in the 2017-2018 school year to review existing data from the previous school year. Each team reviewed ASPIRE data for grades 3-5 to identify the strengths and weaknesses of each grade level. The teams of teachers and support staff further analyzed the data to determine grade specific needs in relation to students and teachers. In addition to reviewing data as a team, grade levels have conducted parent seminars early in the school year to provide parents with an overview of the data used by the school to determine its needs while also allowing parents an opportunity to make suggestions for improvement. Information obtained from grade level meetings and parent meetings is shared by each grade level with the entire faculty. The faculty was given an opportunity to discuss concerns that may exist across grade levels in order to make any needed adjustments to planning and resource development. The school improvement team, which consists of one representative from each grade level, resource teachers, and parents, used the information from the faculty to compose the School Wide Continuous Improvement Plan. The Continuous Improvement Plan includes the goals, strategies, benchmarks, and interventions that have been agreed upon by the majority of the faculty. The staff will continue to examine a variety of data throughout the school year in order to make adjustments as needed.

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

School wide strengths and areas of growth were identified based on the results of ASPIRE data. The following were identified as areas of strength: Writing and English. The following were identified as areas of growth: Reading and Science.

### What conclusions were drawn from the results?

It was concluded that attention must be paid to the improvement of all subject areas with particular attention being given to reading as well as the integration of content. There also needs to be a focus on increasing student's high order thinking skills (DOK 2 and above).

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

Based on the results of ASPIRE, it was concluded that students need more experiences writing, deeper comprehension skills, enhanced mathematical reasoning, and the ability to make connections between content. Teachers will need additional training and assistance in designing and implementing lessons that focus on depth of knowledge (DOK) levels 2 - 4 as well as implementing learning stations inclusive of differentiated tasks. Special attention is to be paid to questioning at DOK levels 2 and 3.

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

The school's goals address the improvement of all literacy areas and math achievement along with instruction as related to the areas of growth identified in the improvement plan.

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

The school goals demonstrate a need for targeted assistance as defined by student and school data from state assessments, enrollment, and other sources.

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

The goals address student achievement for all students in the school by providing instructional supplies and materials, enhanced student learning experiences/field trips as well as customized academic support(ie. intervention, tutoring) for students. Students will be given whole class, small group, and individualized 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:**

All identified ELL students will demonstrate English language acquisition skills in listening, speaking, reading, and writing.

**Measurable Objective 1:**

demonstrate a proficiency at an 80% rate through basic interpersonal communication in English/Language Arts by 05/31/2018 as measured by benchmark assessments, classroom performance, and Scantron Performance Series.

**Strategy1:**

Instructional Strategies for ELL - Teachers will use appropriate ELL instructional strategies, which will require students to engage in content area practices, such as problem solving in Mathematics and deconstructing an author's reasoning and evidence in English Language Arts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Readiness

The Teachers Channel (2013)

Activity - Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Apply speaking, writing, and reading comprehension skills through the use of context to construct meaning, taking notes to record important information, and engaging in constructive discourse with peers and teachers to assist in student learning.	Academic Support Program	09/11/2017	05/31/2018	\$3500 - Title I Schoolwide	All teachers, tutors, and support staff

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will be provided with strategic types of scaffolding, such as graphic organizers, visual aids, peer mentors, and/or home language help. These supports will gradually decrease as students' language skills develop. ELLs will be given the opportunity and the necessary support to meet rigorous academic standards.	Direct Instruction	09/11/2017	05/31/2018	\$0 - No Funding Required	teachers, support staff, and tutors

**ACIP**

West End Academy

Activity - Purposeful Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will be grouped with peers of varying English proficiency levels, who can provide ELLs with a range of models for how to use English words or structures appropriately, as well as abundant, personalized feedback on ELLs' own developing English use.	Direct Instruction	09/11/2017	05/31/2018	\$5000 - Title I Schoolwide	Teachers, tutors, support staff

**Goal 2:**

Students will increase in Math 2017-2018

**Measurable Objective 1:**

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

**Strategy1:**

Strategic Teaching - Teachers will engage in strategic teaching by purposefully planning instruction to include connected strategies, student engagement, gradual release of responsibility, and formative assessment in order to maximize student understanding and retention of content material.

