



ACIP

West Elementary School Russellville City Board of Education

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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?

Russellville City Schools was established as a city school system in 1929. There are approximately 10,000 citizens in Russellville and almost 32,000 citizens in Franklin County. West Elementary was erected in 1971 and is a part of the Russellville City Schools System.

West Elementary serves grades Pre-K through second and is the only school at this level in the school system. Approximately 610 students attend West Elementary in grades K-2. Of those students, 37% are classified as white, 54.9% are classified as Hispanic, 5.7% are classified as black, 1.1% are classified as American Indian or Alaskan, 0.3% are classified as Asian, 0.2% are classified Native Hawaiian or Pacific Islander, and 0.2% are classified as multi-race. Approximately 48 students are enrolled in the three First Class Pre-K classrooms. Of those students, 64.6% are classified as white, 33.3% are classified as Hispanic, and 6.3% are classified as black.

At West Elementary, a total of seventy-seven members are employed. Of these, fifty-five are certified faculty. Seventy-three members of the faculty and staff are female and four members of the faculty and staff are male. Seventy-four members of the faculty and staff are white, two members are black, and one member is Hispanic. Certified staff include administrators, classroom teachers, a reading coach, intervention teachers, special education teachers, physical education teachers, a counselor, a media specialist, and a music teacher. Non-certified staff include four custodians, a secretary, a bookkeeper, a nurse, one EL aide, and several teachers' aides. The school partners with the Foster Grandparent Program and may have up to five foster grandparents available at any time to help students and teachers.

Over the past ten years, the Hispanic population has seen tremendous growth. This presents a unique challenge to our school as many of our students come from Spanish speaking homes. Data also reflects a growing number of students at the poverty level. This also presents an additional challenge when addressing the social, emotional, and academic needs of our students.

School's Purpose

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

West Elementary's mission statement was adopted from the school district's mission statement. The mission statement is as follows:

"Pursuing Excellence...Impacting the lives of our students, our community, our world".

The school embodies the mission statement by offering a research-based curriculum with many extra programs. Class schedules reflect time for Tiers I, II, and III instruction in order to meet the needs of all students. All students are taught music biweekly and have a scheduled computer lab time weekly. English language services are available for students with language barriers. An At-Risk program is available for students needing additional support instruction. All students have physical education each day and extra reading and math instruction are offered through our intervention program. Students are also provided STEM instruction that is integrated into instruction daily. Our students are provided with a plethora of technology tools that enhance instruction in the classroom. We have implemented a Character Education study that takes place daily in addition to a twenty-minute character education block at the start of each day. Also, after school and during summer our 21st Century Community Learning Center is provided to students. Our students may also participate in the Big Brothers Big Sisters program, known as Golden Tiger BIGS.

The mission statement is a part of the school's strategic plan and is posted throughout the school via posters and outside the school on signs.

Russellville City Schools is proud of many traditions and had adopted the motto "A Tradition of Excellence" to describe the system. West Elementary School has adopted the motto, "The Tradition Begins Here" to reflect the unified vision of the school district. The school's motto is posted outside of the main entrance of the school and on letterheads, the school's website, and is used as a hashtag for social media.

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.

At West Elementary School, children are taught in a nurturing environment that not only focuses on the academic component of education; but also the social and emotional well-being of our students. Positive attitudes, professionalism, growth mindset, a commitment to excellence, innovation, and high-quality instruction are characteristics of the school's culture.

Students at West Elementary School are expected to exhibit good character. Through our Project Wisdom curriculum, our students exhibit good manners and good citizenship qualities. Our second grade students participate in the Liberty Legacy Foundation's Super Citizen program to build strong citizenship. Our students also receive counseling opportunities via whole-group, small-group, and one-on-one sessions.

West Elementary has also seen tremendous academic growth. Using Scantron Performance Series to track growth in Math and Reading Foundations, scores have steadily improved over the past three years. This is due to the commendable efforts of our teachers and staff. Teachers have engaged in rigorous trainings that provide knowledge and understanding of Webb's Depth of Knowledge, state standards, formative assessment, and explicit phonics instruction. Some teachers are Alabama, Math, Science, and Technology (AMSTI) trained and the majority of the teachers have been trained in the Ongoing Assessment Project (OGAP) for mathematics. Other attributes to our success as well.

The large population of English Language Learners has presented a challenge in providing appropriate instruction. These students are provided appropriate instruction based on their level of language proficiency as measured by the WAPT or ACCESS tests. They are also provided intervention that is focused on learning the English language by building background knowledge and vocabulary.

Additional intervention programs allow for individualized student support based on needs identified by classroom teachers, IEP teams, the EL committee, the Student Problem Solving Team (Rtl), as well as the parents. West Elementary takes the collaborative approach of working with struggling students. Our intervention program is a "push-in" program that allows the interventionists to go into the regular classroom to work with small groups of students identified as having specific learning deficits. Our special education teachers and interventionists who work with EL students collaborate with classroom teachers to address specific needs. Students that have been identified as having dyslexic tendencies or who have been diagnosed with dyslexia are provided explicit instruction using the Reading Horizons phonics-based instructional program.

Technology integration is an essential part of daily instruction. All general education classrooms have interactive boards. Other classrooms have access to whiteboards and projectors. Chromebooks and iPads are available in the general education classrooms. We have a fully functional computer lab where students are taught basic computer skills along with computer coding. Teachers also have access to iPad and Chromebook carts that can be checked out and used by the entire class.

WES also secured a \$10,000 grant from the Northwest Resource Conservation & Development Council of Alabama to reclaim the school's nature trail. The plan is to create an outdoor learning center for our students. Phase one of the plan has been completed with the grounds being cleared of overgrown foliage and dead trees. Existing structures have undergone repairs. The plan calls for securing additional grant money to complete the outdoor classroom area. A team of employees has been formed to secure grant money and to set guidelines on the use of the classroom.

The Community Eligibility Provision Program allows for West Elementary students to provide free breakfast and lunch to all students. This eliminates the burden of collecting household applications to determine eligibility for school meal programs. With the CEP program, every student has access to free, nutritious meals.

In the past three years, West Elementary has secured three First Class Pre-K grants through the Office of School Readiness. Data has reflected that the majority of students who have attended our OSR Pre-K have the necessary readiness skills to start Kindergarten. Each

year, there is a high interest from parents in the community to enroll their students in our Pre-K program and we currently have a healthy waiting list that reflects that.

West Elementary has acquired a 21st Century Learning Center grant. There has been a high level of interest in the after school and summer programs. The program provides a vast amount of enrichment activities for the students who are enrolled. Students engage in music, art, and STEM activities and have access to guest presenters from the community.

Areas of improvement for the next three years:

- A. Increase opportunities for parental and community involvement
- B. Provide stakeholder training opportunities
- C. Increase student technology engagement
- D. Increase levels of proficiency in the areas of reading and math

Additional Information

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

Russellville City Schools continues to have great community support. Extracurricular events are attended very well at the secondary level, and the elementary level garners the same type of support. Parents and family members attend programs for our students and are always willing to volunteer when needed. School fundraisers are supported by the community, and the funds raised help enable our students to have experiences that may not be possible. The Russellville City Schools Foundation also supports the instructional efforts of our teachers by selecting project proposals submitted by the teachers with monetary rewards.

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.

When developing continuous improvement plans at West Elementary, a variety of stakeholders are included. Stakeholders are selected based on their willingness to participate, availability, and knowledge of the school system. Once a list of possible participants is formulated, school administrators call each individual by phone to gain his or her interest in working on the team and availability for scheduled meetings. Meetings are scheduled during school hours on days with minimal conflicts for parents and community members.

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

The continuous improvement planning team is made up of fifteen representatives of school employees and parents. School employees on the team come from various roles including administrators, teacher leaders, classroom teachers, and special area teachers. Parents come from a variety of backgrounds and ethnic groups.

Administrators on the team are responsible for gathering data and identifying possible strengths and weaknesses for the school. Once this has been completed, team members meet and discuss the results. These discussions lead to the formulation of a plan for the school year.

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

The final improvement plan is available on the system website for all stakeholder groups to view. The improvement plan is updated quarterly. Summaries of changes are distributed to all faculty members and updates are provided on the school website.

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		Reading Foundations Gains_K 17-18 Math Gains Analysis_1st 17-18 Reading Foundations Gains Analysis_2nd 17-18 WES Student Performance Data Sheet Math Gains_K 17-18 Reading Foundation Gains Analysis_K 17-18 Reading Foundation Gains_K 17-18 Reading Foundation Gains Analysis_1st 17-18 Reading Foundation Gains_2nd 17-18

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

The goal was set in 2017-2018 that students attending the 21st Century Community Learning Center will make gains in the areas of reading and mathematics. According to the Scantron Performance Series Reading Foundations end-of-year data, 98 percent of the 98 students enrolled in the West Elementary School 21st CCLC afterschool program made yearly gains in reading. According to Scantron Performance Series Math end-of-year data, 100 percent of those same 98 students enrolled made yearly gains in math.

The goal was set in 2017-2018 that a two percent increase of K-2 students will reach College and Career Readiness standards and demonstrate a proficiency by scoring in or above the Average-High quartile in reading as measured by the Scantron Performance Series Reading Foundations assessment. This goal was met with an overall six percent increase in the number of K-2 students achieving high or above average proficiency.

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

According to the Scantron Performance Series Reading Foundation Performance Bands data, kindergarten students scored a mean scaled score of 1600 at the end of the 2017-2018 school year. Of this data, seven percent were above average, 15 percent were average high, 28 percent were average low, and 49 percent were below average. For fall 2018-2019, the first-grade class returned from summer break to score a mean scaled score of 1628. Of this data, 13 percent were above average, 25 percent were average high, 26 percent were average low, and 35 percent were below average.

According to the Scantron Performance Series Reading Foundation Summary data, the 2017-2018 class of first-grade students has an improved mean scaled score in the subcategory of phonological awareness. The summary data indicates that the overall mean scaled score for first grade phonological awareness is 2025; whereas, the first-grade summary data for 2016-2017 reports a mean scaled score for phonological awareness is 2010.

Which area(s) indicate the overall highest performance?

Scantron Performance Series Reading Foundation Summary Data indicates:

Greatest overall mean scaled score:

K: Phonological Awareness (1611)

1st: Phonological Awareness (2025)

2nd: Phonological Awareness (2217)

Greatest percentage of growth:

K: Phonics (24.2%)

1st: Phonics (28.6%)

2nd: Phonological Awareness (12.7%)

Scantron Performance Series Math Summary Data indicates:

Greatest overall mean scaled score:

K: Data and Probability (1761)

1st: Data and Probability (2079)

2nd: Data and Probability (2217)

Greatest percentage of growth:

K: Numbers and Operations (14.6%)

1st: Data and Probability (15.1%)

2nd: Measurement (13%)

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

From 2016-2017 to 2017-2018, Multiracial students, male and female, made a 25 percent gain (first grade to second grade) on the Scantron Performance Series Math assessment. (75% to 100%)

From 2016-2017 to 2017-2018, students of Limited English Proficiency (LEP), male and female, made a 19 percent gain (kindergarten to second grade) on the Scantron Performance Series Math assessment. (35% to 54%)

Between which subgroups is the achievement gap closing?

