



## **ACIP**

# Westview Elementary School

Phenix City Board of Education

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

Westview Elementary School was established in 1962. It is a neighborhood school which services a student population of approximately 380 scholars. Westview is located on Ingersoll Drive in Phenix City, Alabama. The student body is comprised of 85% black students, 8% white students, 2% Hispanic students, 2% multi-raced students, and 0.5% Indian students. The 43 member faculty and staff consists of a Principal, a Secretary/Bookkeeper, a Speech Pathologist, a Collaborative Teacher, an Instructional Coach, a Counselor, a Media Specialist, 3 Paraprofessionals, 20 classroom teachers, 2 Physical Education (P.E.) Coaches, 9 Child Nutrition Program employees, and 2 custodians.

Students are exposed to technology in the classrooms via the Smart Board, the Elmo, classroom computers, an iPad mobile lab, and a mini laptop lab. Every teacher is equipped with an iPad! These resources are used to captivate students' attention and to support and enhance the quality instruction being provided by our teachers.

Westview has experienced a noticeable amount of change during the last five years. There have been three changes in school leadership (principal) and twenty-two changes made to the faculty and staff listing. The turnover has been due to retirement, military spouse deployment, relocation to areas closer to family members, and our efforts to secure teachers who are dedicated to making our students better every day by addressing their individual learning needs. Each year, we adapt, adjust, and move forward with the task of providing an education to the children of Phenix City.

Our school is nestled on the hill behind one of Alabama's major highways, the 280 Bypass. We are just a few moments away from the Georgia State line. Westview Elementary School has the support of our community leaders and businesses. The Rotary Club visits to read to our scholars; the Honorable Judge Bellamy participates in school programs; and the Mayor is likely to turn up at any event hosted at any school. Additionally, local business owners support the programs offered to our students and parents with financial donations, volunteers, and refreshments, as needed. We are fortunate to have a strong support network. Our stakeholders care about the education of the children in our community.

Even though we have much to celebrate, there are still some challenges associated with the community of our school. The challenges are inclusive of, but not limited to: the implementation of and mastery of the Common Core Standards as measured by standardized assessments, the implementation of and adjustment to a new Reading Series, the lack of accurate contact information for parents throughout the school year, the minimized sense of urgency for some stakeholders regarding academic progress and student discipline, faculty changes (principals and teachers), the lack of parking for school events, and the lack of a full time intervention teacher.

## School's Purpose

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

The mission of Westview Elementary School, in partnership with family and community, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future. Our goal is to provide excellence learning experiences for all of our students every day.

Teachers collaborate routinely in order to share effective instructional strategies and discuss students' progress in content areas and plan for instructional experiences which address the individual needs of the scholars enrolled at Westview. Through active participation in lesson planning, data meetings, grade level meetings, and collaborative discussions, teachers are able to identify and address the needs of their students. Every member of our faculty understands that every day of instruction counts and every team member contributes to the success of the scholars enrolled at Westview. We provide enriching and engaging learning experiences which address the objectives outlined in the Alabama Course of Study and the College and Career Ready Standards on a daily basis.

## **Notable Achievements and Areas of Improvement**

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

The faculty and staff at Westview Elementary School make a deliberate effort to educate children, conserve energy and save money. Consequently, our school was home to the school district's Classroom Teacher of the Year for 2011, the Support Employee of the Year for 2012, the Rookie Teacher of the Year for 2013 and the Classroom Teacher of the Year for 2013. Additionally, Westview was recognized by the Phenix City Public School District as a 2013 recipient of the Energy Star Certified Building Award. Westview was also a 2011-2012 recipient of the Healthier U.S. Gold Award of Distinction.

Although we are proud of the strides our school has made in energy conservation and finance, our most treasured achievements focus on student achievement. The proficiency rate for fifth grade students on the ARMT+ (Alabama Reading and Math Test Plus) mathematics subtest was 98% according to the 2013 results. This is an increase of 10% from the 2012 proficiency rate. The proficiency rate for third grade students on the ARMT+ mathematics subtest was 82% according to the 2013 results. This is an increase of 8% from the 2012 proficiency rate. The proficiency rate for fifth grade students on the Science Assessment was 87% according to the 2013 results. This reflects a 15% increase from the 2012 proficiency rate of 72%.

Westview is honored to be recognized and celebrated for the efforts made to deliver high quality instruction and conserve energy, but it is our goal to be recognized as one of Alabama's Torchbearer Schools within the next three years. We want to improve the way we teach and the way our students learn and perform. We have accomplished this task before and we are confident in our abilities to do so again.

## Additional Information

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

The Westview Elementary School team collaborates routinely for the purpose of enhancing students' learning and meeting the needs of all students. This collaboration occurs at Grade Level/Problem Solving Team meetings. Problem Solving Teams (PST) assist teachers with the development of an intervention plan for students identified as struggling or experiencing a deficit in a content area. The teams convene monthly to discuss overall student progress and the progress of specific students who receive supplemental services through Tier II (small group) instruction provided by the classroom teacher.

If the students are deemed to be making progress, the interventions are continued. However, when students are not progressing toward an established goal, the PST refers the student to the Response to Intervention (RtI) committee. The RtI committee outlines other means of intervention for struggling students. Student progress is monitored regularly, data is collected and communicated with the team and the parent or guardian of the student and recommendations for testing are made, as dictated by the data collected over the course of the school year. Additionally, students may be pulled out of the classroom for targeted assistance (Tier III) provided by a certified instructor, not the classroom teacher.

In addition to having Problem Solving Teams and time allotted for grade level meetings, Westview teachers are afforded the guidance of an instructional coach. We are implementing strategies to increase overall student performance and targeted areas of performance with her assistance. Professional development is provided as needed and supplemental resources are secured as required to provide a high quality education for all scholars enrolled at Westview.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The school leadership team convened at Westview Elementary School during the summer of 2014 for the purpose of assessing attainment of the goals outlined in the 2013-14 Continuous Improvement Plan and for the purpose of revising the goals to target academic and organizational needs. Aspire data was not available at the time of the meeting. Data used to gauge progress included end-of-year STAR data for reading and math, DIBELS data, and parent surveys completed in May 2014. The same data was shared with the faculty and parents during meetings in August 2014. After which, the faculty collaboratively revised goals to

The School Leadership Team encompasses representatives from all grade levels as well as the principal, instructional coach, and parents. Team members are selected because of their dedication, knowledge of curriculum, and interest in the success of our students and our school. The members are responsible for any decision-making (program or financial) regarding the Continuous Improvement Plan and the distribution of information to their constituency groups.

