



ACIP

West Point Elementary School

Cullman County Board of Education

Mrs. Angie Yarbrough
4300 County Road 1141
Cullman, AL 35057-6651

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Executive Summary

Introduction

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

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

Description of the School

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

West Point was officially named and established as a community in 1918. The community was named by Mr. H. J. Jordan, Mr. W. A. Jordan, and Mr. Jim Lamb. It was first discussed as being "west" of the railroad. The men decided it needed a more descriptive name and added "point" to the name, calling the community West Point.

The first school in the West Point community was built in 1908 and named Crooked Creek School. The Cullman County Board of Education did not have funds available to build the school so the community members decided they would cut logs from their own farms to build the school. They hauled the logs to Mr. Jordan's sawmill and Mr. Jordan cut the logs at no charge. The one room schoolhouse was called Crooked Creek.

In 1918, the school was moved to its present location where a four room building had been built. The school was then renamed West Point. The school was heated by wood heaters. There was no running water and the restroom facilities were outside.

In 1922, a combination auditorium/gymnasium was built onto the back of the original four room schoolhouse.

In 1923, West Point became a junior high school.

In 1918, the school was moved to its present location where a four room building had been built. The school was then renamed West Point. The school was heated by wood heaters. There was no running water and the restroom facilities were outside.

In 1922, a combination auditorium/gymnasium was built onto the back of the original four room schoolhouse. In 1923, West Point became a junior high school.

All of the wood buildings had pot-belly heaters and pine floors, which were kept oiled. Each student brought various vegetables from home to be cooked. The teacher gathered the vegetables, put them in a pot on the pot-belly heater, and at lunch each child was dipped a bowl of soup.

In 1929, the Vocational Agriculture Building was constructed. In 1935, the brick high school was constructed.

The first graduating class was in 1935 and consisted of eight boys and four girls.

The first lunchroom at West Point was an old barracks that was moved from an army camp and set up on campus in 1947. The tables were made of wood, something like picnic tables, and lunches were ten cents each. In 1948, the boys gym, as well as, an addition to the high school was built. In 1951, the old gymnasium was converted to a lunchroom.

In 1960-61, the original wooden schoolhouse was torn down and replaced by the present block/brick building still in use today.

In 1964, the pond across the road was drained and a football stadium was built. The first football season started at West Point that year. The first band at West Point was organized in June, 1967.

In 1964, a six room addition to the high school was added below the gym. In 1969, two additional classrooms and a new Vocational Agriculture and Home Economics Building were added.

A new band room and high school library were constructed in 1973.

In 1976, several new classrooms, as well as, the elementary gymnasium were added. The new high school gymnasium was added in 1978.

In the fall of 1996, a large section of West Point High School was destroyed by fire. The high school attended classes in portable classrooms for the following two and 1/2 years while a new school was constructed. At the same time, a new middle school was built across the road behind the football field.

West Point was separated into three schools in 1997 (High school, Middle School and Elementary). The Elementary school included grades Kindergarten through fifth grade until the Intermediate School was built in 2008. West Point Elementary now serves between 490 and 500 students each year. The latest addition to the WPES campus was in 2002 with the opening of the seven classrooms that serve as our third grade location beside the elementary gym.

Today we strive to provide a superior education for the 506 kindergarten through third grade students, while maintaining the small community feel on which the school was founded. WPES is one of the 11 elementary schools located in Cullman County. Of our 506 students, we have a total of 35 Hispanic, 5 Black, 2 American Indian, 462 White, and 2 Hawaiian or other Pacific Islander. Our free/reduced rate is 64.67%. We are passionate in our endeavor to provide every student with a quality education while striving to ensure a well-rounded child. Within our 41 certified faculty members, 8 hold a Bachelor degree, 27 hold a Master degree, 6 hold an Educational Specialist degree, and 1 teacher is Nationally Board Certified. At West Point Elementary, our sense of community is significant. Approximately fifty percent of our faculty members are alumni; therefore, this existent unity coupled with the desire for our students to achieve sets the irrefutable tone of optimism for our school.

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.

Our school-wide slogan is "We Promote and Encourage Success," a slogan that is visual throughout our school and is known in our community. In addition, our school is guided by the mission statement "to provide opportunities for each student to learn skills, acquire knowledge, and develop character necessary to become successful citizens." As well, the consensus of our school is that our slogan and mission statement express to the students, parents, and community that West Point Elementary is a place where students are valued, encouraged, and welcomed. We value and recognize our students' academic and behavior achievements. Students are recognized through a school-wide morning broadcast. Additionally, students who are distinguished as "Good Citizens" are acknowledged by their names being displayed in our hallway as being a STAR student. We feel that our school provides a variety of channels in which our students feel valued and rewarded for their successes in an assortment of ways. Likewise, our school offers an array of academic outlets to foster the academic development of the whole-child through our science lab, music program, art program and technology classrooms. Our music program includes music classes, chorus, and guitar lab. Our schools combination of programs to recognize student academic, behavior and service achievements, along with our goal to appeal to our students' diverse learning styles echoes the optimistic tone we are eager to convey.

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.

West Point Elementary School is dedicated to the philosophy that our school must focus on the individual student and the instructional program must be planned to serve the needs of every student. Success is evident at West Point Elementary School with 64% of students meeting achievement goals in math on the ASPIRE assessment. An area of improvement is evident in reading with 38% of students meeting achievement goals on the ASPIRE assessment during the 2016 Spring ASPIRE assessment. In 2010, West Point Elementary School was recognized as a Blue Ribbon School for helping students achieve at very high levels and for making significant progress in closing the achievement gap. Teachers and administrators at WPE embrace the understanding that we must carefully examine the strengths and weaknesses of each individual student and plan our instruction according to each student's need. At the beginning of each school year, teachers use data to address weaknesses and guide instruction focusing on areas that need the most improvement. Goals are created in reading and math each year to address weaknesses so that our students continue to meet or exceed standards for proficiency in both 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.

West Point Elementary School will continue to have high expectations of academic excellence for all students. Our "Can do Attitude" is what contributes to the continued success of our students. WPES is a place where learning is top priority. We have made it our goal to support students in their endeavors as they grow into responsible, educated, and service-minded citizens. For the 2016-2017 academic year, West Point Elementary teachers and students are divided into teams called tribes. Each tribe consists of one kindergarten, first, second, and third grade teacher. This system is designed to build community, reduce bullying, break down cliques, provide every student with a sense of belonging, promote camaraderie, teach responsibility, and encourage teamwork. Each year, WPES incorporates a theme that starts with our Guidance Counselor and is integrated throughout all areas of the school day. We are currently partnering with Mental Health and The Link to serve our students. Mental Health will work with our counselor to service our students at the local school. The Link is a program for counselors to use when there is a tragedy in one of our schools; they will have a data base to send a message asking for assistance.

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.