Scantron Performance Series Gains Analysis report reveals the achievement gap is closing in mathematics between Hispanic and Caucasian students. In 2016-2017, the gap between these two subgroups of Kindergarten students was a 21 percent difference with 49 percent of Hispanics who met their annual target as compared to 70 percent of Caucasians. Data from 2017-2018 reveals the closing of this gap. The now first-grade Caucasian students indicate that 51 percent met annual target and 49 percent of Hispanic students met annual target; a difference of only 2 percent. Overall, this same group of students represents a closing of the achievement gap by 19 percent.

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

Scantron Performance Series Gains Analysis report supports the growth in Reading Horizons data for multiracial students as well as mathematics from 2016-2017 (K) testing data to 2017-2018 (1st grade) testing data. The 2016-2017 data indicates a fifteen percent difference of students who met annual target between Hispanic males and Hispanic females. Data collected from the 2017-2018 Scantron Performance Series Gains Analysis report show this gap lessening as students make more progress in meeting math annual targets. 78 percent of Hispanic girls met their target and 73 percent of Hispanic males. This reveals only a difference of five percent. From year-to-year, growth is determined that this group of students has grown and reduced the gap by ten percent.

Areas in Need of Improvement

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

Results from the 2017-2018 Scantron Performance Series Reading Foundation Gains Analysis report indicates an apparent weakening of phonics transfer from K to 2nd grade. The percentage of Kindergarten students meeting their annual targets from kindergarten to first grade dropped by seven percent. The percentage of first grade students meeting their annual target from first grade to second grade dropped by 11 percent.

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

Scantron Performance Series Reading Foundation Performance Bands report indicates a decline in student retention over the summer break. The 2016-2017 spring student data reports a mean score of 1600. Students only gained 28 points according to the 2017-2018 testing results. The disaggregation of the data has changed also. In 2016-2017, seven percent of students were shown to be above average, fifteen percent in Advanced High, 28 percent in Average/Low, and 49 percent Below Average. This class transition to first grade over the summer. Their 2017-2018 data indicates thirteen percent of students classified as above average, 25 percent average high, and 26 percent average low.

Which area(s) indicate the overall lowest performance?

According to the results of the Spring 2017 and Fall 2018, it is apparent that the area of most need is that of second grade Reading Foundations. The Gains Analysis is as follows:

32% met annual target

Male: 32%

Female: 32%

African American: 30%

Caucasian: 48%

Hispanic 24%

Multiracial: 9%

Of these areas, Text Comprehension is the lowest subcategory with a mean scaled score of 1598

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

According to the results of the 2017-2018 Scantron Performance Series Reading Foundation Gains Analysis data, it is apparent that the achievement gap still exists between Hispanic students and Caucasian students. The assessment results, however, indicate an unpredicted swap in data. In 2016-2017, 69 percent of Hispanic first graders met their annual target while 80 percent of Caucasian first graders met their annual target. This is a difference of 11 percent with Caucasian students meeting their target more. In 2017-2018, tracking the data of the same class of students, 61 percent of Hispanic second graders met their annual target but only 57 percent of Caucasian students met their annual target. This is a difference of only four percent but a complete flip-flop from the previous year's data and the achievement gap. It is
SY 2018-2019

apparent, based upon the data for the 2017-2018 second-grade students, that the subgroup making the least percentage of growth overall were Caucasian students.

Between which subgroups is the achievement gap becoming greater?

According to the results of the 2017-2018 Scantron Performance Series Reading Foundation Gains Analysis data, it is apparent that the achievement gap is increasing between Hispanic students and Caucasian students from Kindergarten to first grade. In 2016-2017, 57 percent of Hispanic kindergarten students met their annual target while 80 percent of Caucasian kindergarten students met their annual target. This is a difference of 23 percent with Caucasian students meeting their target at a greater rate. In 2017-2018, tracking the data of the same class of students, 49 percent of Hispanic first graders met their annual target and 75 percent of Caucasian second graders met their annual target. This is a difference of 26 percent. It is apparent, based upon the data for the 2017-2018 first-grade students, that the achievement gap between the two subgroups is slowly becoming greater.

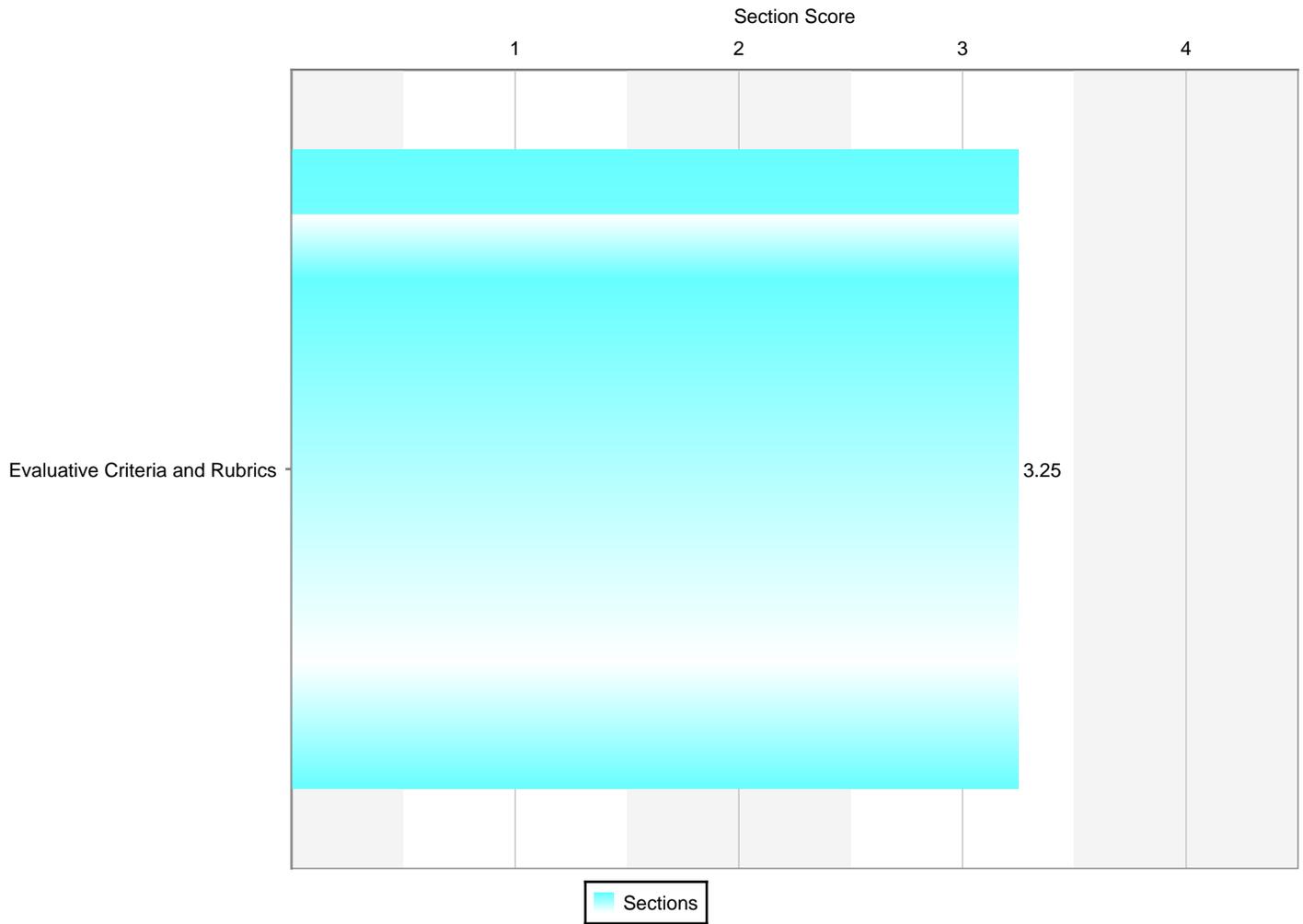
Which of the above reported findings are consistent with findings from other data sources?

In 2017-2018, data from the Scantron Performance Series Reading Foundation Gains Analysis reports that 49 percent of Hispanic first graders met their annual target and 75 percent of Caucasian first graders met their annual target. This data represents a difference in growth of 26 percent. This same gap exists in the identical subgroups overall for WES. 45 percent of Hispanic students enrolled at WES met their annual target but 61 percent of Caucasian students met their target.

Scantron Performance Series Math Gains Analysis 2017-2018 first grade data also reflects this gap in achievement. 49 percent of Hispanic first-grade students met their annual target; whereas, 51 percent of Caucasian students met their target. This gap is also represented in the overall WES student data. 42 percent of Hispanic students met their annual target in math but 52 percent of Caucasian students met their target.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Signature Page - Meeting 2 ACIP Signature Page - Meeting 1

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		Statement of Assurance

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		Statement of Assurance

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

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		Spanish Title I Compact English Title I Compact

2018-2019 Goals and Plans

Overview

Plan Name

2018-2019 Goals and Plans

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	Our students that attend the 21st Century Community Learning Center will make gains in the areas of Reading and Math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$5750
2	All K-2 students will reach College and Career Readiness standards, at a minimum of attaining proficiency or better in reading; and, where applicable, in math and other academic and technical areas	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$843980
3	All students will improve learning through the use of technology.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$13443
4	All limited English proficient students will show adequate progress in English language acquisition becoming proficient in English within five years; in addition, students will reach high academic standards by attaining proficiency in reading and math	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Our students that attend the 21st Century Community Learning Center will make gains in the areas of Reading and Math.

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a behavior to increase the number of students obtaining passing grades that attend the 21st CCLC after-school program in Reading by 05/24/2019 as measured by comparing students first nine-week grade report to their fourth nine-week grade report.

Strategy 1:

Student Progress - In order to ensure that the 21st CCLC program is successful, the program will focus on each student's physical, social, emotional, cognitive and creative development.

Category: Develop/Implement Learning Supports

Research Cited: (n.d.). What we know about the impact of the 21st CCLC program. American Institute for Research. Retrieved from <https://www.air.org/sites/default/files/downloads/report/What-We-Know-21st-CCLC-April-2015.pdf>

Activity - Parent Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support and training to families throughout the community who are lacking after-school and/or summer care, through a high-quality enrichment program in a safe learning environment.	Parent Involvement	08/07/2018	05/24/2019	\$750	Other	Program administrator(s) and staff
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st CCLC Administrator(s) and staff, when applicable, will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the 21st CCLC.	Professional Learning	08/07/2018	05/24/2019	\$5000	Other	21st CCLC Program Administrator(s) and Staff

Goal 2: All K-2 students will reach College and Career Readiness standards, at a minimum of attaining proficiency or better in reading; and, where applicable, in math and other academic and technical areas

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring in or above the Average High quartile in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Foundation Assessment.