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

Research Cited: Schertz Presentation on Guided Math, Alabama State Department of Education

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students' progress biweekly using Renaissance Learning/STAR.	Other - Progress Monitoring Academic Support Program	09/04/2017	05/25/2018	\$10000 - Title I Schoolwide	Teachers, Administrators, Support Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on effective teaching strategies, RTI and Common Core Math Readiness to include attendance at the Nuts and Bolts Symposium, NAEYC Conference and Expo, SDE Conference, CLAS Leadership Institutes and other Math conferences that enhances teacher knowledge and performance.	Professional Learning	09/04/2017	05/25/2018	\$10000 - Title I Schoolwide	Teachers, Administrators, and Support Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided differentiated instruction on Math standards incorporating a variety of instructional strategies, groupings, center activities, and assessments.	Academic Support Program	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - After School Chess/ Strategic Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interested students will be given an opportunity to participate in chess instructions and/or competitions to improve strategic thinking.	Extra Curricular	10/02/2017	05/11/2018	\$5000 - Title I Schoolwide	Teachers (chess instructors), tutors

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will collaborate and assist lead teachers in Math instruction in a small group setting or individually, focusing on the individual needs of students.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and tutors will set the purpose for learning by communicating high expectations to students. They will model activities for students in this active participatory process either in small group or individual tutoring sessions. Students will then be guided through various opportunities to apply their knowledge to the learning process as they complete their tasks.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers and Tutors, Administrators and Support Staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical grade levels and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500 - Title I Schoolwide	Teachers, Administrator, Tutors, and Support Staff

**Goal 3:**

Students will increase in Reading 2017-2018

**Measurable Objective 1:**

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

**Strategy1:**

Student-Focused/Need-Based Instruction - Teachers will implement research based best practice instructional strategies that are student focused as well as based on individual student need.

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

Research Cited: Edutopia (2015) Student-Centered Learning: It Starts With the Teacher

**ACIP**

West End Academy

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Saturday Academy bi-weekly to target specific learning skills in literacy and Mathematics. Retired teachers will collaborate with lead teachers to provide additional support in skill mastery.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers, Support Staff, Administrators

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided opportunities to participate in field trips that support academic content covered during classroom instruction.	Field Trip	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Classroom Teachers, Administrators, Support Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development on various best practices to increase academic rigor in their instruction. Select teachers, teacher leaders, and/or administration will also participate in various trainings presented by the State Department, CLAS, SDE, Nuts and Bolts, Gulf Coast Writing Conference, IRA, Alabama Literacy, or others as identified.	Professional Learning Academic Support Program	09/04/2017	05/25/2018	\$15000 - Title I Schoolwide	Administrators, Teachers, Support Staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500 - Title I Schoolwide	Teachers, Administrators, Support Staff

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All resource teachers and tutors will collaborate and assist lead teachers in Reading instruction in a small group setting or individual setting, focusing on the individual needs of students while also incorporating the use of needed technological devices and software programs.	Academic Support Program	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Resource Teachers, Tutors

**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:**

All identified ELL students will demonstrate English language acquisition skills in listening, speaking, reading, and writing.

**Measurable Objective 1:**

demonstrate a proficiency at an 80% rate through basic interpersonal communication in English/Language Arts by 05/31/2018 as measured by benchmark assessments, classroom performance, and Scantron Performance Series.

**Strategy1:**

Instructional Strategies for ELL - Teachers will use appropriate ELL instructional strategies, which will require students to engage in content area practices, such as problem solving in Mathematics and deconstructing an author's reasoning and evidence in English Language Arts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Readiness

The Teachers Channel (2013)

Activity - Purposeful Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will be grouped with peers of varying English proficiency levels, who can provide ELLs with a range of models for how to use English words or structures appropriately, as well as abundant, personalized feedback on ELLs' own developing English use.	Direct Instruction	09/11/2017	05/31/2018	\$5000 - Title I Schoolwide	Teachers, tutors, support staff

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will be provided with strategic types of scaffolding, such as graphic organizers, visual aids, peer mentors, and/or home language help. These supports will gradually decrease as students' language skills develop. ELLs will be given the opportunity and the necessary support to meet rigorous academic standards.	Direct Instruction	09/11/2017	05/31/2018	\$0 - No Funding Required	teachers, support staff, and tutors

Activity - Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Apply speaking, writing, and reading comprehension skills through the use of context to construct meaning, taking notes to record important information, and engaging in constructive discourse with peers and teachers to assist in student learning.	Academic Support Program	09/11/2017	05/31/2018	\$3500 - Title I Schoolwide	All teachers, tutors, and support staff

**Goal 2:**

West End Academy will promote a positive school culture and climate.