In the spring of each year, West Point Elementary School brings in its CIP Committee to review, evaluate, and begin revisions for the Continuous Improvement Plan. The parents on the committee represent the parents of the entire school and were asked to serve on this committee. Parents are chosen from volunteers who work closely with the school on a regular basis. The committee is then informed of the specific roles by our administration. Meetings are scheduled during and after school hours to accommodate all stakeholders. Parents are notified of the upcoming review and may give their input regarding the revision of the plan. The school leadership team and parent members review the School Improvement Plan to assess which implemented strategies have been met. The school leadership team and parent members meet to assess standardized test data, survey data, and other local data. The team then meets to suggest strategies, professional development, and budget requirements for the CIP plan.

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

The principal oversees the validity of the CIP and instructs teachers to identify academic strengths and weaknesses. The faculty assesses the strengths and weaknesses that correlate to ASPIRE and identifies goals throughout the school year during grade level and data meetings. The ELL teacher develops goals that help ensure our ELL population is served adequately under the CIP and participates in grade level and data meetings. The Special Education teacher assesses strengths and weaknesses and collaborates with the faculty to ensure the strategies and activities being included meet the needs of students with an IEP. Community Stakeholders meet with local school personnel and discuss strengths and weaknesses as they relate to our school and methods of improvement.

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 Improvement Plan can be found on the school's website, viewed at the school or an electronic copy can be emailed at parent's request. Progress as it relates to our improvement plan is distributed at Title I Meetings, Parent/Teacher Conference Day, and by parental request.

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		Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

Spring 2015 ASPIRE math data indicates that 64% of students in 3rd grade are above the national average. Also, 38% of students in 3rd grade reading scored above the national average.

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

ASPIRE scores over the last three years show 68% of 3rd grade students scored at the ready performance level in Math, and 40% of our students scored at the ready performance level in Reading. During these three years, there has been a continuous upward trend in science from 33% to 38%.

Which area(s) indicate the overall highest performance?

ASPIRE scores over the last three years show 64% of 3rd grade students scored at the ready performance level in math.

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

44% of our Hispanic students are scoring at either ready or exceeding on the ASPIRE assessment.

Between which subgroups is the achievement gap closing?

Although there is still much need for improvement, the achievement gap is closing the most for our Hispanic students.

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

During the 2015-2016 school year, less than 16% of 3rd grade students were referred to Student Support Team (RTI). Five students were retained in 3rd grade

Areas in Need of Improvement

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

The 2016 ASPIRE results indicate that only 38% of the students are scoring at ready in reading.

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

The 2016 ASPIRE results indicate that only 64% of the students are scoring at ready in math, and 38% of students are scoring ready in reading.

Which area(s) indicate the overall lowest performance?

2016 ASPIRE results indicate that only 38% of the students are scoring at ready in reading, and 38% of students are scoring at ready in science.

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

Our special needs students are showing a decreasing performance on the ASPIRE assessment.

Between which subgroups is the achievement gap becoming greater?

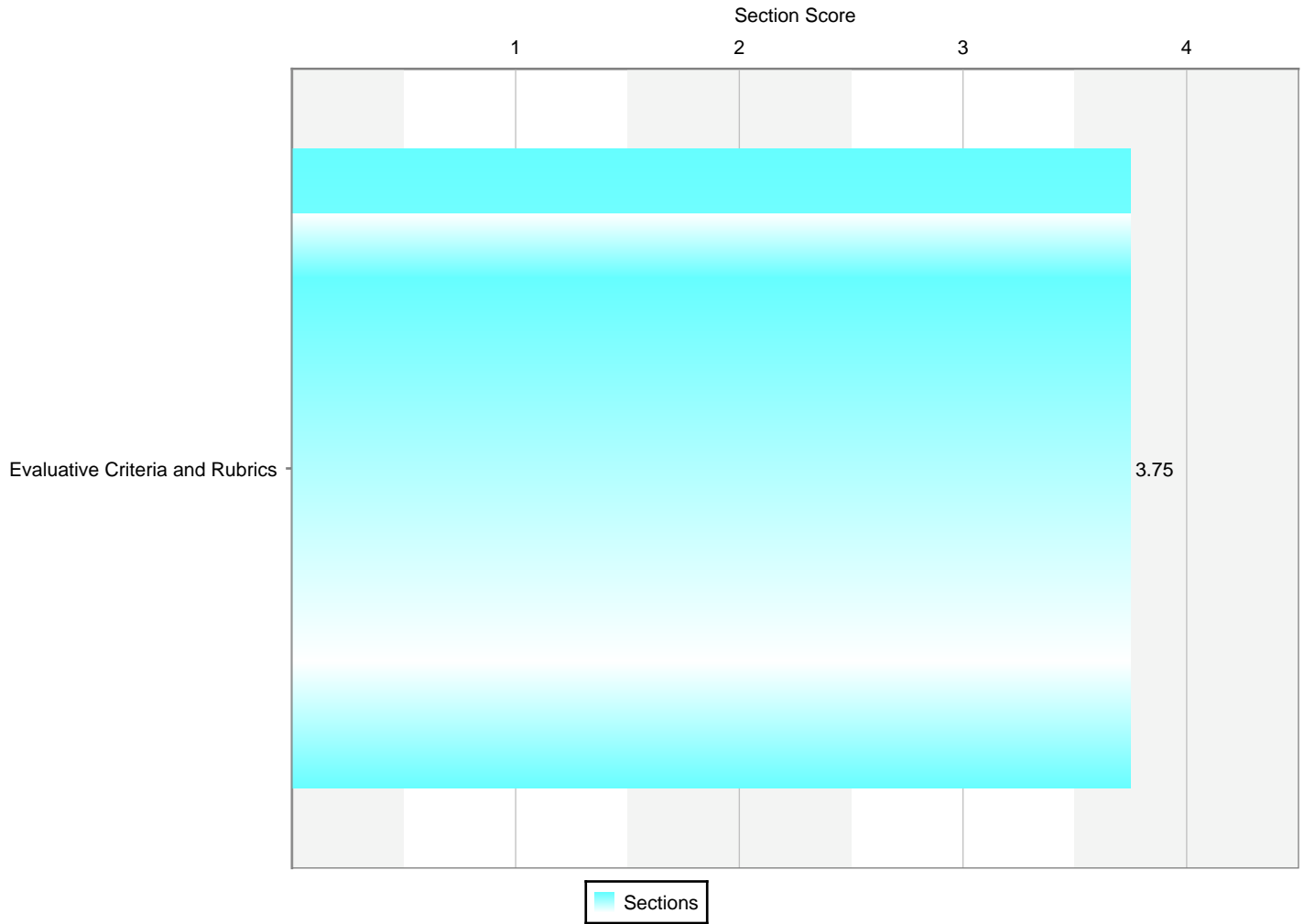
The achievement gap is becoming greater between our Hispanic and special needs students.