Strategy 1:

Title I School-wide Program - Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics, as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight, J. (2012). High-impact instruction: A framework for great for great teaching. Thousand Oaks, CA.

Activity - Title I Teacher Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WES intervention teachers will provide small-group instruction to students with the greatest need in reading, and math as needed, using evidence-based programs and materials	Direct Instruction	08/07/2018	05/24/2019	\$416490	Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Title I Teachers Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplemental instructional materials, supplies, and textbooks that support the evidence-based curriculum for students attending Title I schools.	Direct Instruction	08/07/2018	05/24/2019	\$416490	Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Parent and Family Engagement Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parent and family engagement workshops, resource materials, and other training opportunities using a variety of delivery systems to support families in helping their children excel in the area(s) of reading/literacy and mathematics.	Parent Involvement	08/07/2018	05/24/2019	\$0	No Funding Required	Reading Specialist and Administrator(s)

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student growth and achievement.	Professional Learning	08/07/2018	05/24/2019	\$11000	Title I Schoolwide	Reading Specialist and Administrator(s)

Goal 3: All students will improve learning through the use of technology.**Measurable Objective 1:**

100% of Kindergarten, First and Second grade students will demonstrate a behavior through active engagement activities in differentiated work stations and phonics-based software in Reading by 05/24/2019 as measured by teacher observations and surveys, formative assessment, student data reports.

Strategy 1:

Technology - All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the implementation and engagement of technology

Category: Develop/Implement Professional Learning and Support

Research Cited: Ertmer, P. A. & A. T. Ottenbreit-Leftwich. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. Journal of Research on Technology in Education. 42(3), 255-284.

Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase digital resources to impact the quality, content, and structure of teaching and learning at WES	Technology	08/07/2018	05/24/2019	\$13443	State Funds	Administrator(s) and Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology teacher, reading specialist, and administrator(s) will provide training and classroom assistance in the use of digital resources to enhance class structure, management, content enhancement, and student engagement.	Professional Learning	08/07/2018	05/24/2019	\$0	No Funding Required	Administrator(s), Reading Specialist, Technology Teacher

Goal 4: All limited English proficient students will show adequate progress in English language acquisition becoming proficient in English within five years; in addition, students will reach high academic standards by attaining proficiency in reading and math

Measurable Objective 1:

2% of Kindergarten, First and Second grade students will demonstrate a proficiency in English-language acquisition this year, with all EL students becoming proficient within five years in Reading by 05/24/2019 as measured by students scoring a language proficiency score of 4.8 or higher on the ACCESS assessment.

Strategy 1:

Utilizing EL Teachers and Acquiring Supplies - Tutoring and other focused supplemental supports will be provided for children who are not proficient in English, in addition to our SDAIE core curriculum which is taught in the regular classroom setting that is state and locally funded.

Category: Develop/Implement Learning Supports

Research Cited: According to Calderon, Slavin, and Sanchez, the quality of instruction is what matters most in educating English learners.

Calderon, Margarita, Slavin, and Sanchez. "Effective instruction for English learners." The Future of Children 21.1 (2011): 103-127

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Activity - Qualified Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ certified personnel to provide focused supplemental supports through intervention for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting.	Academic Support Program	08/07/2018	05/24/2019	\$0	State Funds	Administrator(s)
Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplemental instructional and educational materials that support an evidence-based curriculum for EL students.	Direct Instruction, Academic Support Program	08/07/2018	05/24/2019	\$0	State Funds	Intervention Teachers and Administrator(s)

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The technology teacher, reading specialist, and administrator(s) will provide training and classroom assistance in the use of digital resources to enhance class structure, management, content enhancement, and student engagement.	Professional Learning	08/07/2018	05/24/2019	\$0	Administrator(s), Reading Specialist, Technology Teacher
Parent and Family Engagement Opportunities	Provide parent and family engagement workshops, resource materials, and other training opportunities using a variety of delivery systems to support families in helping their children excel in the area(s) of reading/literacy and mathematics.	Parent Involvement	08/07/2018	05/24/2019	\$0	Reading Specialist and Administrator(s)
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Instructional Materials	Purchase supplemental instructional and educational materials that support an evidence-based curriculum for EL students.	Direct Instruction, Academic Support Program	08/07/2018	05/24/2019	\$0	Intervention Teachers and Administrator(s)
Technology Resources	Purchase digital resources to impact the quality, content, and structure of teaching and learning at WES	Technology	08/07/2018	05/24/2019	\$13443	Administrator(s) and Teachers
Qualified Personnel	Employ certified personnel to provide focused supplemental supports through intervention for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting.	Academic Support Program	08/07/2018	05/24/2019	\$0	Administrator(s)
Total					\$13443	

Other

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

West Elementary School

Parent Education	Provide support and training to families throughout the community who are lacking after-school and/or summer care, through a high-quality enrichment program in a safe learning environment.	Parent Involvement	08/07/2018	05/24/2019	\$750	Program administrator(s) and staff
Professional Development	21st CCLC Administrator(s) and staff, when applicable, will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the 21st CCLC.	Professional Learning	08/07/2018	05/24/2019	\$5000	21st CCLC Program Administrator(s) and Staff
Total					\$5750	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Teachers Salary and Benefits / Materials and Supplies	Purchase supplemental instructional materials, supplies, and textbooks that support the evidence-based curriculum for students attending Title I schools.	Direct Instruction	08/07/2018	05/24/2019	\$416490	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)
Title I Teacher Salary and Benefits / Materials and Supplies	WES intervention teachers will provide small-group instruction to students with the greatest need in reading, and math as needed, using evidence-based programs and materials	Direct Instruction	08/07/2018	05/24/2019	\$416490	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)
Professional Development	Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student growth and achievement.	Professional Learning	08/07/2018	05/24/2019	\$11000	Reading Specialist and Administrator(s)
Total					\$843980	

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	All stakeholder feedback was completed during Russellville City Schools District Accreditation. A file of all reports from the stakeholder feedback is attached. Areas of notable achievement and areas in need of improvement are drawn from the stakeholder feedback data.	WES Stakeholder Feedback Document WES Parent Survey WES Teacher Inventory

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Highest levels of satisfaction/achievement as indicated by the:

West Elementary School Title I Parent Survey:

At the end of the 2017-2018 school year, West Elementary School sent home Title I Parent Surveys. 178 parents/guardians completed and submitted the surveys. The results of this survey indicate the following highest scoring items.

- *97.8% of respondents expressed they feel welcome in their child's school.
- *95.5% of respondents expressed they are encouraged to be involved in their child's education.
- *94.4% of respondents expressed an understanding of their child's report card and test scores.

West Elementary School AdvancEd Teacher Inventory:

Teachers expressed:

- *lessons are based on high expectations for students
- *provision of exemplars for students
- *lessons provide opportunities for students to be actively engaged in their learning
- *students have formal opportunities to develop positive relationships with their peers and/or adults
- *they utilize a formal process to determine the individual learning needs of their students.

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

Recent Russellville City Schools AdvancED stakeholder surveys revealed that a majority of RCS respondents indicate they believe the greatest challenge or issues facing our system over the next five years in order to provide a quality education for all students is the ability to ensure all students are instructed at the appropriate level. West Elementary Title I Parent Survey results indicate a trend toward increasing stakeholder awareness regarding how to best help the student. In 2016-2017, survey results indicated 66.7% of parents were aware of how the Title I School-Parent Compact can help to remind them about things they can do to help their child do better in school. Results from the 2017-2018 Title I Parent Survey indicates an increase of 5.2%. The AdvancEd Teacher Inventory indicates the highest scoring item determined teacher lessons are based on high expectations for students and that lessons provide opportunities for students to be actively engaged in their learning. Results of this survey also indicate that a high percentage of teachers utilize a formal process to determine the individual learning needs of their students. Although these surveys are not perfectly aligned, they indicate a trend toward increasing stakeholder satisfaction or approval.

strongly agreed or agreed that our school provides opportunities for stakeholders to be involved in the school. Although these survey questions are not perfectly aligned, they show an increase of 35% in stakeholder satisfaction at Russellville Elementary School. Increases are also noted in parent satisfaction of the effective use of financial resources. This increase may be attributed to the increased amount of parent involvement and parent input in various areas of the school structure and environment. Parents are encouraged to participate in

classroom activities, invited to attend school functions, and asked to serve on various school committees

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

The above stakeholder findings are consistent with the positive encouragement that is received throughout the school year. Often, feedback received is not formally measured; nonetheless, it is measured through the comments of various stakeholders and school visitors, the participation of parents and families, and the smiles on our students' faces each day. Community involvement activities, such as Grandparents' Day, Fall Fun Day, Parent-Teacher Partnership, Christmas Programs, class celebrations, etc, always bring an influx of positive comments and praise that go unmeasured by surveys or assessments. Our stakeholders take part in several classroom activities throughout the year such as Community Helper presentations, Fire Prevention and Safety, Parent-Teacher Partnership Resource Programs, and much more.

Areas in Need of Improvement

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

Areas indicating overall lowest levels of satisfaction or approval include:

West Elementary School Title I Parent Survey:

At the end of the 2017-2018 school year, West Elementary School sent home Title I Parent Surveys. 178 parents/guardians completed and submitted parent surveys. These surveys indicate the following lowest scoring items.

*44.9% of respondents expressed they do not know how to get involved in school planning and/or review committees.

*53.4% of respondents expressed they do not know about volunteer opportunities at West Elementary School. This is a decrease since the 2016-2017 survey results.

West Elementary School AdvancEd Teacher Inventory:

Teachers' survey results indicate these lowest scoring items:

*I am involved in decisions and actions that impact student achievement and the overall functioning of our school.

*I structure lessons, tasks, and activities that require students' use of digital tools for learning.

*I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional, and personal success of students.

*I provide multiple opportunities for parents, families, and legal guardians to engage in meaningful activities that support student success.

*I receive feedback from my supervisor regarding my professional performance.

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

According to the results of the West Elementary School Title I Parent Survey:

the area of parent and family volunteerism shows a trend toward decreasing stakeholder satisfaction or approval. Survey results from 2015-2016 indicated 47 respondents participate in volunteer activities. Results from the 2016-2017 survey indicate a reduction of 11 volunteers with 36 respondents indicating they participate in volunteer activities. Results from the 2017-2018 Title I Parent Survey reveal a two-year decrease with only 35 respondents indicating they participating in volunteer activities at WES.