**Measurable Objective 1:**

demonstrate a behavior that is positive and conducive to learning by decreasing the number of out-of-school suspensions by 10% by 05/31/2018 as measured by suspension reports in INow.

**Strategy1:**

The Six Pillars of Character - The Six Pillars of Character will be implemented as a monthly reward system for students who demonstrate commendable behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Character Counts

Activity - Character Education Assemblies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students of West End Academy will participate in monthly school-wide character education assemblies, which reinforce the monthly character trait and reward students for displaying commendable character.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000 - Title I Schoolwide	Teachers, support staff, and administration

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach lessons and provide students with activities centered on the monthly character trait.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000 - Title I Schoolwide	All teachers and support staff

**Strategy2:**

Positive Behavior Intervention and Support - All faculty and staff will implement practices associated with PBIS in all areas of the school community.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, School of Educators (2010), Education World

Activity - Positive Behavior Intervention and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in PBIS celebrations to recognize positive behavior and deter negative behavior.	Behavioral Support Program	09/11/2017	05/31/2018	\$10000 - Title I Schoolwide	All teachers, support staff, and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS facilitator will provide training for faculty and staff on the guidelines and implementation of the program and the identified areas. The facilitator will also provide teachers with the material needed to implement the program. Additional training related to school discipline will be sought out (conferences, experts in the field).	Behavioral Support Program	09/11/2017	05/31/2018	\$10000 - Title I Schoolwide	teachers, administrators, and support staff

**ACIP**

West End Academy

Activity - Community Outreach Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will schedule several community outreach programs that will provide services to the students in the areas of personal and social development, career development, and good decision-making.	Behavioral Support Program	09/11/2017	05/31/2018	\$500 - Title I Schoolwide	All teachers, support staff, and administration

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty of West End Academy will collaborate to complete a book study of Teaching With Poverty in Mind, Management in the Active Classroom and Growth Mindset. All faculty will participate in identified book studies, reading and sharing information with other staff. The staff will identify pertinent strategies for implementing within the school community.	Behavioral Support Program	09/11/2017	05/31/2018	\$5000 - Title I Schoolwide	All faculty and staff

**Goal 3:**

Students will increase in Math 2017-2018

**Measurable Objective 1:**

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

**Strategy1:**

Strategic Teaching - Teachers will engage in strategic teaching by purposefully planning instruction to include connected strategies, student engagement, gradual release of responsibility, and formative assessment in order to maximize student understanding and retention of content material.

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

Research Cited: Schertz Presentation on Guided Math, Alabama State Department of Education

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will collaborate and assist lead teachers in Math instruction in a small group setting or individually, focusing on the individual needs of students.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on effective teaching strategies, RTI and Common Core Math Readiness to include attendance at the Nuts and Bolts Symposium, NAEYC Conference and Expo, SDE Conference, CLAS Leadership Institutes and other Math conferences that enhances teacher knowledge and performance.	Professional Learning	09/04/2017	05/25/2018	\$10000 - Title I Schoolwide	Teachers, Administrators, and Support Staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical grade levels and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500 - Title I Schoolwide	Teachers, Administrator, Tutors, and Support Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided differentiated instruction on Math standards incorporating a variety of instructional strategies, groupings, center activities, and assessments.	Academic Support Program	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and tutors will set the purpose for learning by communicating high expectations to students. They will model activities for students in this active participatory process either in small group or individual tutoring sessions. Students will then be guided through various opportunities to apply their knowledge to the learning process as they complete their tasks.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers and Tutors, Administrators and Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students' progress biweekly using Renaissance Learning/STAR.	Other - Progress Monitoring Academic Support Program	09/04/2017	05/25/2018	\$10000 - Title I Schoolwide	Teachers, Administrators, Support Staff

Activity - After School Chess/ Strategic Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interested students will be given an opportunity to participate in chess instructions and/or competitions to improve strategic thinking.	Extra Curricular	10/02/2017	05/11/2018	\$5000 - Title I Schoolwide	Teachers (chess instructors), tutors

**Goal 4:**

Students will increase in Reading 2017-2018

**Measurable Objective 1:**

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

**Strategy1:**

Student-Focused/Need-Based Instruction - Teachers will implement research based best practice instructional strategies that are student focused as well as based on individual student need.