Input from parents and community members is actively sought in order to ensure that student needs are identified and all available community resources are being utilized. Invitations for participation on the School Leadership Team were extended to parents at the annual Title I Parent Meeting and during the Open House Meeting.

Faculty members are responsible for maintaining documentation of data sources. Implementation of the plan is monitored and reviewed periodically at faculty meetings, grade level meetings, data meetings, and School Leadership Team meetings. The purpose of these meetings is to determine how the outlined strategies are impacting student achievement. Progress is communicated to the faculty, parents, students, and stakeholders through faculty meetings, Parents on Board meetings, progress reports, student planners, and newsletters in order to foster a shared commitment for quality education for all students at Westview Elementary.

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

Parents and community members participated in the development of the plan which will guide teaching and learning for Westview Elementary School. Parents and community members were surveyed, requested to attend planning meetings, asked to serve on the advisory committee, and asked to attend Title I meetings for the district. Students were surveyed. Teachers were surveyed and asked to attend meetings, maintain accurate data binders, and participate in data meetings. Teachers were also tasked with developing and sharing the narrative for their assigned portion of the Continuous Improvement Plan. The administrator provided turn around trainings at the school in addition to disaggregating data, scheduling planning and review meetings, and securing funds for stipends.

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

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Once approved, the plan will be shared at a November Parents on Board Meeting. It will also be shared electronically and made available on the school's website. The plan will be reviewed during each nine week grading period to assess our progress toward intended goals and to assess the effectiveness of the strategies selected. Stakeholders will be informed of our progress at Parents on Board Meetings, the Spring Title I Meeting (January 2015), the February Parents on Board meeting, and through school newsletters.

Printed copies of the document are kept in the Parent Resource Center and the Media Center at Westview. The Continuous Improvement Plan is available for review at any time by stakeholders.

# **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		

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

## Areas of Notable Achievement

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

The overall highest level of satisfaction was Standard 2: Governance and Leadership for the elementary students. 98.77% of the students agreed that at their school teachers want them to do their best work.

The overall highest level of satisfaction for the early elementary students was "My school has books for me to read." 99.53% of the early elementary students agreed with this statement.

The overall highest level of satisfaction was Standard 5: Using Results for Continuous Improvement for parents. 59.6% of the parents strongly agreed and 30.4% agreed that their child or children had administrators and teachers who monitor and inform parents of the students' learning progress.

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

Students agreed that at their school teachers want them to do their best work.

Parents agreed that their child or children had administrators and teachers who monitor and inform parents of the students' learning progress.

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

Students and teachers believe that our school sets clear goals and expects the best from all stakeholders as the goals are pursued.

## **Areas in Need of Improvement**

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

The lowest level of satisfaction indicated by teachers was Standard 4:Resource and Support Systems.

The lowest level of satisfaction for elementary students was Standard 2: Governance and Leadership.

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

No trends show a decrease.

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

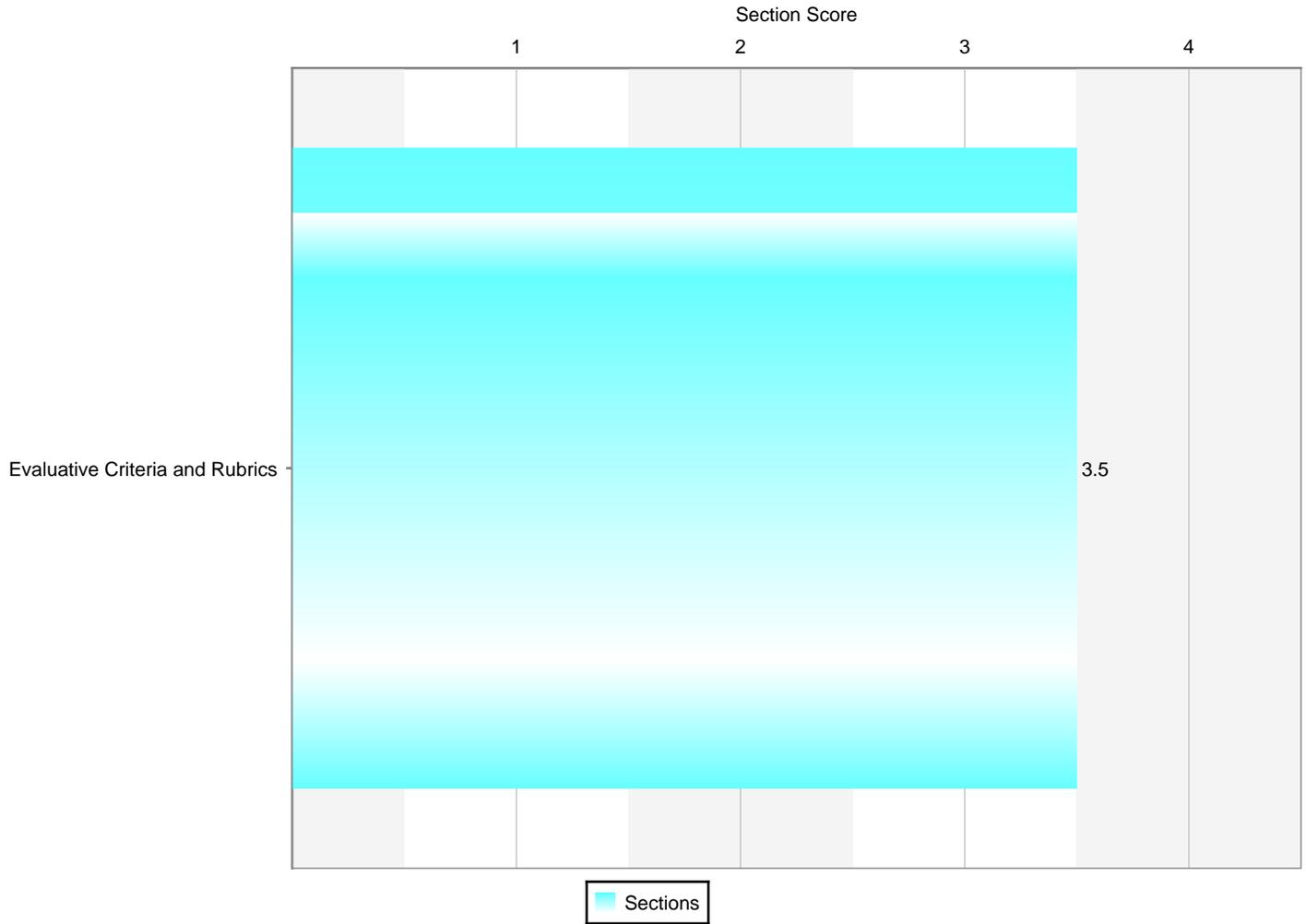
The school needs to ensure that the students are afforded resources through counseling, referrals, career planning, etc. Additionally, students need to be more respectful to teachers.