West Elementary School AdvancEd Teacher Inventory:

The largest trend toward decreasing faculty and staff satisfaction was in the area of opportunities for involvement in decisions and actions that impact student achievement and the overall function of the school.

What are the implications for these stakeholder perceptions?

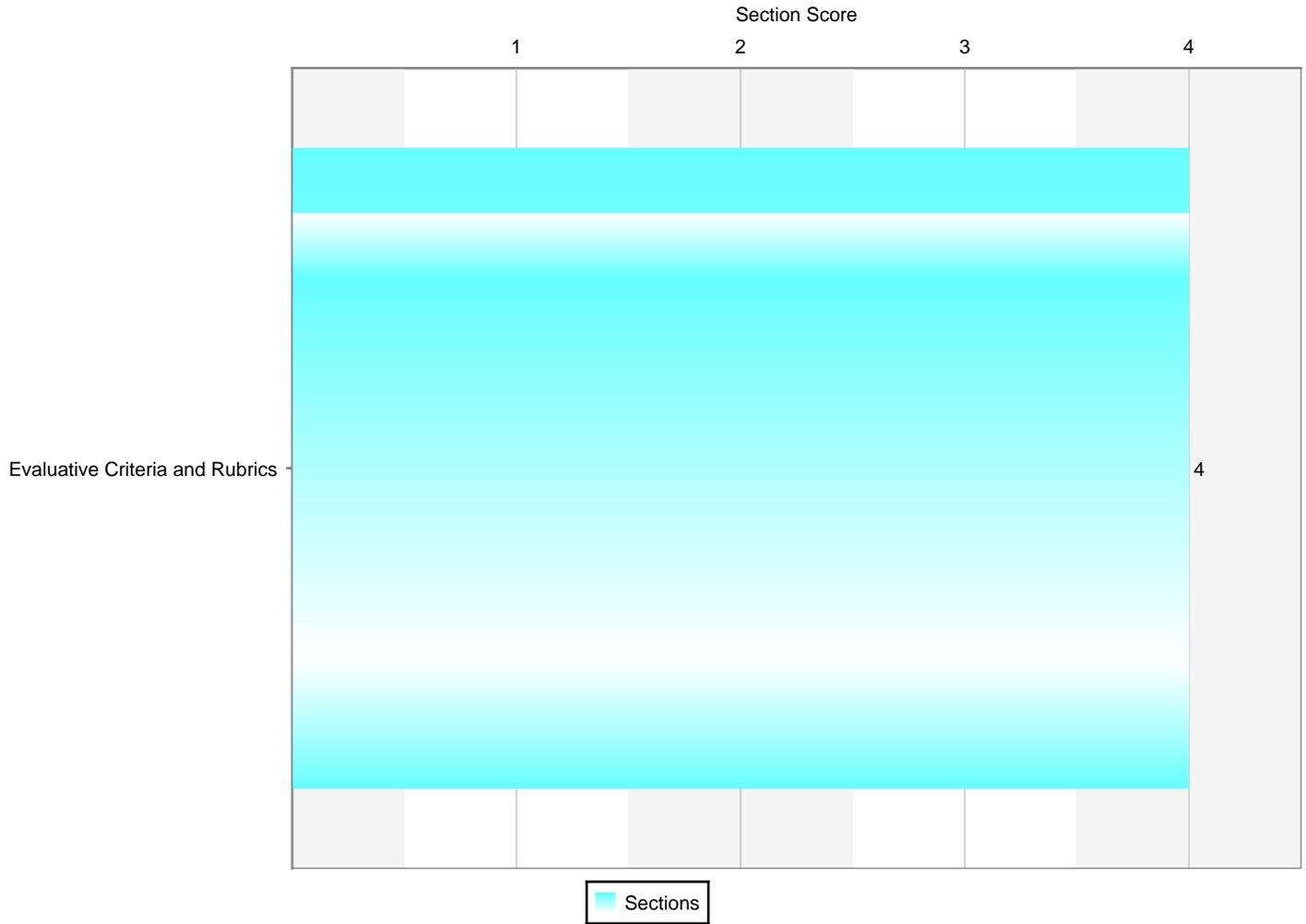
These stakeholder perceptions are at the focal point of our continuous improvement plan. West Elementary School is dedicated to analyzing survey data and identifying and addressing areas in which stakeholders disapprove. These areas are discussed at ACIP meetings and proposals are given for improvement.

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

Based on West Elementary School Title I Parent Survey, 53.4% of parents surveyed reported that they do not know about volunteer work at school. These report findings are consistent with findings from the AdvancEd Teacher Inventory. One of the lowest scoring items indicated by survey results is that teachers don't feel they provide multiple opportunities for parents, families, and legal guardians to engage in meaningful activities that support student success.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Testing and needs assessment data were collected in May 2018 for the 2018-2018 school year. Members of the West Elementary Continuous Improvement Team met on October 3, 2018, to discuss formative and summative data for the 2018-2019 school year to determine WES direction and goals for the 2018-2019 school year. This committee consists of administrators, lead teachers from each grade level, special area teachers, and parents. Some of the data examined included attendance/truancy data, SIR data, Scantron Performance Series data, faculty/staff survey data, Title I Parent Survey data, and Educational Software for Guiding Instruction (ESGI, for Kindergarten only) for reading and math. A summary of all data was presented at the initial meeting and shared via Google Drive with team members. Team members had the opportunity to review all data, ask questions, or give suggestions via a shared online collaborative document. Based on these suggestions, the ACIP team created the 2018-2019 WES Continuous Improvement Plan. The committee reconvened the following week to approve the final plan. Revisions will be made throughout the year as needs change or problems arise.

What were the results of the comprehensive needs assessment?

The Comprehensive Needs Assessment revealed several key pieces of information. Scantron Performance Series data for 2017-2018 Reading Foundations assessment revealed Text Comprehension to be the weakest component in Kindergarten, First Grade, and Second Grade. According to the Scantron Performance Series Gains Analysis Report, 32 percent of kindergarteners, 59 percent of first graders, and 61 percent of second graders met their annual growth target in Reading Foundations. Overall, 50 percent of WES students met their annual target in Reading Foundations. Using the same assessment for mathematics, results indicate that 37 percent of kindergarteners, 50 percent of first graders, and 50 percent of second graders met their annual growth target in Math. Overall, 46 percent of WES students met their annual target in mathematics.

Of the 178 submitted parent surveys, 53.4% of respondents did not know how to get involved in the volunteer opportunities at WES.

Development and implementation of opportunities for parent and family engagement will become a higher priority in the future. West Elementary School will continue to work to efficiently implement the engagement association referred to at the Parent-Teacher Partnership. WES has tentatively scheduled four PTP meetings to simultaneously focus on literacy, math, community resources, and student performance. PTP will also be open to sponsoring the WES Fall Fun Day and Fun Field Day.

What conclusions were drawn from the results?

According to Scantron Performance Series Assessment data, West Elementary School has some areas of weakness in reading and math. The WES stakeholders feel that continued implementation of GoMath partnered with the OnGoing Assessment Project (OGAP) will support our current math scores and allow for growth over the next year. WES will continue to implement the Alabama Math Science Technology Initiative components to aid in the enhancement of Science, Mathematics, and Technology engagement and instruction. WES will begin the implementation of the evidence-based phonics program, Reading Horizons, to support foundational reading instruction in all general education and intervention classrooms. WES will also begin implementing a peer-observation format for networking and professional learning. The classroom teachers will be provided opportunities for professional development based on their needs and weaknesses in order

to address the students' weaknesses in the area of reading, mathematics, classroom management, differentiation, technology, and student engagement. Data accumulated and examined indicates that our areas of focus for the 2018-2019 school year will be in the areas of reading, more specifically phonics, math, and student attendance. A focus will also be placed on increasing student-engaged use of digital devices in the learning setting.

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

Character Education is an issue that the school will be addressing for a second consecutive year. While continuing to focus on efforts to improve student attendance, WES admin will award "Tiger Bucks" for perfect attendance at the end of each grading period. Perfect attendance certificates will also be awarded at the end of the school year. Attendance letters will be sent home weekly and parent phone calls will be made to address truancy issues and absentee questions. These actions should not only help with student achievement but also help improve teacher productivity and instructional time. Based on student achievement data, it was concluded that WES will focus on the foundational reading skills of phonics as it directly affects reading fluency and text comprehension. WES students will receive ongoing differentiated instruction based on their needs in order to increase student achievement. WES teachers will receive ongoing professional development in the pedagogy of best practices for effective reading instruction throughout the year.

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

West Elementary School ACIP goals are based on data from the entire student population. Special recognition is placed on gaps that are evident on the Scantron Performance Series assessments. By providing ongoing differentiated instruction and formative assessment, all students instructional needs will be met.

Trends are also identified in data to help pinpoint any special school population that is struggling. The school improvement plan and formative data are revisited regularly to ensure that student needs are met.

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

The West Elementary School goals are based on current and past data including both formative and summative assessments. The results from academic assessments such as Scantron Performance Series Reading Foundations and Math, DIBELS, and content-specific assessments assisting in making instructional decisions. Data regarding student discipline and attendance are evaluated to determine the best practices and areas of focus for addressing gaps in student achievement and academic performance.

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

West Elementary School ACIP goals are based on data from the entire student population. Special attention is placed on gaps that are evident on Scantron Performance Series Assessments. By providing ongoing differentiated instruction and formative assessment, all students instructional needs will be met.

Trends are also identified in data to help pinpoint any special school population that is struggling. The school improvement plan and formative data are revisited regularly to ensure that student needs are met.

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:

Our students that attend the 21st Century Community Learning Center will make gains in the areas of Reading and Math.

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a behavior to increase the number of students obtaining passing grades that attend the 21st CCLC after-school program in Reading by 05/24/2019 as measured by comparing students first nine-week grade report to their fourth nine-week grade report.

Strategy1:

Student Progress - In order to ensure that the 21st CCLC program is successful, the program will focus on each student's physical, social, emotional, cognitive and creative development.

Category: Develop/Implement Learning Supports

Research Cited: (n.d.). What we know about the impact of the 21st CCLC program. American Institute for Research. Retrieved from <https://www.air.org/sites/default/files/downloads/report/What-We-Know-21st-CCLC-April-2015.pdf>

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC Administrator(s) and staff, when applicable, will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the 21st CCLC.	Professional Learning	08/07/2018	05/24/2019	\$5000 - Other	21st CCLC Program Administrator(s) and Staff

Activity - Parent Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support and training to families throughout the community who are lacking after-school and/or summer care, through a high-quality enrichment program in a safe learning environment.	Parent Involvement	08/07/2018	05/24/2019	\$750 - Other	Program administrator(s) and staff

Goal 2:

All K-2 students will reach College and Career Readiness standards, at a minimum of attaining proficiency or better in reading; and, where applicable, in math and other academic and technical areas

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring in or above the Average High quartile in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Foundation Assessment.