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

During the first month of school for 2015-2016 school year, 12% of 2nd grade students and 14% of 3rd grade students were referred to Student Support Team (RTI) to receive intervention instruction in reading, and 6% of 1st grade students, 9% of 2nd grade students, and 9% of 3rd grade students were referred to Student Support Team (RTI) to receive intervention instruction in math.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Assurance 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		School Parent Compact Spanish School Parent Compact

2016-2017 Continuous Improvement Plan

Overview

Plan Name

2016-2017 Continuous Improvement Plan

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	Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Identify barriers to teaching and learning and align support systems to address barriers	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$2700
3	Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$84771
4	Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Progression of EL students toward language acquisition

Measurable Objective 1:

achieve college and career readiness of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL Instruction - EL teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teacher will collaborate to determine an instructional plan for ELL students. EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE - Specially Designed Academic Instruction in English to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL Teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers with ELL students
Activity - Green Folder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers, and Administration
Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers, and Administration

Goal 2: Identify barriers to teaching and learning and align support systems to address barriers

Measurable Objective 1:

collaborate to ensure that teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will complete a self-assessment and their PLP through Educate Alabama. Principals will evaluate throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers Administrators

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. This is a second year focus for our Local Indicator.	Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers Administrators

ACIP

West Point Elementary School

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Community Engagement, Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	Leadership Team
Activity - Cullman County Educational Technology Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On August 4, 2016, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. Throughout the 2016-2017 academic year, teachers will be implementing the various technology tools and activities acquired at the CCETC.	Direct Instruction, Technology, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers Administrators Staff
Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. West Point Elementary will be implementing ABE Systems a tool to be used for our behavioral plan. ABE is designed with student success in mind. ABE places focus on behavior and social success by emphasizing its importance.	Direct Instruction, Behavioral Support Program, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$2700	Title I Part A	Administrators Reading Specialist Teachers
Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Technology, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators Reading Specialists Teachers

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental representatives will bring information to their schools for turn-around training with other parents. Training topics include iNOW from home, Aspire score reports, study skills, technology safety, etc.	Community Engagement, Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	Administrator s Parent Representative

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Administrator s Teachers

Goal 3: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 38% to 43%, and Aspire Math from 64% to 69% by 05/25/2017 as measured by ACT Aspire.

Strategy 1:

Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

West Point Elementary School

All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers and Administration
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Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads, chromebooks, and other technology devices to access the various programs used in instruction and assessments. Appleton Aide will be hired as a resource to support student instruction as they help implement technology integration in the classroom.	Technology, Academic Support Program	08/10/2016	05/25/2017	\$69479	Title I Part A	Teachers and Administrators

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers Reading Specialist Administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$15292	Title I Part A	Teachers Administrators

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers Reading Specialist Administrators
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Goal 4: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/25/2017 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy 1:

Collect and Utilize Data Sources - West Point Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Aspire, Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings.	Professional Learning, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators Reading Specialist Teachers

Activity - CIP Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership Teams will meet mid-year and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Professional Learning, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Leadership Team

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
Green Folder Training	EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers, and Administration
Leadership Team	Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Community Engagement, Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	Leadership Team
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	Teachers Reading Specialist Administrators

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West Point Elementary School

Teacher Advisory Groups	West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. This is a second year focus for our Local Indicator.	Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	Teachers Administrators
Early Release	Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	Teachers Administrators
CIP Review	School Leadership Teams will meet mid-year and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Professional Learning, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	Leadership Team
Dyslexia Screening and Intervention	Local school Rtl Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Technology, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$0	Administrators Reading Specialists Teachers
Implementing the Instructional Framework	All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	Teachers and Administration

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Family Engagement/Parent Advisory Committee	Parental representatives will bring information to their schools for turn-around training with other parents. Training topics include iNOW from home, Aspire score reports, study skills, technology safety, etc.	Community Engagement, Professional Learning, Direct Instruction, Technology, Behavioral Support Program, Academic Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	Administrators Parent Representative
Data Meetings	West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Aspire, Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings.	Professional Learning, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	Administrators Reading Specialist Teachers
Formative Assessments	West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	Teachers Reading Specialist Administrators
Teacher Collaboration for Goal Setting	EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers, and Administration
Data Analysis	At the beginning of school, the EL Teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers with ELL students

ACIP

West Point Elementary School

Cullman County Educational Technology Conference	On August 4, 2016, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. Throughout the 2016-2017 academic year, teachers will be implementing the various technology tools and activities acquired at the CCETC.	Direct Instruction, Technology, Academic Support Program	08/10/2016	05/25/2017	\$0	Teachers Administrators Staff
Monitor and Support Student Attendance (Truancy)	West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	Administrators Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Support Team - RTI	School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly Rtl meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. West Point Elementary will be implementing ABE Systems a tool to be used for our behavioral plan. ABE is designed with student success in mind. ABE places focus on behavior and social success by emphasizing its importance.	Direct Instruction, Behavioral Support Program, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$2700	Administrators Reading Specialist Teachers
Standards Based Instruction	Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$15292	Teachers Administrators

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West Point Elementary School

Digital Curriculum Implementation	West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads, chromebooks, and other technology devices to access the various programs used in instruction and assessments. Appleton Aide will be hired as a resource to support student instruction as they help implement technology integration in the classroom.	Technology, Academic Support Program	08/10/2016	05/25/2017	\$69479	Teachers and Administrators
Total					\$87471	

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	See attached Stakeholder Feedback Worksheet.	Stakeholder Feedback Worksheet

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?

Teacher surveys were completed with 46 teachers participating. Teacher surveys indicate the following standards are strengths: Purpose and Direction, Governance and Leadership, Resources and Support Systems, and Using Results for Continuous Improvement.

The AdvancEd Stakeholder Surveys were compiled from West Point Elementary parents with 106 participating. The results indicated that parents have a positive perception of our school. The survey results indicate that parents feel welcome, encouraged to be involved, and believe teachers are cooperative and willing to discuss academic progress. Parents identified Indicators 4.1, 4.3 as strengths, and 2.3, 3.12, and 4.6 as weaknesses.

We had 430 students participate in the AdvancEd Student Surveys. The surveys indicated overall perception of school is positive, with Indicators 3.8 and 3.9 as strengths and Indicators 1.1, 2.1, 4.4, and 5.4 as weaknesses.

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

The areas that show a trend toward increasing stakeholder satisfaction are indicators 1.1, 2.2, 4.3, 4.4, and 5.4. Indicator 1.1 states that our school's purpose statement is clearly focused on student success. Indicator 4.4 states that our school provides students with access to a variety of information resources to support their learning.. Indicator 5.4 states that my child is prepared for success in the next school year. These results show that our parents are more informed about the instructional practices and assessments that guide their child's educational progress for the academic school year. Parents were also asked to read last years CIP and the goals, strategies, and activities planned for this year, as well as, the parental involvement plan from last year. They were then asked to give feedback on how to make this years plans better and more beneficial for them and their children. Parents were eager to do this and said they were glad to be asked for in-depth input.