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

School climate is important to parents, students, and teachers. We will engage teachers in professional learning which aids their understanding of students from various backgrounds and positively impacts the level of mutual respect between teachers and Westview scholars.

## Report Summary

### Scores By Section



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Westview Aspire Data 2014

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

## Areas of Notable Achievement

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

The proficiency rate for fifth grade students on the Aspire Mathematics subtest was 44% according to the 2014 results. Although this is a decrease of 54% from the 2013 ARMT+ (Alabama Reading and Mathematics Test Plus) proficiency rate, it is the highest proficiency percentage received on the newly administered Aspire Test.

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

Mathematics proficiency rates for third and fifth grade have increased steadily each year since the spring 2011 assessment of the ARMT (Alabama Reading and Math Test). This steady increase was even maintained during the transition from the ARMT to the ARMT+ (Alabama Reading and Math Test Plus) assessment. Though not as strong as previous years, math achievement for grades 3-5 was still higher on the Aspire Test than reading.

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

When comparing all grade levels, fifth grade demonstrated mastery of standards at a higher rate. Aspire scores reflect a proficiency rate of 44% for mathematics.

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

All third and fifth grade students show a trend in increasing the percentage of students attaining Level IV (mastery of skill) on the ARMT+ Mathematics subtest. Specifically, African American students in third grade have increased the proficiency percentage from 8.77% in 2011 to 22.22% in 2012 to 22.86% in 2013. African American students in fifth grade show a trend in increasing the percentage of students attaining Level IV on the ARMT+ Mathematics subtest. The percentage of students attaining Level IV (mastery of skill) has increased from 19.70% in 2011 to 28% in 2012 to 44.26% in the spring of 2013.

The same is reflected in data for the Aspire Test. Math performance exceeds reading in third through fifth grades, with the closest margin being a 6% difference in proficiency percentages for reading and math in fourth grade.

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

The achievement gap is closing in math between fifth grade female students and male students. The proficiency percentages differed by 11.43% in 2012 (females 32.26%; males 20.83% proficient). However; the difference in proficiency between the two groups was minimized to  
SY 2014-2015

3.12% in 2013 (girls 48.57%; males 45.45% proficient).

Aspire data reflects the strongest performance in mathematics in fifth grade. However, with this being the first year of the Aspire assessment there is not enough data to identify a trend in Aspire performance at this time.

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

According to STAR data, 77% of the fifth grade students made gains in mathematics from the beginning of the year assessment to the middle of the year assessment.

## Areas in Need of Improvement

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

Since 2014 was the initial administration of the new Aspire test all areas are below expected levels of performance. The expectation was 80% proficient or above. We did not attain 80% in any area.

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

Note: Data is reviewed and compared from year to year. The data reflects the performance of different groups of students.

In third grade reading, the mean percent correct decreased from 60% in 2012 to 54% correct for Standard 1: Apply advanced phonetic analysis to multiple-syllable words.

In fourth grade, student performance data reflected a decrease in the mean percent correct for Numbers and Operations (3): Rename improper fractions as mixed numbers and mixed numbers as improper fractions. The mean percent correct decreased from 44% in 2012 to 32% in 2013. Additionally, the mean percent correct decreased for Geometry (12): Find locations on a map or grid using ordered pairs. The 2012 mean percent correct was 71% and the 2013 mean percent correct was 65%.

Aspire- There is not enough Aspire data to establish a trend.

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

Although overall proficiency increased significantly on the ARMT+ Science Assessment from 48% in 2012 to 72% proficient in 2013, the overall lowest performance occurred in fifth grade in Earth and Space Science Standards (11): Compare distances from the sun to planets in our solar system. The mean percent correct for this standard decreased from 52% in 2012 to 41% in 2013.

The overall lowest performance in math for third grade occurred in Numbers and Operations: Model equivalent forms of fractions. Students attained a mean score of 23% correct. In fourth grade math, the overall lowest performance was in Number and Operations: Recognize equivalent forms of fractions and decimals. The students attained a mean percent correct of 21%. Fifth grade students scored lowest in Measurement Standards: Convert units of measurement within the same system (customary and metric). The students attained a mean correct percentage of 39%.

Aspire- The same standards were identified as needing improvement on the Aspire Test.

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

The free lunch subgroup reflected a decrease in the percentage of students attaining proficiency from the 2012 (24.07%) assessment to the 2013 assessment (22.50%).

establish a trend.