Strategy1:

Title I School-wide Program - Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics, as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight, J. (2012). High-impact instruction: A framework for great for great teaching. Thousand Oaks, CA.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student growth and achievement.	Professional Learning	08/07/2018	05/24/2019	\$11000 - Title I Schoolwide	Reading Specialist and Administrator(s)

Activity - Parent and Family Engagement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide parent and family engagement workshops, resource materials, and other training opportunities using a variety of delivery systems to support families in helping their children excel in the area(s) of reading/literacy and mathematics.	Parent Involvement	08/07/2018	05/24/2019	\$0 - No Funding Required	Reading Specialist and Administrator(s)

Activity - Title I Teacher Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WES intervention teachers will provide small-group instruction to students with the greatest need in reading, and math as needed, using evidence-based programs and materials	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Title I Teachers Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional materials, supplies, and textbooks that support the evidence-based curriculum for students attending Title I schools.	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Goal 3:

All students will improve learning through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a behavior through active engagement activities in differentiated

work stations and phonics-based software in Reading by 05/24/2019 as measured by teacher observations and surveys, formative assessment, student data reports.

Strategy1:

Technology - All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the implementation and engagement of technology

Category: Develop/Implement Professional Learning and Support

Research Cited: Ertmer, P. A. & A. T. Ottenbreit-Leftwich. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*. 42(3), 255-284.

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase digital resources to impact the quality, content, and structure of teaching and learning at WES	Technology	08/07/2018	05/24/2019	\$13443 - State Funds	Administrator(s) and Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology teacher, reading specialist, and administrator(s) will provide training and classroom assistance in the use of digital resources to enhance class structure, management, content enhancement, and student engagement.	Professional Learning	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrator(s), Reading Specialist, Technology Teacher

Goal 4:

All limited English proficient students will show adequate progress in English language acquisition becoming proficient in English within five years; in addition, students will reach high academic standards by attaining proficiency in reading and math

Measurable Objective 1:

2% of Kindergarten, First and Second grade students will demonstrate a proficiency in English-language acquisition this year, with all EL students becoming proficient within five years in Reading by 05/24/2019 as measured by students scoring a language proficiency score of 4.8 or higher on the ACCESS assessment.

Strategy1:

Utilizing EL Teachers and Acquiring Supplies - Tutoring and other focused supplemental supports will be provided for children who are not proficient in English, in addition to our SDAIE core curriculum which is taught in the regular classroom setting that is state and locally funded.

Category: Develop/Implement Learning Supports

Research Cited: According to Calderon, Slavin, and Sanchez, the quality of instruction is what matters most in educating English learners.

Calderon, Margarita, Slavin, and Sanchez. "Effective instruction for English learners." *The Future of Children* 21.1 (2011): 103-127

ACIP

West Elementary School

Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support an evidence-based curriculum for EL students.	Direct Instruction Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Intervention Teachers and Administrator(s)

Activity - Qualified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ certified personnel to provide focused supplemental supports through intervention for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting.	Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Administrator(s)

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:

Our students that attend the 21st Century Community Learning Center will make gains in the areas of Reading and Math.

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a behavior to increase the number of students obtaining passing grades that attend the 21st CCLC after-school program in Reading by 05/24/2019 as measured by comparing students first nine-week grade report to their fourth nine-week grade report.

Strategy1:

Student Progress - In order to ensure that the 21st CCLC program is successful, the program will focus on each student's physical, social, emotional, cognitive and creative development.

Category: Develop/Implement Learning Supports

Research Cited: (n.d.). What we know about the impact of the 21st CCLC program. American Institute for Research. Retrieved from <https://www.air.org/sites/default/files/downloads/report/What-We-Know-21st-CCLC-April-2015.pdf>

Activity - Parent Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support and training to families throughout the community who are lacking after-school and/or summer care, through a high-quality enrichment program in a safe learning environment.	Parent Involvement	08/07/2018	05/24/2019	\$750 - Other	Program administrator(s) and staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC Administrator(s) and staff, when applicable, will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the 21st CCLC.	Professional Learning	08/07/2018	05/24/2019	\$5000 - Other	21st CCLC Program Administrator(s) and Staff

Goal 2:

All K-2 students will reach College and Career Readiness standards, at a minimum of attaining proficiency or better in reading; and, where applicable, in math and other academic and technical areas

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring in or above the Average High quartile in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Foundation Assessment.

Strategy1:

Title I School-wide Program - Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics, as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight, J. (2012). High-impact instruction: A framework for great for great teaching. Thousand Oaks, CA.

Activity - Title I Teacher Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WES intervention teachers will provide small-group instruction to students with the greatest need in reading, and math as needed, using evidence-based programs and materials	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Title I Teachers Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional materials, supplies, and textbooks that support the evidence-based curriculum for students attending Title I schools.	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student growth and achievement.	Professional Learning	08/07/2018	05/24/2019	\$11000 - Title I Schoolwide	Reading Specialist and Administrator(s)

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Activity - Parent and Family Engagement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide parent and family engagement workshops, resource materials, and other training opportunities using a variety of delivery systems to support families in helping their children excel in the area(s) of reading/literacy and mathematics.	Parent Involvement	08/07/2018	05/24/2019	\$0 - No Funding Required	Reading Specialist and Administrator(s)

Goal 3:

All students will improve learning through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a behavior through active engagement activities in differentiated work stations and phonics-based software in Reading by 05/24/2019 as measured by teacher observations and surveys, formative assessment, student data reports.

Strategy1:

Technology - All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the implementation and engagement of technology

Category: Develop/Implement Professional Learning and Support

Research Cited: Ertmer, P. A. & A. T. Ottenbreit-Leftwich. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. Journal of Research on Technology in Education. 42(3), 255-284.

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase digital resources to impact the quality, content, and structure of teaching and learning at WES	Technology	08/07/2018	05/24/2019	\$13443 - State Funds	Administrator(s) and Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology teacher, reading specialist, and administrator(s) will provide training and classroom assistance in the use of digital resources to enhance class structure, management, content enhancement, and student engagement.	Professional Learning	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrator(s), Reading Specialist, Technology Teacher

Goal 4:

All limited English proficient students will show adequate progress in English language acquisition becoming proficient in English within five years; in addition, students will reach high academic standards by attaining proficiency in reading and math

Measurable Objective 1:

2% of Kindergarten, First and Second grade students will demonstrate a proficiency in English-language acquisition this year, with all EL students becoming proficient within five years in Reading by 05/24/2019 as measured by students scoring a language proficiency score of

4.8 or higher on the ACCESS assessment.

Strategy1:

Utilizing EL Teachers and Acquiring Supplies - Tutoring and other focused supplemental supports will be provided for children who are not proficient in English, in addition to our SDAIE core curriculum which is taught in the regular classroom setting that is state and locally funded.

Category: Develop/Implement Learning Supports

Research Cited: According to Calderon, Slavin, and Sanchez, the quality of instruction is what matters most in educating English learners.

Calderon, Margarita, Slavin, and Sanchez. "Effective instruction for English learners." The Future of Children 21.1 (2011): 103-127

Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support an evidence-based curriculum for EL students.	Academic Support Program Direct Instruction	08/07/2018	05/24/2019	\$0 - State Funds	Intervention Teachers and Administrator(s)

Activity - Qualified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ certified personnel to provide focused supplemental supports through intervention for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting.	Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Administrator(s)

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:

All K-2 students will reach College and Career Readiness standards, at a minimum of attaining proficiency or better in reading; and, where applicable, in math and other academic and technical areas

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring in or above the Average High quartile in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Foundation Assessment.

Strategy1:

Title I School-wide Program - Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics, as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight, J. (2012). High-impact instruction: A framework for great for great teaching. Thousand Oaks, CA.

Activity - Title I Teachers Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional materials, supplies, and textbooks that support the evidence-based curriculum for students attending Title I schools.	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Parent and Family Engagement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide parent and family engagement workshops, resource materials, and other training opportunities using a variety of delivery systems to support families in helping their children excel in the area(s) of reading/literacy and mathematics.	Parent Involvement	08/07/2018	05/24/2019	\$0 - No Funding Required	Reading Specialist and Administrator(s)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student growth and achievement.	Professional Learning	08/07/2018	05/24/2019	\$11000 - Title I Schoolwide	Reading Specialist and Administrator(s)

Activity - Title I Teacher Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WES intervention teachers will provide small-group instruction to students with the greatest need in reading, and math as needed, using evidence-based programs and materials	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Goal 2:

All students will improve learning through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a behavior through active engagement activities in differentiated work stations and phonics-based software in Reading by 05/24/2019 as measured by teacher observations and surveys, formative assessment, student data reports.

Strategy1:

Technology - All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the implementation and engagement of technology

Category: Develop/Implement Professional Learning and Support

Research Cited: Ertmer, P. A. & A. T. Ottenbreit-Leftwich. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. Journal of Research on Technology in Education. 42(3), 255-284.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology teacher, reading specialist, and administrator(s) will provide training and classroom assistance in the use of digital resources to enhance class structure, management, content enhancement, and student engagement.	Professional Learning	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrator(s), Reading Specialist, Technology Teacher

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase digital resources to impact the quality, content, and structure of teaching and learning at WES	Technology	08/07/2018	05/24/2019	\$13443 - State Funds	Administrator(s) and Teachers

Goal 3:

All limited English proficient students will show adequate progress in English language acquisition becoming proficient in English within five years; in addition, students will reach high academic standards by attaining proficiency in reading and math

Measurable Objective 1:

2% of Kindergarten, First and Second grade students will demonstrate a proficiency in English-language acquisition this year, with all EL students becoming proficient within five years in Reading by 05/24/2019 as measured by students scoring a language proficiency score of 4.8 or higher on the ACCESS assessment.

Strategy1:

Utilizing EL Teachers and Acquiring Supplies - Tutoring and other focused supplemental supports will be provided for children who are not proficient in English, in addition to our SDAIE core curriculum which is taught in the regular classroom setting that is state and locally funded.

Category: Develop/Implement Learning Supports

Research Cited: According to Calderon, Slavin, and Sanchez, the quality of instruction is what matters most in educating English learners. Calderon, Margarita, Slavin, and Sanchez. "Effective instruction for English learners." The Future of Children 21.1 (2011): 103-127

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Activity - Qualified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ certified personnel to provide focused supplemental supports through intervention for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting.	Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Administrator(s)

Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support an evidence-based curriculum for EL students.	Direct Instruction Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Intervention Teachers and Administrator(s)

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

All K-2 students will reach College and Career Readiness standards, at a minimum of attaining proficiency or better in reading; and, where applicable, in math and other academic and technical areas

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring in or above the Average High quartile in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Foundation Assessment.