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

The findings from the student surveys that show they understand that their teachers want them to learn, that they are learning new things, and that they know when they do good work all fall in line with the increased focus by WPES teachers on the use of strategic teaching strategies. Teachers make their expectations for learning clear and give the students feedback on their learning performance. These strategies are discussed throughout the year during grade level meetings.

Areas in Need of Improvement

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

One of the lowest indicator scores was on Standard 4 Indicator 7. This indicator says that the school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students (score 4.25). Another indicator that received a lower score was Standard 3 Indicator 12. This indicator states that the school has learning support services for all students (score 4.25).

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

The AdvancEd Stakeholder Surveys were compiled from West Point Elementary parents with 91 participating. The results indicated that parents have a positive perception of our school. Parents indicated lack of up-to-date computers (Indicator 3.12) and access to student support services as weaknesses (Indicator 4.7).

What are the implications for these stakeholder perceptions?

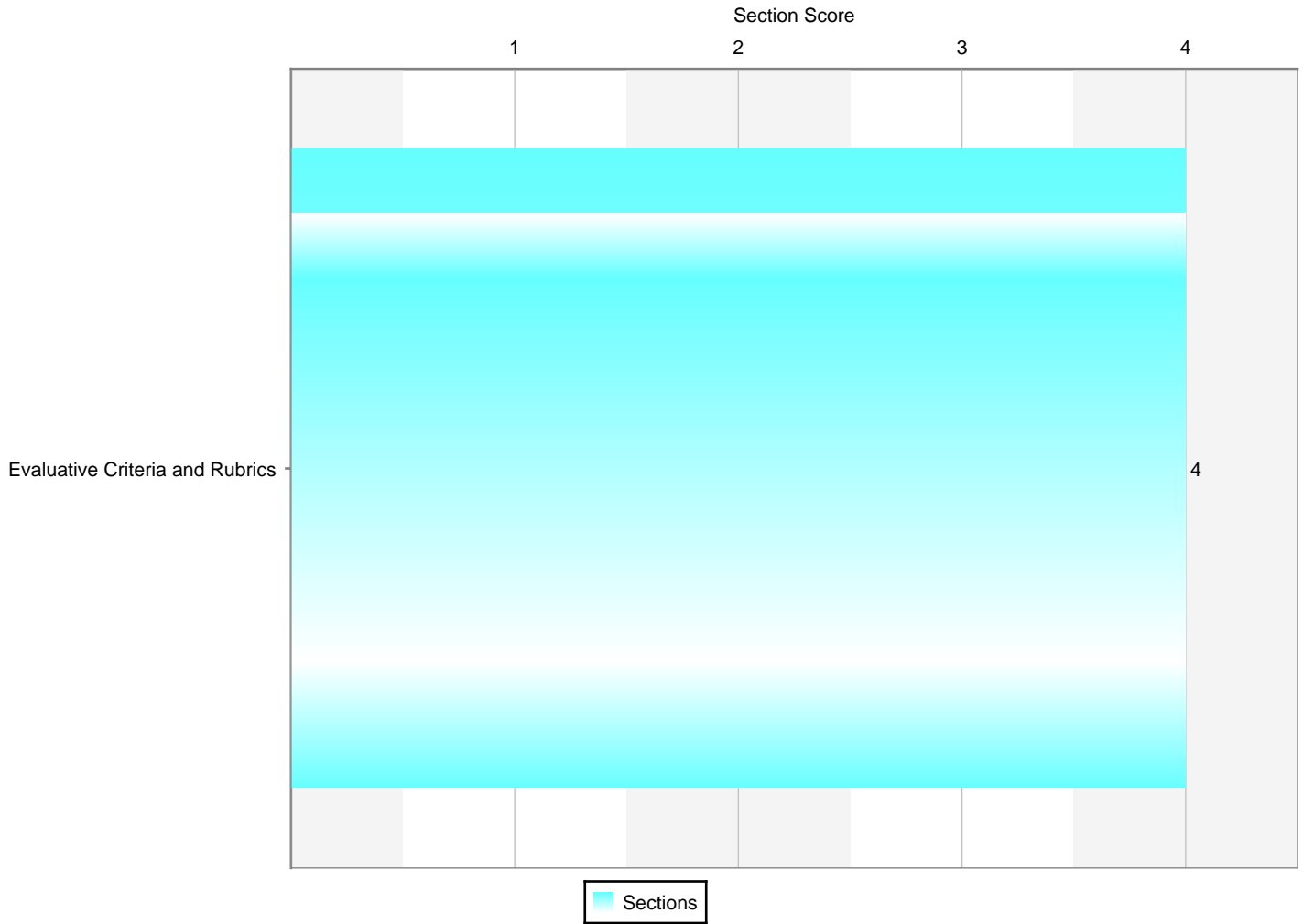
The implication that may be a result of the stakeholder perceptions is that our school does not have adequate infrastructure to support new technologies, but the district is working continuously to improve the condition as we move toward the 1:1 initiative.

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

Findings are consistent from feedback sources that our school does not have adequate infrastructure to support new technologies, but the district is working continuously to improve the condition as we move toward the 1:1 initiative.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The school leadership team and parent members reviewed the school's Continuous Improvement Plan to assess which implemented strategies had been met. The school leadership team and parent members met to assess standardized test data, survey data, and other local data. The team then met to suggest strategies, professional development, and budget requirements for the school's Continuous Improvement Plan.

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

The spring 2016 STAR assessments indicated 58% of 1st grade students scored at/above the 70th percentile in math, and 52% of 1st grade students scored at/above the 70th percentile in reading. Also, the STAR assessments indicated 43% of 2nd grade students scored at/above the 70th percentile in math, and 38% of 2nd grade students scored at/above the 70th percentile in reading. The STAR assessments for the 3rd grade indicate 55% of the students scoring at/above the 70th percentile in math, and 31% of 3rd grade students scored at/above the 70th percentile in reading.

3. What conclusions were drawn from the results?

Areas of strength included the spring 2016 STAR benchmark assessments indicated by 58% of 1st grade students and 55% of 3rd grade students scoring at/above the 70th percentile in math. Also, 52% of 1st grade students scored at/above the 70th percentile in reading. Areas for improvement include increasing the amount of students scoring at ready or exceeding on the ASPIRE assessment by 5%.

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

The AdvancEd teacher surveys were completed with 46 teachers participating. Teacher surveys indicate the following standards as strengths: Learning Communities, Leadership, Implementation, and Outcomes. A lack of high quality student support services was indicated as an area of weakness.

The AdvancEd Stakeholder Surveys were compiled from West Point Elementary parents with 91 parents participating. The results indicated that parents have a positive perception of the school. The survey results indicate that parents feel welcome, are encouraged to be involved, and believe teachers are cooperative and willing to discuss academic progress. Parents indicated a lack of up-to-date computers and other technologies as weaknesses.