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

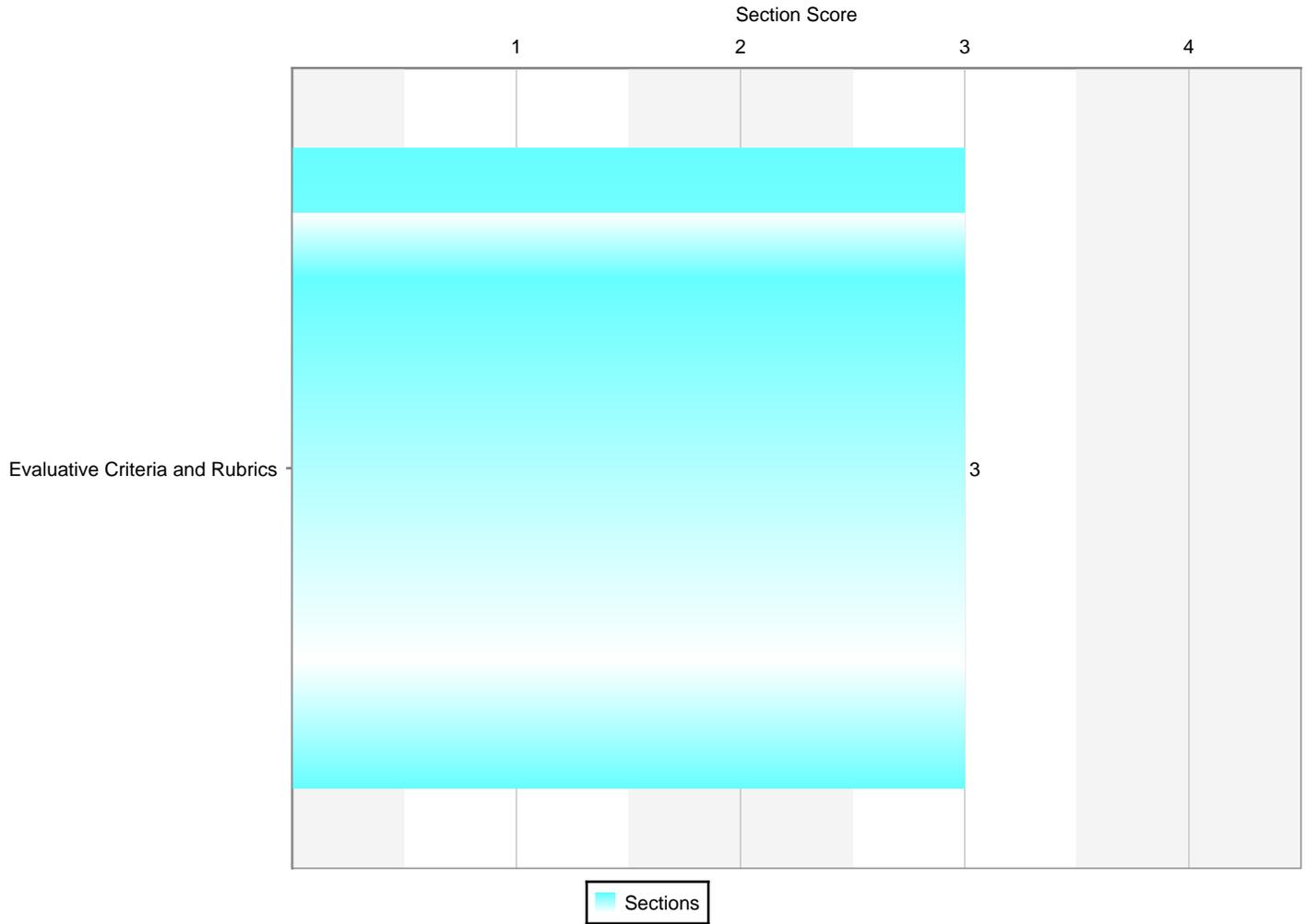
The gap in achievement between males and females in fourth grade math is becoming greater. Both groups have shown progress since the 2012 assessment. However, the females significantly increased their proficiency percentage. The gap expanded from 5.41% in 2012 to 16.92% in 2013.

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

According to Saxon Math data, students are not mastering Number and Operations Standards consistently.

## 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		WES Leadership Team 2014

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	Title IX (Equal Opportunity) is the policy of the Phenix City Board of Education that no person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity of Phenix City Public Schools on the basis of sex, race, religion, belief, national origin, or ethnic group.	

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	The Phenix City School District has designated Mr. Joe Blevins as the person responsible for coordinating efforts to comply with and carry out non-discrimination directives. His contact information is below.  Mr. Joe Blevins 1212 Ninth Avenue P.O. Box 460 Phenix City, Alabama 36867 (334) 298-0534	

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		Parent Service Incentive Program Stakeholder Engagement Plan 2014

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		WES School-Parent Compact

# **Continuous Improvement Plan 14-15**

## **Overview**

### **Plan Name**

Continuous Improvement Plan 14-15

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Westview Elementary School students will be skillful readers.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$5300
2	All Westview Elementary School students will be proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$8100
3	Parents and guardians will be active participants in their students' learning and development.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
4	All EL students will make adequate progress in language acquisition.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
5	All Westview Elementary students will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$21300

## Goal 1: All Westview Elementary School students will be skillful readers.

### Measurable Objective 1:

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/20/2015 as measured by the ASPIRE Test.

### Strategy 1:

Teach Reading Standards - Use the Wonders reading series to support the teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/15/2014	04/20/2015	\$1500	District Funding	All faculty members
Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning	09/15/2014	04/20/2015	\$0	No Funding Required	All classroom teachers and support teachers
Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning	09/15/2014	04/20/2015	\$1500	Title I Part A	All faculty members
Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/15/2014	04/20/2015	\$0	No Funding Required	All faculty members

### Strategy 2:

Wonders Reading Training - Teachers will participate in Wonders Reading training during the pre-service days in August 2014.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

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Activity - Wonders Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2014-15 school year.	Professional Learning	09/15/2014	04/20/2015	\$0	No Funding Required	Instructional coaches, selected teachers

**Strategy 3:**

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/20/2014	04/20/2015	\$2000	Title I Schoolwide	All faculty members

**Strategy 4:**

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program	09/15/2014	04/20/2015	\$300	Title I Schoolwide	All faculty members

**Goal 2: All Westview Elementary School students will be proficient in mathematics.****Measurable Objective 1:**

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

**Strategy 1:**

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics. Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

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Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	09/15/2014	04/20/2015	\$500	Title I Schoolwide	All faculty members
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Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors.	Professional Learning	09/15/2014	04/20/2015	\$2000	Title I Part A	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning	09/15/2014	04/20/2015	\$2000	Title I Schoolwide	All faculty members

**Strategy 2:**

Analyze Math Achievement Data - Teachers will examine student performance data from Saxon Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/20/2014	04/20/2015	\$2000	Title I Schoolwide	All faculty members, administrator, secretary

**Strategy 3:**

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/15/2014	04/20/2015	\$300	Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel

**Strategy 4:**

Set Student Achievement Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/15/2014	04/20/2015	\$300	Title I Schoolwide	All faculty members
Activity - STAR Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/24/2014	05/15/2015	\$1000	Title I Schoolwide	All faculty members

### Goal 3: Parents and guardians will be active participants in their students' learning and development.

#### Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/20/2015 as measured by quarterly parent volunteer logs.