Strategy1:

Title I School-wide Program - Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics, as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight, J. (2012). High-impact instruction: A framework for great for great teaching. Thousand Oaks, CA.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student growth and achievement.	Professional Learning	08/07/2018	05/24/2019	\$11000 - Title I Schoolwide	Reading Specialist and Administrator(s)

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Activity - Title I Teachers Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional materials, supplies, and textbooks that support the evidence-based curriculum for students attending Title I schools.	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Parent and Family Engagement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide parent and family engagement workshops, resource materials, and other training opportunities using a variety of delivery systems to support families in helping their children excel in the area(s) of reading/literacy and mathematics.	Parent Involvement	08/07/2018	05/24/2019	\$0 - No Funding Required	Reading Specialist and Administrator(s)

Activity - Title I Teacher Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WES intervention teachers will provide small-group instruction to students with the greatest need in reading, and math as needed, using evidence-based programs and materials	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Goal 2:

All limited English proficient students will show adequate progress in English language acquisition becoming proficient in English within five years; in addition, students will reach high academic standards by attaining proficiency in reading and math

Measurable Objective 1:

2% of Kindergarten, First and Second grade students will demonstrate a proficiency in English-language acquisition this year, with all EL students becoming proficient within five years in Reading by 05/24/2019 as measured by students scoring a language proficiency score of 4.8 or higher on the ACCESS assessment.

Strategy1:

Utilizing EL Teachers and Acquiring Supplies - Tutoring and other focused supplemental supports will be provided for children who are not proficient in English, in addition to our SDAIE core curriculum which is taught in the regular classroom setting that is state and locally funded.

Category: Develop/Implement Learning Supports

Research Cited: According to Calderon, Slavin, and Sanchez, the quality of instruction is what matters most in educating English learners.

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Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support an evidence-based curriculum for EL students.	Academic Support Program Direct Instruction	08/07/2018	05/24/2019	\$0 - State Funds	Intervention Teachers and Administrator(s)

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Activity - Qualified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ certified personnel to provide focused supplemental supports through intervention for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting.	Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Administrator(s)

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.

West Elementary School provides individual student academic achievement results to the parents of English Learners each year. Resources are provided in a language understood by parents and guardians. We use TransAct to translate documents throughout the year in order to ensure the parents of our English Learners understand a variety of reports and information that goes home.

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 Russellville City School System posts vacancies at local schools, the board of education, and the state-wide SearchSoft on-line application database. Applicants are required to complete an on-line application. School administrators hire only those applicants with Highly Qualified certifications. Teachers are then assigned to a classroom where they are highly qualified to teach. This allows teachers to most effectively address the identified academic needs of individual students.

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

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

The teacher turnover rate for West Elementary School is less than 10%.

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

9 teachers have 0-4 years experience

15 teachers have 5-9 years experience

12 teachers have 10-14 years experience

19 teachers have 15 or more years of experience

76% of the teachers at West Elementary School hold a minimum of a Master's Degree

All teachers at West Elementary School are highly qualified.

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).

West Elementary School is dedicated to providing a quality education to all students as well as a quality workplace to all employees. West Elementary School offers opportunities to give input through Google Surveys, opportunities for professional growth and learning through networking and observation and recognizes Staff Appreciation Week during the month of May. Professional Development is provided to our teachers based on survey results to meet the needs of our teachers. We offer a mentor program for our new teachers to ensure that their first few years are successful and they have someone with experience to help them. WES administration will increase efforts to provides more opportunities for social gatherings, networking, and professional development release time during the 2018-2019 school year.

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.

The WES Principal, Assistant Principal, Reading Specialist, and teachers spend time analyzing data in order to determine the types of professional development that will be needed throughout the school year. Instructional partners look at strengths and weaknesses in order to determine which specialists to bring in throughout the school year to provide assistance to our teachers. Scantron Performance Series assessments are administered three times per school year with data meetings following each test window. Taking all available data and feedback into consideration, information is used to determine how half-day professional development sessions will be best utilized in addition to teacher days throughout the school year. Our system has half-day PD days built into the school calendar in order to provide professional development that reflects the needs of our school in order to address the weaknesses of our students and teachers.

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

Data Notebooks & Data Driven Instruction
Digging Deeper Into the Standards
ELEOT Observation Tool
Effective Learning Targets
Dash and Dot Robots
Google Applications for Education
Resources for Using Technology to Engage Students
Using Social Media for Professional Growth
Google Chromebooks and Google Classroom
Book Study-Leaders of Their Own Learning and Mindset
Book Study - The Energy Bus
Positive School Culture
Aspiring Administrator's Academy with Capacity Educational Services Effective Questioning Training
Samuel Turn Around Training
WIDA Standard Training
Dyslexia Training
DIBELS Assessment Training
RTI, Tiered Instruction Training
Alabama Reading Initiative (ARI) Module Training
Reading Horizons Phonics Instruction Training / Webinars / Coaching Cycles
Pineapple Chart - Teacher-Directed Professional Networking and Learning (observational tool)
Alabama Best Practice Center - KLN and PCN communities

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

Each new teacher is provided a mentor teacher to provide them one-on-one assistance throughout their first few years as a teacher. They train them on the basics of iNow, classroom management, lesson planning, etc. New teachers hired at West Elementary school attend a "New Teacher Orientation" before school starts to gain knowledge of school procedures, schedules, and policies. Teachers are paired with a veteran teacher within their grade level. All new teachers participate in the Educate Alabama evaluation process and receive feedback from the evaluator on how to improve their current practices. The Russellville City Curriculum Coordinator also meets with new teachers and provides professional development opportunities as needed.

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

Professional development is sustained and ongoing throughout the school year through the use of surveys, data results, and informal conversations with our staff to determine their needs throughout the school year. The Continuous Improvement Plan includes school-wide goals and strategies to meet these goals. Using these goals, professional development opportunities are created and scheduled based on identified needs. Professional development opportunities are shared with teachers to include in their Professional Learning Plans associated with EducateAlabama. Data collection continues throughout the year and updates are made to the CIP. It is considered a fluid document and changes are made frequently throughout the year, as well as progress notes as the activities are completed.

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:

Our students that attend the 21st Century Community Learning Center will make gains in the areas of Reading and Math.

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a behavior to increase the number of students obtaining passing grades that attend the 21st CCLC after-school program in Reading by 05/24/2019 as measured by comparing students first nine-week grade report to their fourth nine-week grade report.

Strategy1:

Student Progress - In order to ensure that the 21st CCLC program is successful, the program will focus on each student's physical, social, emotional, cognitive and creative development.

Category: Develop/Implement Learning Supports

Research Cited: (n.d.). What we know about the impact of the 21st CCLC program. American Institute for Research. Retrieved from <https://www.air.org/sites/default/files/downloads/report/What-We-Know-21st-CCLC-April-2015.pdf>

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC Administrator(s) and staff, when applicable, will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the 21st CCLC.	Professional Learning	08/07/2018	05/24/2019	\$5000 - Other	21st CCLC Program Administrator(s) and Staff

Activity - Parent Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support and training to families throughout the community who are lacking after-school and/or summer care, through a high-quality enrichment program in a safe learning environment.	Parent Involvement	08/07/2018	05/24/2019	\$750 - Other	Program administrator(s) and staff

Goal 2:

All K-2 students will reach College and Career Readiness standards, at a minimum of attaining proficiency or better in reading; and, where applicable, in math and other academic and technical areas

Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring in or above the Average High quartile in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Foundation Assessment.

Strategy1:

Title I School-wide Program - Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics, as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight, J. (2012). High-impact instruction: A framework for great for great teaching. Thousand Oaks, CA.

Activity - Parent and Family Engagement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide parent and family engagement workshops, resource materials, and other training opportunities using a variety of delivery systems to support families in helping their children excel in the area(s) of reading/literacy and mathematics.	Parent Involvement	08/07/2018	05/24/2019	\$0 - No Funding Required	Reading Specialist and Administrator(s)

Activity - Title I Teachers Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional materials, supplies, and textbooks that support the evidence-based curriculum for students attending Title I schools.	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Title I Teacher Salary and Benefits / Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WES intervention teachers will provide small-group instruction to students with the greatest need in reading, and math as needed, using evidence-based programs and materials	Direct Instruction	08/07/2018	05/24/2019	\$416490 - Title I Schoolwide	Intervention Teachers, Reading Specialist, At-Risk Teacher, Administrator(s)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student growth and achievement.	Professional Learning	08/07/2018	05/24/2019	\$11000 - Title I Schoolwide	Reading Specialist and Administrator(s)

Goal 3:

All students will improve learning through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a behavior through active engagement activities in differentiated

work stations and phonics-based software in Reading by 05/24/2019 as measured by teacher observations and surveys, formative assessment, student data reports.

Strategy1:

Technology - All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the implementation and engagement of technology

Category: Develop/Implement Professional Learning and Support

Research Cited: Ertmer, P. A. & A. T. Ottenbreit-Leftwich. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*. 42(3), 255-284.

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase digital resources to impact the quality, content, and structure of teaching and learning at WES	Technology	08/07/2018	05/24/2019	\$13443 - State Funds	Administrator(s) and Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology teacher, reading specialist, and administrator(s) will provide training and classroom assistance in the use of digital resources to enhance class structure, management, content enhancement, and student engagement.	Professional Learning	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrator(s), Reading Specialist, Technology Teacher

Goal 4:

All limited English proficient students will show adequate progress in English language acquisition becoming proficient in English within five years; in addition, students will reach high academic standards by attaining proficiency in reading and math

Measurable Objective 1:

2% of Kindergarten, First and Second grade students will demonstrate a proficiency in English-language acquisition this year, with all EL students becoming proficient within five years in Reading by 05/24/2019 as measured by students scoring a language proficiency score of 4.8 or higher on the ACCESS assessment.

Strategy1:

Utilizing EL Teachers and Acquiring Supplies - Tutoring and other focused supplemental supports will be provided for children who are not proficient in English, in addition to our SDAIE core curriculum which is taught in the regular classroom setting that is state and locally funded.

Category: Develop/Implement Learning Supports

Research Cited: According to Calderon, Slavin, and Sanchez, the quality of instruction is what matters most in educating English learners.

Calderon, Margarita, Slavin, and Sanchez. "Effective instruction for English learners." *The Future of Children* 21.1 (2011): 103-127

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Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support an evidence-based curriculum for EL students.	Direct Instruction Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Intervention Teachers and Administrator(s)

Activity - Qualified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ certified personnel to provide focused supplemental supports through intervention for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting.	Academic Support Program	08/07/2018	05/24/2019	\$0 - State Funds	Administrator(s)

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?

Grade level meetings are held throughout the year to discuss data, curriculum issues, and best practices. Teachers work with the RTI and EL Teams to identify additional instructional supports and accommodations for students who are not mastering skills in the classroom. Special area and Intervention teachers collaborate with regular classroom teachers to identify specific skills that students may require additional one-on-one or small-group instruction within their classroom.