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

Research Cited: Edutopia (2015) Student-Centered Learning: It Starts With the Teacher

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Saturday Academy bi-weekly to target specific learning skills in literacy and Mathematics. Retired teachers will collaborate with lead teachers to provide additional support in skill mastery.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers, Support Staff, Administrators

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500 - Title I Schoolwide	Teachers, Administrators, Support Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development on various best practices to increase academic rigor in their instruction. Select teachers, teacher leaders, and/or administration will also participate in various trainings presented by the State Department, CLAS, SDE, Nuts and Bolts, Gulf Coast Writing Conference, IRA, Alabama Literacy, or others as identified.	Academic Support Program Professional Learning	09/04/2017	05/25/2018	\$15000 - Title I Schoolwide	Administrators, Teachers, Support Staff

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All resource teachers and tutors will collaborate and assist lead teachers in Reading instruction in a small group setting or individual setting, focusing on the individual needs of students while also incorporating the use of needed technological devices and software programs.	Academic Support Program	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Resource Teachers, Tutors

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:**

West End Academy will promote a positive school culture and climate.

**Measurable Objective 1:**

demonstrate a behavior that is positive and conducive to learning by decreasing the number of out-of-school suspensions by 10% by 05/31/2018 as measured by suspension reports in INow.

**Strategy1:**

Positive Behavior Intervention and Support - All faculty and staff will implement practices associated with PBIS in all areas of the school community.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS, School of Educators (2010), Education World

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty of West End Academy will collaborate to complete a book study of Teaching With Poverty in Mind, Management in the Active Classroom and Growth Mindset. All faculty will participate in identified book studies, reading and sharing information with other staff. The staff will identify pertinent strategies for implementing within the school community.	Behavioral Support Program	09/11/2017	05/31/2018	\$5000 - Title I Schoolwide	All faculty and staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS facilitator will provide training for faculty and staff on the guidelines and implementation of the program and the identified areas. The facilitator will also provide teachers with the material needed to implement the program. Additional training related to school discipline will be sought out (conferences, experts in the field).	Behavioral Support Program	09/11/2017	05/31/2018	\$10000 - Title I Schoolwide	teachers, administrators, and support staff

**ACIP**

West End Academy

Activity - Community Outreach Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will schedule several community outreach programs that will provide services to the students in the areas of personal and social development, career development, and good decision-making.	Behavioral Support Program	09/11/2017	05/31/2018	\$500 - Title I Schoolwide	All teachers, support staff, and administration

Activity - Positive Behavior Intervention and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in PBIS celebrations to recognize positive behavior and deter negative behavior.	Behavioral Support Program	09/11/2017	05/31/2018	\$10000 - Title I Schoolwide	All teachers, support staff, and administration

**Strategy2:**

The Six Pillars of Character - The Six Pillars of Character will be implemented as a monthly reward system for students who demonstrate commendable behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Character Counts

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach lessons and provide students with activities centered on the monthly character trait.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000 - Title I Schoolwide	All teachers and support staff

Activity - Character Education Assemblies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students of West End Academy will participate in monthly school-wide character education assemblies, which reinforce the monthly character trait and reward students for displaying commendable character.	Behavioral Support Program	09/11/2017	05/31/2018	\$1000 - Title I Schoolwide	Teachers, support staff, and administration

**Goal 2:**

Students will increase in Math 2017-2018

**Measurable Objective 1:**

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

**Strategy1:**

Strategic Teaching - Teachers will engage in strategic teaching by purposefully planning instruction to include connected strategies, student engagement, gradual release of responsibility, and formative assessment in order to maximize student understanding and retention of content material.