#### Strategy 1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Volunteer Orientation Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/15/2014	04/20/2015	\$0	District Funding	Counselor and Teachers
Activity - Parent Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings.	Parent Involvement	09/15/2014	04/20/2015	\$500	Annual Giving Fund	All faculty members

### Goal 4: All EL students will make adequate progress in language acquisition.

#### Measurable Objective 1:

A total of 1 English Learners students will demonstrate a proficiency in Language Acquisition to meet the schoolwide goal of 53% in English Language Arts by 04/30/2015 as measured by a minimum increase of 0.5% on the ACCESS Test.

**(shared) Strategy 1:**

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/18/2014	05/22/2015	\$0	Title I Schoolwide	Classroom teachers; EL paraprofessional

**Measurable Objective 2:**

A 2% increase of Second grade students will complete a portfolio or performance of language acquisition and communication skills in English Language Arts by 04/30/2015 as measured by the ACCESS test.

**(shared) Strategy 1:**

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/18/2014	05/22/2015	\$0	Title I Schoolwide	Classroom teachers; EL paraprofessional

**Goal 5: All Westview Elementary students will be proficient in science.****Measurable Objective 1:**

A 15% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/20/2015 as measured by Alabama Science Assessment..

**Strategy 1:**

Teach the Standards - All teachers will teach grade level standards for science.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/15/2014	04/20/2015	\$300	Title I Schoolwide	All faculty members

**Strategy 2:**

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction.

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/15/2014	04/20/2015	\$1000	Title I Schoolwide	All faculty members

**Strategy 3:**

Establish a Science Lab - A science lab will be established and made available to the students to allow for hands on science activities.

Activity - Science Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program	09/15/2014	04/20/2015	\$20000	Title I Schoolwide	All faculty members

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Recognition	Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings.	Parent Involvement	09/15/2014	04/20/2015	\$500	All faculty members
<b>Total</b>					\$500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Planning for Standards Based Instruction	Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning	09/15/2014	04/20/2015	\$0	All classroom teachers and support teachers
Wonders Professional Development	Teachers will participate in targeted Wonders training (program implementation, standard correlations, pacing, technology, etc.) throughout the 2014-15 school year.	Professional Learning	09/15/2014	04/20/2015	\$0	Instructional coaches, selected teachers
Vocabulary Instruction	Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/15/2014	04/20/2015	\$0	All faculty members
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Reading Standards Review	Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	09/15/2014	04/20/2015	\$1500	All faculty members
Parent Volunteer Orientation Sessions	Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement	09/15/2014	04/20/2015	\$0	Counselor and Teachers
<b>Total</b>					\$1500	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Planning for Standards Based Instruction	Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors.	Professional Learning	09/15/2014	04/20/2015	\$2000	All faculty members
Standards Based Instruction	Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning	09/15/2014	04/20/2015	\$1500	All faculty members
<b>Total</b>					<b>\$3500</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	English Learners will receive small group instruction daily.	Direct Instruction	08/18/2014	05/22/2015	\$0	Classroom teachers; EL paraprofessional
STAR Celebration	Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/24/2014	05/15/2015	\$1000	All faculty members
Goal Setting Charts	Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/15/2014	04/20/2015	\$300	All faculty members
Science Lab	FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program	09/15/2014	04/20/2015	\$20000	All faculty members
Standards Based Instruction	Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	09/15/2014	04/20/2015	\$300	All faculty members
Grade Level Math Standards Review	Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	09/15/2014	04/20/2015	\$500	All faculty members
Reading Data Meetings	Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/20/2014	04/20/2015	\$2000	All faculty members
Standards Based Instruction	Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning	09/15/2014	04/20/2015	\$2000	All faculty members

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Goal Setting Charts	Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program	09/15/2014	04/20/2015	\$300	All faculty members
Classroom Visits	Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning	09/15/2014	04/20/2015	\$300	PLC team, instructional coach, school administrator, central office personnel
Math Data Meetings	Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/20/2014	04/20/2015	\$2000	All faculty members, administrator, secretary
Data Review	Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/15/2014	04/20/2015	\$1000	All faculty members
<b>Total</b>					<b>\$29700</b>	

# **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.**

Parents are invited to participate in Title I meetings in the fall semester (August) and the spring semester of the year (January). Powerpoint presentations are used to share information about Westview Elementary School's participation in Title I. Title I requirements, the rights of parents to get involved, and activities planned for parental involvement and support are shared at the meetings and other events held throughout the year.

### **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.**

Parent meetings are planned during the school day (morning/afternoon sessions) and after school. Parent participation is requested for annual Title I meetings and their input is solicited and considered for implementation. Additionally, surveys are conducted periodically. If parents are unable to share information in a face-to-face meeting, they have an opportunity to share information via anonymous surveys pertaining to instruction, school activities and operations, and programs offered at the school.

Parent sessions are scheduled to prepare parents for helping students with reading and math assignments. The sessions are offered during morning and afternoon time slots. Parents on Board meetings are held in the evenings after school.

Funds allocated for parent involvement are used by the Parental Involvement Specialist to host parent meetings on pertinent issues in education and to conduct surveys.

### **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.**

Information is communicated to parents via letters, parent meetings (Parents on Board), school cast call-out, the school website, and Facebook. Parent conferences are held as needed to support the academic, social, emotional, and physical development of the students at our school. Parents are also asked to serve on the Parent Advisory committee, the Continuous Improvement Plan committee, and various other committees established for activities held 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).**

Parents are invited to participate in the revision process of the compact by attending a meeting and making suggestions regarding the additions or deletions to the document. The school- parent compact is discussed at the Title I meeting each year. Revisions are made as necessary to address the needs of our school. Additionally, school staff and students complete a goal setting page. Early in the school year, parents are made aware that goal setting charts have been completed via a school cast call-out and parent meetings (Muffins for Moms and Donuts for Dads or Parents' Day). Parents are encouraged to talk about the goals with their student. They are also encouraged to discuss how they can accomplish the goals and help the students develop a plan for good study and work habits to attain the goals.