We had 419 students participate in the AdvancEd Student Survey. The surveys indicated an overall perception of WPES as being positive, with having high expectations for the students showing as a strength. Communications with the students concerning their expectations and goals and communications with students' parents inviting them to school activities received the lowest scores with an average of 2.55 on a 3.0 scale.

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

The school goals are based on needs assessment data. The use of multiple types of data is evident.

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

The plan includes academic goals based on assessment data, a cultural goal based on survey data, and a system wide goal.

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

West Point Elementary offers after-school tutoring to reinforce academic skills. Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional assistance. This will be accomplished through the following efforts:

- Teacher review of student permanent records, previous test results, and any other information which would help the teacher determine student strengths and weaknesses. At-risk students are referred to SST (Student Support Team) to create an intervention plan.
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and address these results during instruction.
- Communication with previous teachers and parents who have insight about student learning styles.
- Classroom and intervention teachers use of McGraw Hill Wonders and McGraw Hill Reading Wonders Works Intervention material for core reading instruction and intervention, both of which have intervention strategies embedded in the curriculum which are aligned with the Alabama Reading Initiative intervention guidelines.
- Providing small group instruction and intervention for children experiencing difficulty.
- Utilization of instructional aides and intervention teacher to provide additional assistance and intervention for students in small group or individual instructional settings in the classroom.
- Utilize the assistance of a Reading Coach
- Conduct data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed.
- Encourage parental involvement in student education through school conference, telephone conversations, student planners, and volunteer programs.
- The existence of and after-school tutorial program.
- A guitar lab is offered for at-risk students.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 38% to 43%, and Aspire Math from 64% to 69% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Direct Instruction Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

ACIP

West Point Elementary School

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads and other technology devices to access the various programs used in instruction and assessments.	Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

Identify barriers to teaching and learning and align support systems to address barriers

Measurable Objective 1:

collaborate to ensure that teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will complete a self-assessment and their PLP through Educate Alabama. Principals will evaluate throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Teachers

Activity - Cullman County Educational Technology Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On August 4, 2016, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. Throughout the 2016-2017 academic year, teachers will be implementing the various technology tools and activities acquired at the CCETC.	Technology Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators Staff

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. This is a second year focus for our Local Indicator.	Parent Involvement Behavioral Support Program Professional Learning Technology Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

ACIP

West Point Elementary School

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.</p>	<p>Behavioral Support Program Professional Learning Direct Instruction Community Engagement Parent Involvement Academic Support Program Technology</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0 - No Funding Required</p>	<p>Leadership Team</p>

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Parental representatives will bring information to their schools for turn-around training with other parents. Training topics include iNOW from home, Aspire score reports, study skills, technology safety, etc.</p>	<p>Technology Parent Involvement Direct Instruction Community Engagement Academic Support Program Behavioral Support Program Professional Learning</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0 - No Funding Required</p>	<p>Administrators Parent Representative</p>

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly Rtl meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. West Point Elementary will be implementing ABE Systems a tool to be used for our behavioral plan. ABE is designed with student success in mind. ABE places focus on behavior and social success by emphasizing its importance.</p>	<p>Tutoring Academic Support Program Direct Instruction Behavioral Support Program</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0 - No Funding Required</p>	<p>Administrators Reading Specialist Teachers</p>

ACIP

West Point Elementary School

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Technology Professional Learning Academic Support Program Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Technology Tutoring Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialists Teachers

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 38% to 43%, and Aspire Math from 64% to 69% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Academic Support Program Direct Instruction Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads and other technology devices to access the various programs used in instruction and assessments.	Technology Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators

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

Goal 1:

Identify barriers to teaching and learning and align support systems to address barriers

Measurable Objective 1:

collaborate to ensure that teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will complete a self-assessment and their PLP through Educate Alabama. Principals will evaluate throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Behavioral Support Program Direct Instruction Professional Learning Community Engagement Technology Parent Involvement Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Leadership Team

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West Point Elementary School

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental representatives will bring information to their schools for turn-around training with other parents. Training topics include iNOW from home, Aspire score reports, study skills, technology safety, etc.	Technology Professional Learning Academic Support Program Direct Instruction Community Engagement Behavioral Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Parent Representative

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. This is a second year focus for our Local Indicator.	Direct Instruction Academic Support Program Technology Professional Learning Parent Involvement Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Technology Academic Support Program Tutoring Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialists Teachers

Activity - Cullman County Educational Technology Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On August 4, 2016, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. Throughout the 2016-2017 academic year, teachers will be implementing the various technology tools and activities acquired at the CCETC.	Academic Support Program Technology Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators Staff

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West Point Elementary School

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly Rtl meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. West Point Elementary will be implementing ABE Systems a tool to be used for our behavioral plan. ABE is designed with student success in mind. ABE places focus on behavior and social success by emphasizing its importance.	Direct Instruction Tutoring Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialist Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Technology Academic Support Program Direct Instruction Behavioral Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Teachers

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 38% to 43%, and Aspire Math from 64% to 69% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

ACIP

West Point Elementary School

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads and other technology devices to access the various programs used in instruction and assessments.	Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Academic Support Program Direct Instruction Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Goal 3:

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/25/2017 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy1:

Collect and Utilize Data Sources - West Point Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to

continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - CIP Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Teams will meet mid-year and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Professional Learning Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Leadership Team

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Aspire, Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings.	Behavioral Support Program Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialist Teachers

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

Goal 1:

Identify barriers to teaching and learning and align support systems to address barriers

Measurable Objective 1:

collaborate to ensure that teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will complete a self-assessment and their PLP through Educate Alabama. Principals will evaluate throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. This is a second year focus for our Local Indicator.	Parent Involvement Professional Learning Technology Academic Support Program Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Teachers

ACIP

West Point Elementary School

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Parent Involvement Behavioral Support Program Community Engagement Professional Learning Technology Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Leadership Team

Activity - Cullman County Educational Technology Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On August 4, 2016, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. Throughout the 2016-2017 academic year, teachers will be implementing the various technology tools and activities acquired at the CCETC.	Direct Instruction Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators Staff

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental representatives will bring information to their schools for turn-around training with other parents. Training topics include iNOW from home, Aspire score reports, study skills, technology safety, etc.	Professional Learning Community Engagement Behavioral Support Program Direct Instruction Parent Involvement Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Parent Representative

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Academic Support Program Professional Learning Behavioral Support Program Direct Instruction Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Tutoring Technology Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialists Teachers

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. West Point Elementary will be implementing ABE Systems a tool to be used for our behavioral plan. ABE is designed with student success in mind. ABE places focus on behavior and social success by emphasizing its importance.	Behavioral Support Program Direct Instruction Academic Support Program Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialist Teachers

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 38% to 43%, and Aspire Math from 64% to 69% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

ACIP

West Point Elementary School

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Professional Learning Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads and other technology devices to access the various programs used in instruction and assessments.	Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administration

ACIP

West Point Elementary School

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Goal 3:

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/25/2017 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy1:

Collect and Utilize Data Sources - West Point Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Aspire, Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings.	Professional Learning Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialist Teachers

Activity - CIP Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Teams will meet mid-year and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Behavioral Support Program Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Leadership Team

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

Goal 1:

Identify barriers to teaching and learning and align support systems to address barriers

Measurable Objective 1:

collaborate to ensure that teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will complete a self-assessment and their PLP through Educate Alabama.