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

Research Cited: Schertz Presentation on Guided Math, Alabama State Department of Education

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical grade levels and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500 - Title I Schoolwide	Teachers, Administrator, Tutors, and Support Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided differentiated instruction on Math standards incorporating a variety of instructional strategies, groupings, center activities, and assessments.	Academic Support Program	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - After School Chess/ Strategic Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interested students will be given an opportunity to participate in chess instructions and/or competitions to improve strategic thinking.	Extra Curricular	10/02/2017	05/11/2018	\$5000 - Title I Schoolwide	Teachers (chess instructors), tutors

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students' progress biweekly using Renaissance Learning/STAR.	Other - Progress Monitoring Academic Support Program	09/04/2017	05/25/2018	\$10000 - Title I Schoolwide	Teachers, Administrators, Support Staff

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will collaborate and assist lead teachers in Math instruction in a small group setting or individually, focusing on the individual needs of students.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers, Tutors, Support Staff

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and tutors will set the purpose for learning by communicating high expectations to students. They will model activities for students in this active participatory process either in small group or individual tutoring sessions. Students will then be guided through various opportunities to apply their knowledge to the learning process as they complete their tasks.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers and Tutors, Administrators and Support Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on effective teaching strategies, RTI and Common Core Math Readiness to include attendance at the Nuts and Bolts Symposium, NAEYC Conference and Expo, SDE Conference, CLAS Leadership Institutes and other Math conferences that enhances teacher knowledge and performance.	Professional Learning	09/04/2017	05/25/2018	\$10000 - Title I Schoolwide	Teachers, Administrators, and Support Staff

**Goal 3:**

Students will increase in Reading 2017-2018

**Measurable Objective 1:**

increase student growth by 10% at all grade levels by 05/25/2018 as measured by Performance Series - Scantron.

**Strategy1:**

Student-Focused/Need-Based Instruction - Teachers will implement research based best practice instructional strategies that are student focused as well as based on individual student need.

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

Research Cited: Edutopia (2015) Student-Centered Learning: It Starts With the Teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive job-embedded professional development on various best practices to increase academic rigor in their instruction. Select teachers, teacher leaders, and/or administration will also participate in various trainings presented by the State Department, CLAS, SDE, Nuts and Bolts, Gulf Coast Writing Conference, IRA, Alabama Literacy, or others as identified.	Academic Support Program Professional Learning	09/04/2017	05/25/2018	\$15000 - Title I Schoolwide	Administrators, Teachers, Support Staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided opportunities to participate in field trips that support academic content covered during classroom instruction.	Field Trip	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Classroom Teachers, Administrators, Support Staff

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All resource teachers and tutors will collaborate and assist lead teachers in Reading instruction in a small group setting or individual setting, focusing on the individual needs of students while also incorporating the use of needed technological devices and software programs.	Academic Support Program	09/04/2017	05/25/2018	\$25000 - Title I Schoolwide	Resource Teachers, Tutors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held to assist teachers with their collaborative efforts and formation of student groups. Teachers will identify student needs using current assessment data. Meetings will be held with groups of teachers based on identical and vertical grade levels.	Academic Support Program	09/04/2017	05/25/2018	\$500 - Title I Schoolwide	Teachers, Administrators, Support Staff

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Saturday Academy bi-weekly to target specific learning skills in literacy and Mathematics. Retired teachers will collaborate with lead teachers to provide additional support in skill mastery.	Academic Support Program	09/04/2017	05/25/2018	\$20000 - Title I Schoolwide	Teachers, Support Staff, Administrators

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

**Goal 1:**

All identified ELL students will demonstrate English language acquisition skills in listening, speaking, reading, and writing.

**Measurable Objective 1:**

demonstrate a proficiency at an 80% rate through basic interpersonal communication in English/Language Arts by 05/31/2018 as measured by benchmark assessments, classroom performance, and Scantron Performance Series.