Detailed information about student goals and their progress toward the goals is shared with parents at the first nine week grading period report card conference and the third nine week grading period report card conference.

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

Parents can share their dissatisfaction about the CIP at the plan development meetings, during a conference with the school administrator, at Parents on Board meetings, or they can note their concerns on the survey at the end of the year.

**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)**

The school has a parent involvement plan and a parent service incentive plan. Both outline activities parents are invited to participate in during the school year. The calendar of events includes but is not limited to: Title I meetings, Report Card conferences, Muffins for Moms, Donuts for Dads, Family Reading Night, Family Craft Night, Science Night, Red Ribbon Week, etc.

Information about student progress toward goals is shared at these events. The standards for instruction are also shared and these events.

**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)**

Sessions will be facilitated in the fall and in the spring pertaining to how parents can help students with literacy throughout the content areas. Sessions will also be scheduled to expose parents to the technology available to their students at school. We will allow parents to explore the ConnectED website, Kahoot, and other technology resources available to our scholars.

**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)**

We strive to create a positive school culture where parents, students, and community members feel welcome on campus. We make efforts to be professional and courteous in our dealing with all stakeholders. Faculty meetings are used to disseminate helpful information about how to interact with parents, students, and community members. We discuss how to host effective Teacher-Parent conferences and how to establish relationships with parents. The home-school connection is essential to our success.

**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)**

The parent resource center is available to parents daily. It contains a copy of the CIP, academic support resources and community agency support brochures.

**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)**

Parent information is distributed in a manner parents can understand. The school-cast callout, email, parent letters and brochures are used. The district has an EL coordinator who helps with translating information in Spanish. Additionally, our district has access to the TRANSACT tool to translate information into languages other than Spanish.

**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)**

The school works to support parents in every way possible. We have personnel available to help connect parents with resources in the community. The secretary and counselor gather information and share it with the appropriate personnel to address the requests and needs of our families.

**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.**

The ESL coach and the TRANSACT program are used to provide information to parents in a language that parents can understand.

# **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 comprehensive needs assessment was conducted by surveying all stakeholders and analyzing End of the Year data and standardized assessment (Aspire Test) results. The faculty identified areas of strength and areas in need of improvement. Areas selected for improvement will be priority for the 2014-2015 school year.

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

The comprehensive needs assessment reflected the need to focus on Numbers and Operations Standards, Algebra Standards, Geometry Standards and Data Analysis and Probability Standards. Additionally, we need to focus on the following reading standards: Use strategies to comprehend functional and textual/informational materials; Use strategies to comprehend literary/recreational materials; and Recognize literary elements and devices from various text formats. Attendance will also be a focus for this year.

Data from parent surveys reflected the need for the school to offer more field trips for students and interest in school uniforms.

3rd Grade Aspire Reading: 13% Proficient

3rd Grade Aspire Math: 35% Proficient

4th Grade Aspire Reading: 27% Proficient

4th Grade Aspire Math: 33% Proficient

5th Grade Aspire Reading: 14% Proficient

5th Grade Aspire Math: 44% Proficient

### 3. What conclusions were drawn from the results?

It was concluded that instruction should be standards based with planned opportunities for students to be active participants in the lesson. Lessons should be connected to real life situations for practical application of the skills learned.

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

It was concluded that the current math program does not sufficiently cover the state standards for each grade level. Additionally, data reflected that overall students were performing better in mathematics than reading. Vocabulary was identified as an interference to maximum student performance on assessment. We will incorporate test language (common core standards verbs - analyze, interpret, outline, etc.) into instruction and discussions with students.

parent-teacher communication is necessary for student success. Parents suggested the school develop a Facebook page and continue to use email and Remind 101 for correspondence.

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

The school's goals focus on improving reading and math student achievement scores on the Aspire Test and improving student achievement scores for the Alabama Science Assessment for fifth grade students. This correlates to the areas identified as needing improvement (math, reading, and science).

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

Goals are developed after reviewing data from surveys, school assessments, program assessments and standardized test results. Program assessments are inclusive of, but not limited to, the STAR Reading and STAR Math assessments. Academic areas reflecting a need for improvement are selected for the Continuous Improvement Plan. Operational areas receiving the highest percentage of response from parents and students are also considered for the Continuous Improvement Plan.

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

The goals are structured to ensure that all students receive high quality engaging instruction. The goals also include strategies which afford teachers an opportunity to examine student data throughout the year and provide differentiated instruction as needed for student success. Additionally, teachers are provided opportunities to learn and/or refine strategies to best meet student needs; and parents are encouraged to become active participants in their student's learning and growth.

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

#### Goal 1:

Students at Westview Elementary School will be skillful readers possessing the capacity to read and understand complex texts.

#### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/20/2015 as measured by the ASPIRE Test.

#### Strategy1:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Research Cited:

Activity - Reading Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning			10/20/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

#### Strategy2:

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Research Cited:

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

#### Strategy3:

Teach Reading Standards - Use the Wonders reading series to support the teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction			09/15/2014	04/20/2015	\$0 - No Funding Required	All faculty members

Activity - Grade Level Reading Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning			09/15/2014	04/20/2015	\$1500 - District Funding	All faculty members

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$1500 - Title I Part A	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning			09/15/2014	04/20/2015	\$0 - No Funding Required	All classroom teachers and support teachers

## Goal 2:

Students at Westview Elementary School will be proficient in mathematics.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

### Strategy1:

Analyze Math Achievement Data - Teachers will examine student performance data from Saxon Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Research Cited:

**ACIP**

Westview Elementary School

Activity - Math Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program			10/20/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members, administrator, secretary

**Strategy2:**

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning			09/15/2014	04/20/2015	\$500 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Part A	All faculty members

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

**Strategy3:**

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Research Cited:

**ACIP**

Westview Elementary School

Activity - Classroom Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel

**Strategy4:**

Set Student Achievement Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Research Cited:

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program			10/24/2014	05/15/2015	\$1000 - Title I Schoolwide	All faculty members

**Goal 3:**

All EL students will show improvement on the ACCESS Test.

**Measurable Objective 1:**

A total of 4 All Students will demonstrate a proficiency reading, writing, listening, and speaking in English Language Arts by 04/30/2014 as measured by a minimum increase of 0.5% on the ACCESS Test.