Principals will evaluate throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Behavioral Support Program Academic Support Program Technology Parent Involvement Community Engagement Professional Learning Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Leadership Team

ACIP

West Point Elementary School

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. This is a second year focus for our Local Indicator.	Academic Support Program Direct Instruction Professional Learning Technology Behavioral Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental representatives will bring information to their schools for turn-around training with other parents. Training topics include iNOW from home, Aspire score reports, study skills, technology safety, etc.	Community Engagement Professional Learning Parent Involvement Behavioral Support Program Technology Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Parent Representative

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. West Point Elementary will be implementing ABE Systems a tool to be used for our behavioral plan. ABE is designed with student success in mind. ABE places focus on behavior and social success by emphasizing its importance.	Academic Support Program Behavioral Support Program Direct Instruction Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialist Teachers

ACIP

West Point Elementary School

Activity - Cullman County Educational Technology Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On August 4, 2016, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. Throughout the 2016-2017 academic year, teachers will be implementing the various technology tools and activities acquired at the CCETC.	Technology Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators Staff

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction Tutoring Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialists Teachers

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Direct Instruction Academic Support Program Behavioral Support Program Technology Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 38% to 43%, and Aspire Math from 64% to 69% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads and other technology devices to access the various programs used in instruction and assessments.	Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Professional Learning Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Goal 3:

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/25/2017 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy1:

Collect and Utilize Data Sources - West Point Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to

continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - CIP Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Teams will meet mid-year and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Behavioral Support Program Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Leadership Team

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Aspire, Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings.	Academic Support Program Professional Learning Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialist Teachers

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

Goal 1:

Progression of EL students toward language acquisition

Measurable Objective 1:

achieve college and career readiness of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teacher will collaborate to determine an instructional plan for ELL students. EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE - Specially Designed Academic Instruction in English to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL Teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers with ELL students

ACIP

West Point Elementary School

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, and Administration

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, and Administration

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

Goal 1:

Identify barriers to teaching and learning and align support systems to address barriers

Measurable Objective 1:

collaborate to ensure that teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will complete a self-assessment and their PLP through Educate Alabama.

Principals will evaluate throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

ACIP

West Point Elementary School

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school Rtl Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Technology Direct Instruction Academic Support Program Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialists Teachers

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Behavioral Support Program Parent Involvement Academic Support Program Direct Instruction Technology Professional Learning Community Engagement	08/10/2016	05/25/2017	\$0 - No Funding Required	Leadership Team

Activity - Cullman County Educational Technology Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On August 4, 2016, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. Throughout the 2016-2017 academic year, teachers will be implementing the various technology tools and activities acquired at the CCETC.	Technology Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators Staff

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly Rtl meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. West Point Elementary will be implementing ABE Systems a tool to be used for our behavioral plan. ABE is designed with student success in mind. ABE places focus on behavior and social success by emphasizing its importance.	Tutoring Behavioral Support Program Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Reading Specialist Teachers

ACIP

West Point Elementary School

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Direct Instruction Professional Learning Technology Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental representatives will bring information to their schools for turn-around training with other parents. Training topics include iNOW from home, Aspire score reports, study skills, technology safety, etc.	Technology Academic Support Program Professional Learning Community Engagement Parent Involvement Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators Parent Representative

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. This is a second year focus for our Local Indicator.	Academic Support Program Behavioral Support Program Professional Learning Technology Parent Involvement Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 38% to 43%, and Aspire Math from 64% to 69% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will be transitioning from the use of STAR Reading and Math as our universal screener to Scantron Performance Series, as well as, DIBELS. Training will be provided throughout the school year on data analysis to assist schools with setting student achievement goals, differentiating instruction in the classroom, and monitoring student progress.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 3:00 PM on Monday.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. Coaching support will be provided for differentiating instruction to support student needs at West Point Elementary. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers Reading Specialist Administrators

ACIP

West Point Elementary School

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2016-2017 academic year, teachers will be visiting the Ron Clark Academy to see the implementation of various instructional and behavioral strategies. Also, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.</p>	<p>Academic Support Program Direct Instruction Professional Learning</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0 - No Funding Required</p>	<p>Teachers Administrators</p>

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. West Point Elementary will be piloting MyOn Project to increase the amount of reading for students. With this pilot program, WPES will be receiving 6,000 eBook titles. Students will be utilizing iPads and other technology devices to access the various programs used in instruction and assessments.</p>	<p>Technology Academic Support Program</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0 - No Funding Required</p>	<p>Teachers and Administrators</p>

Component 3: Instruction by Qualified Staff

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? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

At West Point Elementary, personnel staffing decisions are made to ensure that instruction is provided by highly effective teachers to address the prioritized academic needs of the students. All teachers are certified in their positions and subject areas in order to ensure that instruction is provided by highly effective teachers. Cullman County Schools employ teachers that are highly effective and certified in the subject or grade areas that they teach.

Component 4: Strategies to Attract Qualified Teachers

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

We currently have 41 certified teachers. We have 85% of our faculty with 5 or more years at this school and 67% with 10 or more years at WPES. We currently have 15% with 1-4 years at WPES which includes new teachers that replaced teachers from retirement.

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

Of our 41 teachers, we have 8 that have a B.S. degree; 27 with a M.A. degree; and 6 teachers with an Ed.S, and 1 Nationally Board Certified teacher. We have 89% with 5 or more years teaching experience

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

New teachers consistently meet with the grade level teachers, instructional coach, and principal to address any concerns. New teachers are provided time to observe the instructional coach as needed. Our local board requires all new teachers to attend the New Teacher Academy.

Component 5: High Quality and Ongoing Professional Development

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

Our local board requires all new teachers to attend the New Teacher Academy.

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

Teachers will meet weekly to collaborate, plan lessons, and earn Continuing Education Credits. Furthermore teachers, administrators, and school paraprofessionals will participate in monthly professional development on a wide-range of teacher suggested topics. Instructional coaches, a system math instructional coach, and the local instructional coach will engage in side-by-side teaching using a variety of units, resources, manipulatives, and strategies. Teachers will also have access to Simple K-12, opportunities through Athens State in-service, as well as, local professional development and a variety of web-based professional development opportunities.

West Point Elementary participates in the Volunteers in Public Schools program (VIPS), which involves members of the community volunteering to help students who are at-risk of failure either academically or socially. We also have a parent involvement team in which parents volunteer on a daily basis. Parents encouraged to communicate concerns, questions, or suggestions through the website or student planners. At West Point Elementary, we have an open-door policy to listen to parents and have them make suggestions. We have a parent involvement team in our school. Parents are involved with school activities such as family book fair night, parent/teacher conferences, science night, literacy night, and field trips.