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?

Russellville City Schools will identify students at risk of failing or most at risk of failing by using several objective criteria including: Scantron Performance Series assessments, ACT Aspire, Wonders Reading assessments, GoMath assessments and student grades, as well as whether or not the students are part of a special population such as migrant, homeless, immigrant, and EL. The identified students will then be recommended for the Title I program by homeroom teachers, administrators or RTI student support team. The eligibility and selection process starts at the beginning of the new school year when baseline assessments are given, and student ACT Aspire and ACCESS scores are reviewed. After the students are identified using the multi-criteria described above, they are rank ordered starting with the student most in need of service. The neediest students are served first and as space becomes available students are pulled into the program according to their rank order. When a student has made significant progress in reading and/or math the student may be released from the program. The student's academic progress will be closely monitored to watch for academic regression. If academic regression is indicated, the student will be readmitted into the Title I program. If at any time during the school year additional students become "at risk", the regular classroom teacher or the Rtl student support team can refer them for Title I assistance. All students may benefit from Title I funds through the use of computers, software, and supplemental instructional materials. Students may also benefit from Title I funds with textbooks purchased after State textbook funds have been exhausted.

West Elementary School Procedures for Identifying and Serving English Learners New Student:

1. All new enrollees must complete a Home Language Survey during their registration.
2. If all questions are answered "English," then he/she is not screened.
3. If any answers include a language other than English, then he/she is screened for services.

WIDA-ACCESS Placement Test (W-APT):

1. The EL teacher uses the W-APT to screen students for placement in the EL program.
2. If a student scores below 4.0, they are placed in the EL program.
3. If a student scores 4.0 or higher, they may enter the EL program.
4. Eligibility and placement letters are sent to parents verifying whether or not EL services will be provided for the student.

Individual EL Plan:

1. When a student's W-APT score indicates a need for services, the EL Committee develops an Individual EL Plan for that student.
2. The Individual EL Plan indicates accommodations and instructional methods to be used in the regular classroom.

Differentiated Instruction in the Regular Classroom

1. The EL teacher provides teachers with information on each EL student.
2. Teachers use WIDA Standards, Can-Do Descriptors, etc. to differentiate instruction for ELs. Strategies are implemented based on the student's language level and need.
3. Students receiving EL services are scheduled for two forty minute periods a week of language instruction with the EL teacher.

Progress Monitoring and Language Assessment

1. Daily by classroom teacher
2. Progress reports, benchmark assessments (Reading and Math), and report cards
3. Annually with ACCESS for ELs
4. Global Scholar Results (Fall, Winter, Spring)

Review/summary of progress made for each EL student

1. Progress is based on achievement and test scores.
2. The progress of each EL is updated in the RES EL spreadsheet.
3. Parent/Guardian Reports with ACCESS score results are delivered to parents.
4. An exit letter is included with scores if the student scores 4.8 or higher. EL services are discontinued for that student.
5. An AMAO letter is sent home if indicated by the central office.

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?

Monthly PST/Rtl and EL committee meetings are held to ensure timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Referrals are made based on classroom content area assessments, teacher observation, and Scantron Performance Series assessment data. Administrators run a failure report once a month to ensure that students who are failing have been referred to the appropriate support committee. Our intervention program is a revolving door where students come in and out of the program as their needs change.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students who experience difficulty mastering achievement standards will be provided with timely, effective, and additional instructional assistance.

This will be accomplished by:

- *Teacher review of student permanent records, previous test results, and any other pertinent information which would help the teacher determine strengths and weaknesses.
- *Communication with parents and previous teachers who have insight into student learning styles.
- *Classroom and intervention teachers use research-based materials which are aligned with the Alabama Course of Study and College and Career Ready Standards.
- *Tiger PAWS After School and Summer Program
- *Providing daily small group instruction and interventions by classroom teachers for students experiencing difficulty.
- *Utilization of Intervention Teachers, Special Education, At-Risk, and EL staff.
- *Progress monitoring students in a timely manner through Scantron Performance Series Formative Assessments.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students at West Elementary School, including those identified as migrant, limited-English proficient, homeless, immigrant, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free lunch/breakfast, Title I, ELL, special education, At-Risk, and counseling services. West Elementary School uses the Department of Human Resources (DHR), the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, immigrant, and limited-English proficient students must have equal access to the same free appropriate public education. All homeless, migratory, immigrant and limited-English students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held accountable without being stigmatized or isolated. Administrators and EL staff identify possible limited English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, the ELL teacher and general education teacher meet to determine appropriate services and placement for each individual student. A variety of services are provided to all students receiving ELL services, such as content area tutoring, pull-out for individual support, and content-based ELL. An ELL teacher will provide services to all ELL students at West Elementary School. The migrant home liaison provides student tutoring and also serves as an interpreter to communicate with the parents of ELL students. Parents are provided with the opportunity to receive important school documents in English and Spanish. If the student scores proficient on the WIDA ACCESS test, the student becomes eligible to exit the ELL program and will be monitored for three years to ensure success. Supplemental services will be provided for exited students who require academic or linguistic assistance. The administrators identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines if a student is eligible for the migrant program.

Migrant students have access to all services and programs available to other students at West Elementary School. West Elementary School provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RtI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, and academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers.

Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. West Elementary School ensures that children with disabilities have access to educational programs, services, and extracurricular activities that are available to non-disabled students.

Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. West Elementary may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Russellville Board of Education. Homeless students have access to all services and programs available to other students at West Elementary School, including Title 1 Reading, special education, At-Risk, Gifted, and ELL services. West Elementary School uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well as school supplies and clothing. School administrators work directly with the courts to

ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at West Elementary School. Russellville City Schools is part of the Community Eligibility Program which ensures all of our students receive free lunch and breakfast. Such students will have access to all programs and services.

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 for Elementary Schools

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.

All students at West Elementary School, including those identified as migrant, immigrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including breakfast and lunch at no cost to students (CEP Program), intervention services, special education, At-Risk, and counseling services. West Elementary School uses the Department of Human Resources (DHR), the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, immigrant, and limited-English proficient students must have equal access to the same free and appropriate public education. All homeless, migratory, immigrant and limited-English students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held accountable without being stigmatized or isolated. Administrators and EL staff identify possible limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test (W-APT) to determine if they are eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental EL services. If the parents or guardians agree for the student to receive services, the EL teacher and general education teacher meet to determine appropriate services and placement for each individual student. A variety of services are provided for EL students, such as At-Risk tutoring and reading and math intervention services. Intervention teachers provide services to EL students at West Elementary School. The EL aide is available to communicate with the parents of EL students if needed. Parents are provided with the opportunity to receive important school documents in English or other languages the parents can understand. If the student scores proficient on the WIDA ACCESS test, he/she becomes eligible to exit the ELL program and will be monitored for 3 years to ensure success. The administrators identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines if a student is eligible for the migrant program. Migrant students receive breakfast and lunch at no cost to the students (CEP). Migrant students have access to all services and programs available to other students at West Elementary. West Elementary School provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The Rtl Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, and academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. West Elementary ensures that children with disabilities have access to educational programs, services, and extracurricular activities that are available to non-disabled students. Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. West Elementary may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Russellville Board of Education. Homeless students have access to all services and programs available to other students at West Elementary, including breakfast and lunch at no cost to the students (CEP), special education services, reading and math intervention, At-Risk, and Gifted services. West Elementary uses community resources to provide homeless

students with necessary school supplies, clothes, and other items of necessity. Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, or other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well as school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at West Elementary School. Economically disadvantaged students are students with low family income. These students receive breakfast and lunch at no cost to the students (CEP) during the school day. These students have equal access to all school programs and services.

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)?

Students who experience difficulty mastering achievement standards will be provided timely, effective, and additional instructional assistance.

This will be accomplished by:

- *Teacher review of student permanent records, previous test results, and any other pertinent information which would help the teacher determine strengths and weaknesses.
- *Communications with parents and previous teachers who have insight about student learning styles.
- *Classroom and intervention teachers use research-based materials which are aligned with the Alabama Course of Study.
- *Providing daily small group instruction and interventions by classroom teachers for students experiencing difficulty.
- *Utilizing special education, At-Risk, and intervention teachers.
- *Progress monitoring students in a timely manner based upon Scantron Performance Series data and other grade-specific data (student data notebooks).
- *Conducting periodic data meetings to discuss strategies and procedures that would encourage student success, review student progress and make changes to instruction as needed.
- *Utilizing the assistance of the instructional coach.
- *Providing breakfast and lunch to all WES students through the Community Eligibility Provision (CEP) program at no cost to the students.
- *SafePlace is a program that serves as a violence prevention resource.
- *West Elementary serves Preschool, Pre-K, and Head Start students who are identified through Child Find activities or have been referred by a physician or other agencies.
- *The WES cafeteria prepares breakfast and lunch for Head Start students.
- *Northwest-Shoals Community College offers an Adult Education/GED Preparation class and an English as a Second Language (ESL) class at Russellville High School. Each class is offered two nights a week.

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

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

Evaluations of the school-wide program are systematic and ongoing. Various school-wide data is collected throughout the school year prior to creating the ACIP in the fall. The ACIP is revisited at least three times throughout the school year to ensure that planned activities and strategies are in place to support the team-created goals.

Stakeholder involvement in the creation of the ACIP ensures that all voices are heard. By September, all parents have received a written invitation to attend the Annual Title I Parent Meeting to describe the purpose of the program. Invitations are sent home in English and Spanish. This annual meeting is open to everyone. Topics addressed include funding, Title I participation, various plans, and academic issues.

The school-wide program is also evaluated through a variety of teams and committees, some of which include teachers and parents. A high value is placed on stakeholder involvement. West Elementary School uses the following teams and committees throughout the year to help guide and evaluate the school-wide program: ACIP Team, Alabama Student Assistance Plan (ASAP) Committee, Capital Outlay Planning Committee, Counseling and Guidance Advisory Committee, Curriculum Team, Data Governance Committee, EL Committee, RTI Committee, Leadership/Literacy Committee, Strategic Committee, Textbook Committee.

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?

Summative data are examined each year as well as formative data. This data includes Attendance/Tuancy data, Scantron Performance Series data, Faculty/Staff Survey data, and Title I Parent Survey data. A summary of all data is presented at the initial ACIP meeting. Team members have the opportunity to review data, ask questions, or give suggestions via a shared online collaborative document. Based on these suggestions, the ACIP team creates the active year's West Elementary Assist School Continuous Improvement Plan. Revisions are made throughout the year as needs change or as problems arise. Individual teachers have access to their students' previous and current data. This data is used to guide and differentiate instruction.

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?

Scantron Performance Series data plays an integral part in identifying effectiveness within each classroom throughout the school year. If students are not showing growth, then instructional strategies are revisited and changes are made to instruction.

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?