**Strategy1:**

Instructional Strategies for ELL - Teachers will use appropriate ELL instructional strategies, which will require students to engage in content area practices, such as problem solving in Mathematics and deconstructing an author's reasoning and evidence in English Language Arts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Readiness

The Teachers Channel (2013)

Activity - Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Apply speaking, writing, and reading comprehension skills through the use of context to construct meaning, taking notes to record important information, and engaging in constructive discourse with peers and teachers to assist in student learning.	Academic Support Program	09/11/2017	05/31/2018	\$3500 - Title I Schoolwide	All teachers, tutors, and support staff

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will be provided with strategic types of scaffolding, such as graphic organizers, visual aids, peer mentors, and/or home language help. These supports will gradually decrease as students' language skills develop. ELLs will be given the opportunity and the necessary support to meet rigorous academic standards.	Direct Instruction	09/11/2017	05/31/2018	\$0 - No Funding Required	teachers, support staff, and tutors

Activity - Purposeful Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will be grouped with peers of varying English proficiency levels, who can provide ELLs with a range of models for how to use English words or structures appropriately, as well as abundant, personalized feedback on ELLs' own developing English use.	Direct Instruction	09/11/2017	05/31/2018	\$5000 - Title I Schoolwide	Teachers, tutors, support staff

**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.**

The school has enlisted the assistance of an ELL Instructional Assistant to translate printed information.

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

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

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

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

The Every Student Succeed Act requires that teachers be certified in the area in which they teach. Therefore, all of our teachers are certified in the area of Early Childhood or Elementary Education with the exception of teachers who hold content specific certifications (Special Education, PE, Music, Art, Band).

## **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 2016 - 2017 school year, 3 teachers retired, 1 transferred to another school, and an additional teacher has been transferred to another school since the start of the school year(program needs).

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

The teaching and learning personnel bring a diverse range of experience to the school. The staff consists of teachers with as few as 1-3 years teaching experience to teachers with as many as 28 years of experience.

### **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).**

The school provides support to all newly hired or transferred teachers by assigning mentors to assist with the transition. Mentors are available to provide ongoing support for new teachers by assisting with lesson planning, discipline strategies, and planning conferences. The goal of teacher mentoring is to improve teaching practices and support professional growth while retaining quality teachers.

## **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.**

Data from state, local and district wide assessments guide the direction for instruction and determines area of strength and need. It is from these data that determined professional development.

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

Staff will participate in book studies led by administration and individual teams. The staff will also have an opportunity to attend leadership institutes and additional conferences offered by CLAS related to instructional strategies, school turn around strategies, community partnerships, technology, and special education. In order to learn more about the Title I process, a team will attend the National Title I Conference or other related sessions. It is expected that a team of intermediate teachers will attend the Nuts and Bolts Training specifically intended to encourage content integration and The Gulf Coast Conference on the Teaching of Writing. Additionally, the primary teachers will attend grade appropriate conferences and professional development offerings on reading and math instruction for young children.

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

The overall goal for our program is to promote student learning through effective teaching practices. The program is designed to provide ongoing support for novice and veteran teachers. Each novice or veteran teacher is paired with either the grade level leader or other teacher leaders who are capable of assisting with their needs. Therefore, teachers are matched, to the extent practicable, by subject, grade, and proximity. The mentor and mentee are encouraged to meet on a weekly basis. Additionally, opportunities are available for classroom observations, both for the mentor to observe the mentee and for the mentee to observe the mentor.

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

Teachers who participate or attend particular professional development sessions are expected to provide a turnaround session on the content received with the faculty and staff in a timely manner. Additionally, information or skills gained are expected to be reflected in their planning and classroom instruction.

## 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:

All identified ELL students will demonstrate English language acquisition skills in Listening, Speaking, Reading, and Writing.

### Measurable Objective 1:

85% of English Learners students will demonstrate a proficiency through basic interpersonal communication in English Language Arts by 05/26/2017 as measured by Benchmark Assessments, Classroom Performance, and the ACT ASPIRE..

### Strategy1:

Learning Strategies for ELL - Use appropriate learning strategies to construct and apply academic knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Readiness

Activity - Comprehension Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Apply speaking, writing, and reading comprehension skills through the use of context to construct meaning, taking notes to record important information, and engaging in constructive discourse with peers and teachers to assist in student learning.	Academic Support Program	08/08/2016	05/26/2017	\$8500 - Title I School Improvement (ISI)	All teachers, tutors, and support staff.

## **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?**

Teachers meet weekly as grade level teams to review all relevant data that can be used to identify student needs and address instructional issues. Teachers collaborate to determine which areas of focus are of high regard as they plan instruction. Student grouping and instructional strategies are determined based on the information shared during grade level data meetings.