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

West Point Elementary assigned a mentor to each new teacher, as well as, to each teacher that transferred to WPES. West Point Elementary implemented a mentor/mentee checklist of objectives and goals. New teacher mentors/mentees will have support through grade level meetings.

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

Our leadership team meets throughout the year to discuss the professional development topics for our professional learning teams. Our professional learning teams meet weekly during grade level meetings to ensure sustained and ongoing professional development. Our instructional coaches work closely with our leadership team and provide training for implementing Common Core standards and Aspire assessment training. Professional development at West Point Elementary is conducted during monthly early release days, as well as, biweekly grade level meetings. The professional development pertains to a variety of topics: differentiated instruction, student engagement, College and Career Readiness Standards, strategic teaching, Aspire assessments, data analysis, and technology with the implementation of the 1:1 initiative.

Component 6: Transition Strategies

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

West Point Elementary realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered:

- Kindergarten pre-registration is offered in the spring at which time students and parents may meet their teachers.
- West Point Elementary has an open house at the beginning of each school year to provide parents with any needed information regarding their child and school.
- Students enrolled in third grade at West Point Elementary visit West Point Intermediate for an orientation of the new school year prior to moving to fourth grade.
- Kindergarten orientation is held each year prior to the start of school.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers at West Point Elementary participate in weekly grade level meetings, school data meetings, and serve on committees that give them opportunities to provide input into the decisions regarding the use of statewide academic assessments. The Leadership Team met in July 2016 and discussed local district continuous improvement plans, reviewed various data, and noted our celebrations from the previous academic school year, as well as, targeted the challenges for the upcoming school year. Also, our leadership team meets throughout the year to discuss the professional development topics for our professional learning teams.

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

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

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional assistance as needed. Teachers meet weekly to analyze data and identify students that are not mastering standards. Students that are having difficulty mastering standards are placed on RTI. The SST (student support team) will meet to discuss instructional strategies and intervention opportunities. An individual plan is created for the student and intervention strategies are documented. The team meets monthly to monitor the progress of each student.

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

Additional assistance is provided to students who are experiencing difficulty mastering the standards by providing small group instruction and intervention. The utilization of instructional aides and intervention teacher to provide additional assistance and intervention are also available. The reading coach conducts meetings to discuss strategies and procedures that would encourage student success.

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

Students' individual needs are met by following RTI Plans and IEP accommodations when applicable. Differential instruction is provided through the small group instruction with differentiated texts (leveled readers) and approaching level lessons.

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

West Point Elementary offers an after school program.

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

West Point Elementary School is very diligent in ensuring the challenges of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students are addressed. First, migrant students are identified when parents complete the WPES enrollment form. Parents list previous school history on the enrollment form, which helps us to meet the needs of migrant students. Second, English Language Learners are identified when a language other than English is marked on the enrollment form. Once the child has been identified as an ELL student, a WIDA-ACCESS Placement Test (W-APT) is administered. Third,

economically disadvantaged, neglected and/or delinquent, and homeless students are given a meaningful opportunity to participate in and benefit from educational programming at school. Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the Improving America's Schools Act of 1994 and the Stewart B. McKinney-Vento Homeless Assistance Act, all students falling into these categories must have equal access to the same free appropriate public education. Also, such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Finally, special education students to the maximum extent appropriate, children with disabilities ages three to twenty-one must be educated with children who are not disabled. West Point Elementary is committed to the provision of appropriate programs and services for children with disabilities in accordance with Alabama Administrative Code 290-8-9.

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

N/A

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

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

State and Federal programs are coordinated to provide teacher units, reduce class size, provide professional development, and support instruction. Grant monies are used to supplement basic support services to meet the needs of all students.

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

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of West Point Elementary School. The following is a comprehensive list of fund sources with an explanation of their usage:

FEDERAL FUNDS

Title 1 funding for additional teacher units, instructional materials and supplies, technology, and professional development depending on the amount allocated from the free and reduced lunch formula, as well as, the 1% parental involvement set aside.

STATE ALLOCATIONS

State Foundation Program - Provides funding for teacher units and instructional support.

Through the use of these funds, we are able to achieve school wide goals.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

One resource officer is assigned to our schools on the West Point campus. DARE lessons are provided to our first and third grade students. Cullman Caring for Kids visits every classroom during the school year. These programs focus on violence prevention.

Component 10: Evaluation

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

The faculty meets weekly during grade level meetings to discuss academic focus toward school wide goals. Data meetings are held three times during the year to analyze data and monitor the progress of reaching school wide goals. The district visits and participates in walkthroughs to monitor the implementation of the goals.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Meetings are held throughout the school year to analyze data and identify strengths and weaknesses.

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

The Student Support Team (SST) monitors students on RTI monthly to determine if intervention is effective. Intervention will be revised as needed to meet the needs of the students.

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

Data meetings are held after each Scantron testing date to analyze data and ensure continuous improvement.

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

West Point Elementary will be focusing on raising our Aspire scores by 5% from 38% in reading to 43%, and our math scores from 64% to 69%.

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

For this academic year, West Point Elementary added a new goal to connect students with an adult mentor, provide one-on-one guidance, and provide support along the students' learning path. We will target this goal using our Teacher Advisor Program.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	35.44	35.44	1,832,678.00
Administrator Units	1.00	1	85,716.00
Assistant Principal	0.50	.5	25,686.00
Counselor	1.00	1	54,156.00
Librarian	1.00	1	49,332.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	6,594.00
Professional Development	0.00	0	2,484.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	15,788.00
Library Enhancement	0.00	0	828.00
Totals			2,073,262.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	90881.1

Provide a brief explanation and breakdown of expenses.

T-1 (89148.00)

P/I (1733.10)

Teacher = 1 FTE = .03 Salary and Benefits = 1676.66

Classroom Materials and Supplies - (400 - 499) = 47324.18

Parental Involvement - (413) Folders and Planners = 1733.10

Other Student Services- (ABE) = 2700.00

Professional Development - (180 & 200-299) = 1292.16

Professional Development - (300 - 399) Registration and Travel = 14000.00

Appleton Aide = 1 = 22,155.00

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

During the first month school is in session, West Point Elementary holds its annual meeting of Title 1 parents. Parents are notified of the meeting through newspaper, flyers, local churches, newsletters, and ConnectED calling system. During the meeting the following items will be discussed: What it means to be a Title 1 school, the 1% set aside, School Parent Compacts, and Parents Right to Know.