After the Continuous Improvement Plan is created, it is revisited periodically to look at data and to identify areas that have been addressed or need to be addressed.

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.	41.31

Provide the number of classroom teachers.

41.67

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2110591.0

Total

2,110,591.00

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.	91840.0

Total

91,840.00

Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	34920.0

Total

34,920.00

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.	53546.0

Total

53,546.00

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.	53387.0

Total

53,387.00

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.	13443.0

Total

13,443.00

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.	4033.0

Total

4,033.00

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.	24021.0

Total

24,021.00

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.	4308.0

Total

4,308.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	416490.58

Provide a brief explanation and breakdown of expenses.

Salaries and Benefits - \$355,492.28

Materials and Supplies (Textbooks) - \$14,998.30

License Agreements (Reading Horizons etc.) - \$25,000.00

Computer Hardware and Software - \$10,000.00

Professional Development - \$11,000.00

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.	150000.0

Provide a brief explanation and a breakdown of expenses.

*This is for the 21st Century Grant
Salaries and Benefits - \$131,368.89
Evaluator - \$4,500.00
EZ Reports - \$1,100.00
Tranportation - \$600.00
Professional Development - \$5,000.00
Materials and Supplies - \$3,681.11
Parental Education - \$750.00
Software - \$2,000.00
Office Supplies - \$1,000.00

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	309036.0

Provide a brief explanation and breakdown of expenses.

Personnel and Benefits - \$135,576.00

Utilities - \$132,000.00

Supplies - \$13,000.00

Repairs and Maintenance - \$8,000.00

Other - \$20,460.00

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

West Elementary School will convene an annual meeting to which parents will be invited and encouraged to attend. The administration and staff of West Elementary School have a strong commitment toward parent and family engagement and have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting is held at a time to accommodate parent work schedules according to parent survey results. We are offering four designated parent meetings this year in order to accommodate the parent's busy schedule. At this meeting, parents will be informed about the school's Title I program and the requirements for the program and for college and career readiness standards. Parents are encouraged to give feedback and suggestions pertaining to how the 1% set-aside money should be most beneficially spent. Parents will be notified about the meeting through letters sent home in English and Spanish; SchoolCast text messages in English and Spanish; and, social media postings. Translators will be available and all handouts will be available in English and Spanish.

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))

West Elementary School provides for the coordination, technical assistance, and other support necessary to assist the Title I participating school in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Additional parent and family meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents and families can attend. Different meetings/activities will be of a different nature so that all parents and families can be encouraged to participate. Some may be more formal and informal. Some may be informal meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. All meetings will have a translator available to assist with language barriers. Parents may be notified of meetings through (1) notices sent home by students in the language parents understand, (2) newspaper announcements, (3) announcements on Russellville City Schools Educational Television Station, (4) internet postings on West Elementary School Website, and (5) public postings in English and Spanish, (6) social media, and (7) school cast messaging system in English and Spanish. During each meeting parents and families are encouraged to notify the school in writing of any comments/concerns they may have that could help in the revision process for future meetings with the same content. Parents of Title I students were involved in the development and review of the Parent and Family Engagement Plan by serving as members of the West Elementary School Advisory Panel. During annual meetings with parents, the Parent and Family Engagement Plan is distributed. The policy/plan is made available in English and Spanish. We use TransAct to professionally translate into a language the parents can understand. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Plan in improving the academic quality of the Title I school, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students. Parent and family engagement is given much emphasis at West Elementary School as required by the Title I law. A portion of the Title I allocation is used to implement activities for

parents to be involved, including family literacy, parent/teacher communication planners, and School Success web content service, which is offered in English and Spanish. Members of the West Elementary School Advisory Panel will be involved in decisions regarding how parent and family engagement funds will be expended.

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))

West Elementary School communicates information to parents and stakeholders through monthly newsletters, school website, social media, SchoolCast phone messaging system, and local newspapers. School information is provided in a language the parent can understand using TransAct. Students also receive a report card each nine-weeks that contains information about upcoming events and holidays. Student state assessment results are sent home with the student each year as well as linked from the school's website. Parents and stakeholders are invited to serve on various school committees. Parents served on the School Leadership Team during the development of this Continuous Improvement Plan. We follow the College and Career Readiness Standards throughout the year, and our teachers use a variety of assessments in order to monitor student growth. We use Scantron Performance Series, DIBELS, rubrics, and a variety of other formative and summative assessments throughout the year. Our students are using data notebooks to set goals and monitor growth.

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))

The School-Parent Compact was developed by the West Elementary School Advisory Panel, which includes school staff and parents. The compact will link school, parents, and communities in order to meet the educational needs of the children with whom they are involved. The School-Parent Compact builds on the belief that school-community links are critical to creating environments where all children can reach high standards. The School-Parent Compact is designed to increase the sharing of responsibility between families and the school for the high performance of all students. As a Title I school, all students will be given a copy of the compact upon entering the program. The compact will be explained to the parents, and they will be asked to sign the compact signifying their commitment to the partnership between the school and their child. This helps to ensure that their child is successful in school. A Spanish version is available, along with an ELL translator to meet with parents and explain the compact. Each teacher will be given the responsibility of explaining the compact to the student and obtaining the student's signature. The principal will sign the compact and they will be housed in the student's classroom for availability during meetings, parent conferences, and/or student teacher conferences. The compact is reviewed each spring by the West Elementary Advisory Panel and updated to meet the needs of the students.

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

Our parents and stakeholders had input on the Continuous Improvement Plan beginning last Spring through the use of surveys. The data from the surveys helped our CIP team develop goals, activities, and discuss how we could reach those goals for the upcoming year. After the Continuous Improvement Plan is approved by the board, a copy is placed in the main office, Counselor's office, and on our school's website.

Parents and stakeholders are encouraged to contact administrators and/or teachers in person, by phone, email, or letter to voice concerns about the Continuous Improvement Plan. We hold annual parent meetings and have parent meetings with most parents at least once a year, and they have the opportunity to submit comments of dissatisfaction with the Continuous Improvement Plan at that time as well. Individual conferences can be scheduled upon request as well. The Title I Advisory Panel distributes surveys at the end of each school year that allows parents to address their concerns and make comments on activities, materials, and training that the school needs to improve or offer for the next school year. These surveys are used, along with comments from the Title I Advisory Panel, to make needed revisions.

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)

In order to build capacity for parental involvement, West Elementary School will explain the curriculum content, data, results, and assessments set forth by our school and the state of Alabama in order to provide assistance to parents of students in the Title I program. A Title I Parent and Family Meeting will occur at the beginning of each school year to inform parents about the Title I program, expectations, etc. Parent conferences are held throughout the year to explain our standards, discuss state and local academic assessments, discuss the student's progress through the use of data notebooks, and determine a variety of strategies that can be used to increase student achievement. Through our social media sites, we will be implementing links on tips, articles, and informational resources for parents who have identified needing more information on additional topics. By using the School Success Ideas on our school web page, which is offered in English and Spanish, our parents are given tips, information, and useful links to help their child.

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)

West Elementary School parents, teachers, paraprofessionals, and administrators will work together as equal partners in developing ways to provide guardians information on various topics such as attendance awareness, bullying, homework help, and tips on how to help their child become a successful learner. These materials will be presented in print and digital formats (Monthly Newsletters, social media, and various

other documents.) We are strengthening our Parent-Teacher Partnership to include a more diverse population with a minimum of one meeting each semester to discuss upcoming events, important reminders, and resources to help foster student growth. This partnership will be a gateway for school-home communication and provide opportunities for parent and family engagement throughout the year. Through the use of Student Success Ideas on our webpage, our parents have the opportunity to learn helpful tips, use the parent guides to improve their child's success, access the video library to learn and develop good character traits, and access the idea of the day where information is shared each day.

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)

West Elementary School will continue working with teachers to help in the understanding of the importance of parent and family engagement in the schools through grade-level meetings, faculty meetings, in-service trainings, and professional development workshops. Parents who serve on the Russellville City Schools Advisory Panel serve as liaison to bring concerns and comments about the Parent and Family Engagement Plan to the other members of the panel so that their comments are considered when revisions are made to the policy/plan. Parents are also given a survey at the end of the school year, to give their comments or concerns on activities, materials, and training that the school should offer or improve on for the next school year. The entire West Elementary School staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement. Student planners are provided for each student to encourage parent/family/teacher communication. Planning periods are also scheduled so that teachers have time for parent communication in order to review assessments, monitor growth, and discuss ways to help the student make gains and show progress. Our students have a data notebook this year, and these are used to show growth on Scantron Performance Series and DIBELS assessments. Students have the opportunity to share their progress with their parents and set goals for themselves to achieve throughout the year. Each teacher is provided access to a classroom webpage to communicate important information to parents. Teachers are encouraged to keep classroom pages current and they receive training on webpage design. We have several teachers that use Twitter, Facebook, Instagram, and/or Remind to communicate information to parents, as well as showcase what the students are working on in the classroom. Our parents have been involved in the classroom throughout the year by serving as guest readers, sharing information about their careers, working alongside the students during the Hour of Code, as well as serving on a variety of committees.

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)

To ensure effective engagement of parents and families and to support a partnership among West Elementary School, parents, and the community that enhances student academic achievement, West Elementary School shall provide:

Program Information for Parents used to train parents on how to understand the state content and performance standards, state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators toward their child's improved performance and achievement.

This will be done through conferences, an annual Title I meeting, various parent meetings are held during the day and evening at which time the school will explain how to understand:

Title I Reading, Alabama Reading Initiative (ARI), Alabama Math Science Technology Initiative (AMSTI), and College and Career Readiness Standards (CCRS).

They will also discuss Go Math, Scantron Performance Series assessments, Student Progress Reports, and Student Report Cards. Other federal programs are discussed during parent meetings when appropriate. A parent newsletter is sent home each month in English and Spanish informing parents of school events, helpful parent tips, student and school successes, and assessment data. Our teachers and staff are offered professional development on parent and family engage

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 concerning a child's progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. An EL aide is available onsite to assist with the creation of such documents and questions from parents of migratory children. West Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrant children, and parents of migratory children. All important information is sent home in a language the parents can understand, as well as notices about parent meetings. SchoolCast, our school messaging system, sends out messages in English and translates them to the language understood so all parents can have an understanding of what is going on at school.

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))

West Elementary School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants, and parents of migratory children. All important information is sent home in Spanish and

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notices about parent and family engagement opportunities and meetings are sent in Spanish. An EL aide is available onsite to assist with the creation of such documents and questions from parents concerning information sent home. Every effort is made to accommodate parents with disabilities. West Elementary School is a handicapped-accessible building with labeled handicapped parking. Special accommodations are made to communicate with all parents by phone or through home visits when needed. Our messaging system, SchoolCast sends messages in a language parents can understand so that all parents are able to understand what is happening at school