## **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?**

The assessment data is reviewed by the staff as it is received to identify students who are in need of additional instructional support. Grade levels consider intervention strategies that can be implemented collectively to aide student learning. Also, the school's problem solving team is used to assist teachers in identifying appropriate interventions. Upon completion of an acceptable time frame for intervention, the teacher and problem solving team discuss student progress or lack of progress to determine further actions.

### **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?**

Through the implementation of interventions and additional instructional support students who have experienced difficulty mastering assessment standards have the opportunity for improvement. Students are monitored regularly to determine if interventions are working or need modifying. The problem solving team assists in the monitoring process and shares alternative interventions with teachers as needed.

### **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.**

We will continue our Saturday Academy tutorial program to assist students. Classes will be held at least 2 Saturdays out of the month. Parents are continuously provided information as it relates to area programs that offer after school tutoring and homework assistance.

### **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.**

The school counselor is on hand to assist with students who experience academic and social challenges. In almost all cases, neglect/abuse, special education, economic disadvantage, the teacher, counselor, and administrator confer to determine the best measures to take in order to assist students. Referrals may be made to DHR, special education, or other community agencies. Referrals are also made to the behavior interventionist to offer support for families of children who have behavior issues.

**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.**

There are several financial sources incorporated into the fiscal management and instructional planning of West End Academy. The State of Alabama School Foundation Program funds 40.72 instructional units inclusive of library-music-physical education-art-band-counseling and 1.5 instructional leader units. The Office of School Readiness funds 2 teachers and 2 instructional aides for Pre Kindergarten classes. Title I-Part A (Federal) funds are allocated to supplement the regular state funded program. Title I funds are used to fund tutoring for 2nd - 5th grade students, a parental involvement coordinator, professional development, student material and supplies, an extended school year/enrichment program, additional teaching units(if needed), and additional technological resources for our school.

**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)?**

The teachers incorporate character education and development into their daily instruction. The counselor also provides whole class, small group, and one on one counseling services for students that are grade appropriate as it relates to bullying, violence, and other crises. The counselor will also work with students using the curriculum Too Cool for Violence. Additional work will be done with teachers and members of the community to offer various career programs and a school wide career day to expose students to a variety of career options.

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

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

The implementation of the school-wide program is evaluated by collecting evidence that examines progress toward the identified goals. This is done periodically both formally and informally. Based on the evidence collected recommendations for changes to the CIP may be made. Also, additional data is reviewed as it becomes available. Data discussions are held among grade levels and the staff to determine progress toward the 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?**

State assessments are reviewed by the staff annually. At that time, discussions center around the effectiveness of strategies and action steps taken to address identified goals. Further discussion and examination of data lends to decisions about making changes to the ACIP. The continuous improvement team takes into consideration all of the input from the staff and proceeds with making the necessary adjustments to the plan.

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

The staff reviews data that is collected throughout the school year and examines progress toward the identified goals. Teachers identify students who struggle academically and plan for interventions.

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

The continuous improvement team convenes annually to revise or rewrite the plan for the upcoming school year if necessary. However, because data analysis and planning are an ongoing process much of the work is completed prior to the team meeting through discussions and data reviews completed by individual grade level during the year.

# **2017-2018 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.	37.22

Provide the number of classroom teachers.

37.22

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2711919.0

Total

2,711,919.00

### 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.	121252.0

Total

121,252.00

### Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	44830.0

Total

44,830.00

### 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.	81282.0

Total

81,282.00

## 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.	64836.0

Total

64,836.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8613.0

Total

8,613.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3158.0

Total

3,158.00

## EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17164.0

Total

17,164.00

## Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1240.0

Total

1,240.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	272029.68

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

Parent Engagement/Coordinator - 4339.18

Technology - 45336

Professional Development/Substitutes - 40500

Substitutes (PD Sessions) - 15647

Tutoring - 45544

Instructional Supplies -51332.50

Instructional Equipment - 10000

Curriculum Coach - 59331.00

**Title II**

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

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

N/A

**Title III**

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

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

N/A

**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	0.0

Provide a brief explanation and breakdown of expenses.