- The annual Title 1 meeting will be held on August 23, 2016 to inform parents about CIP and what it means to be a Title 1 school using our Title 1 parent meeting PowerPoint.
- The CIP will be made available for parents to view on our school website and copies will be made available in the library and in the office.
- Two parents and one community member were involved in writing the plan and are encouraged to attend all CIP meetings including district walk-throughs.
- We have a parent involvement team in our school. Parents are involved with school activities and planning on a daily basis.
- Teachers have classroom web pages to communicate news and assignments.
- Weekly newsletters are sent home as a communication tool between parents and the school.
- Parents are involved in many school activities such as family book fair night, parent/teacher conferences, science night, literacy night, and field trips.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

The leadership and staff at West Point Elementary have a strong belief in the importance of parental involvement; therefore, we have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting will be held on August 23, 2016 at 3:30 P.M. in the library. Our parents participate daily in our parent involvement team. The parent involvement team consists of a facilitator, as well as, two parent leaders who have been trained on Title 1, Part A, parental involvement, and parents' rights. They serve as representatives on decision-making committees, and as a contact person for the Title 1 parents to answer questions about parental involvement and parents' rights. They assist in evaluating the parental involvement plan and training other parents to be parent leaders. We remind parents through the school website and newsletters about parent involvement activities that take place each month. A description of procedures that are employed to allow parents make and submit their comments for dissatisfaction with the School Parent Involvement Policy and Plan to the LEA are provided in the Cullman County Board Policy Manual. Procedures state that any parent who disagrees with the plan can make their complaints known by sending them in writing to the principal or directly to the Cullman County Board of Education. A policy revision procedure is on file to provide the appropriate procedures. Finally, the Parental Involvement funds are used to purchase planners for the students to improve communication between school and home. Planners are available in English and Spanish.

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

related to the education of their children.

West Point Elementary uses its parental involvement funds as follows: to purchase planners for every student to improve communication between school and home. The planners are purchased in English and Spanish. West Point Elementary School has Open House at the beginning of each school year. At Open House, teachers discuss with parents state content and academic standards and assessments. A handbook is sent home that further informs parents about assessments and standards. Open House gives the parents an opportunity to learn about individual class assessments and their role in helping their child succeed. At West Point Elementary, we have a guidance counselor available to assist parents in interpreting state assessment results.

The guidance counselor at West Point Elementary provides a web page with contact information for parents. Weekly newsletters are sent home and posted on teacher web pages as well. Each web page lists weekly assignments and skills. Family Science Night, Scholastic Book Night, Literacy Night, and Technology Night are made available for parents to attend to receive ideas for improving student achievement and foster parental involvement.

West Point Elementary participates in the Volunteers in Public Schools program (VIPS), which involves members of the community volunteering to help students who are at-risk of failure either academically or socially. We also have a parent involvement team in which parents volunteer on a daily basis. Parents encouraged to communicate concerns, questions, or suggestions through the website or student planners. At West Point Elementary, we have an open-door policy to listen to parents and have them make suggestions.

School planners are provided for all students. A Spanish version is available if needed. We have a variety of forms available in Spanish such as lunch forms, parent/teacher conference forms, handbooks, parent compacts, and report cards. A system wide parent liaison is available to help communicate with parents. Teachers also use a web based program to translate newsletters and information sent home.

Parents are involved through our parent volunteer involvement team, and they are encouraged to participate in parent/teacher conferences, Open House, family book fair nights, literacy night, and science night. Parents and teachers work together to plan our Fall Festival, Spring Fling, and musical plays throughout the year.

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

The CIP committee, which is composed of teachers and parents, will review and revise the compacts annually during our summer planning meeting. The compact addresses shared responsibilities for student achievement among parents, teachers, and students. Parents and students are given a School-Parent agreement at Open House to complete and sign. If a parent is not present at Open House, a compact is sent home and discussed at the next parent/teacher conference. These signed compacts are kept on file in the teacher's classroom and used during Open House and parent/teacher conferences to establish a partnership between the school and parents.

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

Each year, our CIP committee which is made up of faculty/staff and parents meets to revise our CIP. If parents would like to submit comments of dissatisfaction, they must submit those in writing to the principal.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

West Point Elementary has Open House at the beginning of each school year. At Open House, teachers discuss with parents State content and academic standards and assessments. A handbook is sent home that further informs parents about assessment and standards. Open House also gives the parent an opportunity to learn about individual class assessments and what their role will be in helping their child to succeed. At West Point Elementary, we have a guidance counselor available to assist parents in interpreting state assessment results.

West Point Elementary guidance counselor provides a web page with contact information for parents. Weekly newsletters are sent home as well as posted on teacher web pages. Each web page lists weekly assignments and skills. Family Science Night, Scholastic Book Night, and Literacy Night are made available for parents to attend to receive ideas for improving student achievement and foster parental involvement.

Progress Reports are sent home in the middle of each grading period and reports cards each 9 weeks. Parents are encouraged to monitor grades. Teachers are available for parent/teacher conferences daily during their planning time.

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

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

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

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:

- Will conduct parenting workshops.
- Partner together to coordinate communication through the following avenues: Title 1 Parent Night, monthly newsletters, and Twitter.
- Send parent notes, calendars, school function announcements, parent/teacher conference forms, parent letters, PTO communications, and progress reports home in Spanish.
- We have a parent involvement team in our school. Parents are involved with school activities and planning on a daily basis.
- Teachers have classroom web pages to communicate news and assignments.
- Weekly newsletters are sent home as a communication tool between parents and the school.
- Parents are involved in many school activities such as family book fair night, parent/teacher conferences, science night, literacy night, and field trips.

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

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

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

Teachers and other school staff will be educated about ways to encourage a partnership between parents and school during monthly professional development.

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

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

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

West Point Elementary participates in Volunteers in Public Schools program (VIPS), which involves members of the community volunteering to help students who are at risk of failure either academically or socially. We also partner with Mental Health to provide services on campus. We have a parent volunteer program in which parents volunteer on a daily basis. One resource offices is assigned to our schools on the West Point campus. The resource offices provides DARE lessons for first and third grade students. Cullman Caring for Kids visits every classroom during the school year. These programs focus on violence prevention.

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

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

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

School planners are provided for every student. A Spanish version is available if needed. We have a variety of forms available in Spanish such as lunch forms, parent/teacher conference forms, handbooks, parent compacts and report cards. A system wide parent liaison is available to help communicate with parents and translate any information as needed. Teachers are also trained in Google Translate to assist in improving communication between school and home.

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

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

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

Parents are asked to provide feedback through surveys and participation in CIP planning. This data is a part of our planning process to insure parents are involved in the planning process. At West Point Elementary, we have an open door policy in which parents can make as appointment to share any request.

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

West Point Elementary has a variety of forms available in Spanish such as lunch forms, parent/teacher conference forms, handbooks, parent compacts, and report cards. A system wide parent liaison is available to help communicate with parents. Teachers also use a web based program to translate newsletters and information sent home. Also, our guidance counselor and ELL teacher offer assistance to parents with limited English proficiency, parents with disabilities, and parents of migratory students.