**Strategy1:**

Use EL Resources provided by Research Based Programs - Students will be provided instruction in small group and whole group settings using research based programs for English Learners.

Research Cited:

**ACIP**

Westview Elementary School

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction			09/02/2013	05/15/2014	\$0 - Title I Schoolwide	Classroom teachers; intervention teacher

**Goal 4:**

Parents and guardians will be active participants in their students' learning and development.

**Measurable Objective 1:**

collaborate to create opportunities for parents to be active participants in school events by 04/20/2015 as measured by quarterly parent volunteer logs.

**Strategy1:**

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Volunteer Orientation Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement			09/15/2014	04/20/2015	\$0 - District Funding	Counselor and Teachers

Activity - Parent Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings.	Parent Involvement			09/15/2014	04/20/2015	\$500 - Annual Giving Fund	All faculty members

**Goal 5:**

Students at Westview Elementary will be proficient in science.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level standards in Science by 04/20/2015 as measured by Alabama Science Assessment.

**Strategy1:**

Establish a Science Lab - A science lab will be established and made available to the students to allow for hands on science activities.

Research Cited:

**ACIP**

Westview Elementary School

Activity - Science Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program			09/15/2014	04/20/2015	\$20000 - Title I Schoolwide	All faculty members

**Strategy2:**

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction.

Research Cited:

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning			09/15/2014	04/20/2015	\$1000 - Title I Schoolwide	All faculty members

**Strategy3:**

Teach the Standards - All teachers will teach grade level standards for science.

Research Cited:

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

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

Students at Westview Elementary School will be skillful readers possessing the capacity to read and understand complex texts.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/20/2015 as measured by the ASPIRE Test.

**Strategy1:**

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Research Cited:

Activity - Reading Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning			10/20/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

**Strategy2:**

Teach Reading Standards - Use the Wonders reading series to support the teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$1500 - Title I Part A	All faculty members

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction			09/15/2014	04/20/2015	\$0 - No Funding Required	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning			09/15/2014	04/20/2015	\$0 - No Funding Required	All classroom teachers and support teachers

Activity - Grade Level Reading Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning			09/15/2014	04/20/2015	\$1500 - District Funding	All faculty members

**Goal 2:**

Students at Westview Elementary School will be proficient in mathematics.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

**Strategy1:**

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning			09/15/2014	04/20/2015	\$500 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Part A	All faculty members

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

**Strategy2:**

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Research Cited:

**ACIP**

Westview Elementary School

Activity - Classroom Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel

**Strategy3:**

Analyze Math Achievement Data - Teachers will examine student performance data from Saxon Math assessments, STAR Math, Aspire, and other assessments in order to guide math instruction and goal setting for students.

Research Cited:

Activity - Math Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program			10/20/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members, administrator, secretary

**Strategy4:**

Set Student Achievement Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Research Cited:

Activity - STAR Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program			10/24/2014	05/15/2015	\$1000 - Title I Schoolwide	All faculty members

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

**Goal 3:**

All EL students will show improvement on the ACCESS Test.

**Measurable Objective 1:**

A total of 4 All Students will demonstrate a proficiency reading, writing, listening, and speaking in English Language Arts by 04/30/2014 as measured by a minimum increase of 0.5% on the ACCESS Test.

**Strategy1:**

Use EL Resources provided by Research Based Programs - Students will be provided instruction in small group and whole group settings using research based programs for English Learners.

Research Cited:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction			09/02/2013	05/15/2014	\$0 - Title I Schoolwide	Classroom teachers; intervention teacher

**Goal 4:**

Students at Westview Elementary will be proficient in science.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level standards in Science by 04/20/2015 as measured by Alabama Science Assessment.

**Strategy1:**

Establish a Science Lab - A science lab will be established and made available to the students to allow for hands on science activities.

Research Cited:

Activity - Science Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program			09/15/2014	04/20/2015	\$20000 - Title I Schoolwide	All faculty members

**Strategy2:**

Teach the Standards - All teachers will teach grade level standards for science.

Research Cited:

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

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

**Goal 1:**

Students at Westview Elementary School will be skillful readers possessing the capacity to read and understand complex texts.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/20/2015 as measured by the ASPIRE Test.

**Strategy1:**

Teach Reading Standards - Use the Wonders reading series to support the teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction			09/15/2014	04/20/2015	\$0 - No Funding Required	All faculty members

Activity - Grade Level Reading Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning			09/15/2014	04/20/2015	\$1500 - District Funding	All faculty members

**ACIP**

Westview Elementary School

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning			09/15/2014	04/20/2015	\$0 - No Funding Required	All classroom teachers and support teachers

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$1500 - Title I Part A	All faculty members

**Strategy2:**

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Research Cited:

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

**Goal 2:**

Students at Westview Elementary School will be proficient in mathematics.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

**Strategy1:**

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning			09/15/2014	04/20/2015	\$500 - Title I Schoolwide	All faculty members

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Part A	All faculty members

**Strategy2:**

Set Student Achievement Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Research Cited:

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program			10/24/2014	05/15/2015	\$1000 - Title I Schoolwide	All faculty members

**Goal 3:**

Parents and guardians will be active participants in their students' learning and development.

**Measurable Objective 1:**

collaborate to create opportunities for parents to be active participants in school events by 04/20/2015 as measured by quarterly parent volunteer logs.

**Strategy1:**

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year.

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will earn points for participation in various school activities. They will be recognized at Parents on Board meetings.	Parent Involvement			09/15/2014	04/20/2015	\$500 - Annual Giving Fund	All faculty members

Activity - Parent Volunteer Orientation Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents must complete a volunteer orientation session before being allowed on campus as a volunteer.	Parent Involvement			09/15/2014	04/20/2015	\$0 - District Funding	Counselor and Teachers

**Goal 4:**

Students at Westview Elementary will be proficient in science.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level standards in Science by 04/20/2015 as measured by Alabama Science Assessment.

**Strategy1:**

Establish a Science Lab - A science lab will be established and made available to the students to allow for hands on science activities.