N/A

# 2017-2018 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))**

The school conducts two separate Title I Parent Meetings as required by the State Department. The first is held during the month of September and the second is held during the spring. The meetings were held at two different times, one morning and one evening, to accommodate the varied work schedules of our parents. The meetings were facilitated by the principal and other staff members. Parents were extended an opportunity to serve on an Advisory Council. The council's responsibilities included: assisting staff with parental involvement budget, meeting with faculty to identify school needs or relate parent concerns, meeting with parents to identify concerns and relate school needs. Parents were notified of the meeting dates and times through notices sent home with students and the placement of an announcement on the school's marquee.

**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))**

We held Title I parent meetings to inform parents about the Title I program and the budget that is proposed for spending allocated funds. The meetings were announced and held at two different times throughout the day (9:00 AM and 5:30 PM) to make it convenient for parents. We included parents in the planning of the meeting and allowed them to ask questions about the budget and spending. All of the intended expenditures will be used to support parent involvement in the academic programs of the school.

**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))**

During the annual meetings, parents are provided an explanation of all components related to Title I services, testing, and the academic curriculum. Information is shared with parents that explains what Title I is and what it means to be a Title I school. Parents are shown a presentation which covers all aspects of the Title I program. They are also given a brochure that contains the information covered. Parent meetings are held throughout the school year to keep parents informed about what is being taught in the classroom as well as what is expected of their child at any point during the school year. Additionally, parents are provided a student code of conduct with the behavior expectations and consequences.

**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))**

Parents are included in the meetings to develop/revise the School-Parent Compact. Parents are encouraged to provide input by way of suggestions during these meetings.

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

Parents who wish to submit comments of dissatisfaction with the Continuous Improvement Plan can make their dissatisfaction known by expressing their concerns to their child's teacher or the administrative staff. There is also a Suggestion Box located in the Parent Corner that can be used to submit comments.

**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)**

By employing a Parental Involvement Coordinator, the school is able to plan and implement activities and training for parents based on their communicated needs as well as the district's initiatives. The Parental Involvement Coordinator works throughout the day, after school, Saturdays, and during the summer to ensure availability to parents in need of flexibility. The school also hosts an annual Open House and Title I Parent Meetings to communicate assessment results, expectations, requirements of Title I, and uses of funding. Individual grade levels host grade level parent sessions where teachers review the Common Core Standards, nine week curriculum material, and ASPIRE data. They also explain the district's benchmark testing. Additionally, parent Conferences are held to keep parents abreast of student progress.

**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)**

We have established a "Parent Corner" which is stocked with free literature for parents to pick up and read as they visit the school. The material includes topics such as: Helping Your Child Do Better on Tests, Off to a Good Start, Building Homework Skills, and resources from the Education Publications Center U.S. Department of Education Website. In addition to the "Parent Corner", there is a parent resource shelf in media center which is stocked with literature for parents. The Parental Involvement Coordinator also maintains a library of videos and books for parents to check out as needed. We also hold technology workshops for parents giving them information on websites that can be used at home to enhance academic progress.

**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)**

Mondays are designated as staff meeting or professional development days at the school. Additional grade level meetings or data meetings are held on Tuesdays and Wednesdays. During the sessions we discuss how to relate to parents and encourage them to work with the school. Staff development days are used to develop and implement activities designed to facilitate parent-school partnerships. School personnel is encouraged to create a climate that is welcoming to parents. Teachers are encouraged to hold at least two grade level parent sessions and regular parent conferences to keep communication open with parents.

**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)**

Parents are encouraged to attend the system wide parental involvement activities. We make available the phone numbers and addresses of the school system's parental involvement center. This is done in the school newsletter/ or written notices sent home to parents, as well as

posted on the school's marquee. All of our students participate in the federal free and reduced lunch program.

Because the parents and families that we serve have some basic social and health needs that must be met in order for their children to be successful we make every effort to provide assistance in these areas by helping them contact other agencies that can assist them. We are fortunate to have on staff a full-time student counselor and school nurse who are able to help parents seek assistance from social and health agencies in the area.

**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)**

Information is sent home to parents through the school newsletter, notices addressing specific topics and events and displayed on the school marquee in a language that parents can understand.

**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))**

Information is sent home to parents through the school newsletter, notices addressing specific topics and events and displayed on the school marquee in language that parents can understand. Information can be translated as needed as well as scheduling a translator for meetings if needed