Research Cited:

**ACIP**

Westview Elementary School

Activity - Science Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program			09/15/2014	04/20/2015	\$20000 - Title I Schoolwide	All faculty members

**Strategy2:**

Teach the Standards - All teachers will teach grade level standards for science.

Research Cited:

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

**4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

Students at Westview Elementary School will be skillful readers possessing the capacity to read and understand complex texts.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/20/2015 as measured by the ASPIRE Test.

**Strategy1:**

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Research Cited:

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

**Strategy2:**

Teach Reading Standards - Use the Wonders reading series to support the teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$1500 - Title I Part A	All faculty members

Activity - Grade Level Reading Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning			09/15/2014	04/20/2015	\$1500 - District Funding	All faculty members

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction			09/15/2014	04/20/2015	\$0 - No Funding Required	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning			09/15/2014	04/20/2015	\$0 - No Funding Required	All classroom teachers and support teachers

**Goal 2:**

Students at Westview Elementary School will be proficient in mathematics.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

**Strategy1:**

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning			09/15/2014	04/20/2015	\$500 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Part A	All faculty members

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

### Strategy2:

Set Student Achievement Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Research Cited:

Activity - STAR Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program			10/24/2014	05/15/2015	\$1000 - Title I Schoolwide	All faculty members

**ACIP**

Westview Elementary School

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

**Goal 3:**

Students at Westview Elementary will be proficient in science.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level standards in Science by 04/20/2015 as measured by Alabama Science Assessment.

**Strategy1:**

Teach the Standards - All teachers will teach grade level standards for science.

Research Cited:

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

**Strategy2:**

Establish a Science Lab - A science lab will be established and made available to the students to allow for hands on science activities.

Research Cited:

Activity - Science Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program			09/15/2014	04/20/2015	\$20000 - Title I Schoolwide	All faculty members

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

**Goal 1:**

Students at Westview Elementary School will be skillful readers possessing the capacity to read and understand complex texts.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/20/2015 as measured by the ASPIRE Test.

**Strategy1:**

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Research Cited:

Activity - Reading Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning			10/20/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

**Strategy2:**

Set Goals for Reading Achievement - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Research Cited:

Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

**Strategy3:**

Teach Reading Standards - Use the Wonders reading series to support the teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction			09/15/2014	04/20/2015	\$0 - No Funding Required	All faculty members

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$1500 - Title I Part A	All faculty members

**Goal 2:**

All EL students will show improvement on the ACCESS Test.

**Measurable Objective 1:**

A total of 4 All Students will demonstrate a proficiency reading, writing, listening, and speaking in English Language Arts by 04/30/2014 as measured by a minimum increase of 0.5% on the ACCESS Test.

**Strategy1:**

Use EL Resources provided by Research Based Programs - Students will be provided instruction in small group and whole group settings using research based programs for English Learners.

Research Cited:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction			09/02/2013	05/15/2014	\$0 - Title I Schoolwide	Classroom teachers; intervention teacher

**Goal 3:**

Students at Westview Elementary School will be proficient in mathematics.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

**Strategy1:**

Set Student Achievement Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Research Cited:

**ACIP**

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Activity - Goal Setting Charts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program			10/24/2014	05/15/2015	\$1000 - Title I Schoolwide	All faculty members

**Strategy2:**

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

**Strategy3:**

Math Instruction Observation/Feedback - Math instruction will be observed by district personnel, PLC team members, instructional coach, and the school administrator in order to share feedback to enhance teaching and learning of the standards for math.

Research Cited:

Activity - Classroom Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will be visited during the math block for the purpose of observing instruction in order to determine strategies to improve instruction and positively impact student learning. Strategies will be shared during a debrief conference following the classroom observation.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	PLC team, instructional coach, school administrator, central office personnel

**Goal 4:**

Students at Westview Elementary will be proficient in science.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level standards in Science by 04/20/2015 as measured by Alabama Science Assessment.

**Strategy1:**

Establish a Science Lab - A science lab will be established and made available to the students to allow for hands on science activities.

Research Cited:

Activity - Science Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program			09/15/2014	04/20/2015	\$20000 - Title I Schoolwide	All faculty members

**Strategy2:**

Teach the Standards - All teachers will teach grade level standards for science.

Research Cited:

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

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

All EL students will show improvement on the ACCESS Test.

**Measurable Objective 1:**

A total of 4 All Students will demonstrate a proficiency reading, writing, listening, and speaking in English Language Arts by 04/30/2014 as measured by a minimum increase of 0.5% on the ACCESS Test.

**Strategy1:**

Use EL Resources provided by Research Based Programs - Students will be provided instruction in small group and whole group settings

using research based programs for English Learners.

Research Cited:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction			09/02/2013	05/15/2014	\$0 - Title I Schoolwide	Classroom teachers; intervention teacher

**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:**

Students at Westview Elementary School will be skillful readers possessing the capacity to read and understand complex texts.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using strategies to comprehend literary, recreational, and functional materials in Reading by 04/20/2015 as measured by the ASPIRE Test.

**Strategy1:**

Teach Reading Standards - Use the Wonders reading series to support the teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction			09/15/2014	04/20/2015	\$0 - No Funding Required	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the reading/language standards for their grade level.	Professional Learning			09/15/2014	04/20/2015	\$0 - No Funding Required	All classroom teachers and support teachers

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging reading/language arts instruction which incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$1500 - Title I Part A	All faculty members

Activity - Grade Level Reading Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning			09/15/2014	04/20/2015	\$1500 - District Funding	All faculty members

**Goal 2:**

Students at Westview Elementary School will be proficient in mathematics.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/20/2015 as measured by the ASPIRE Test administered in the spring.

**Strategy1:**

Teach Math Standards - Use the Alabama Course of Study and Common Core Standards as a guide for teaching grade level appropriate standards for mathematics.

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates common core test language.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Schoolwide	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Lesson Plans will be printed and placed in folders next to the classroom doors.	Professional Learning			09/15/2014	04/20/2015	\$2000 - Title I Part A	All faculty members

Activity - Grade Level Math Standards Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning			09/15/2014	04/20/2015	\$500 - Title I Schoolwide	All faculty members

**Goal 3:**

Students at Westview Elementary will be proficient in science.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level standards in Science by 04/20/2015 as measured by Alabama Science Assessment.

**Strategy1:**

Establish a Science Lab - A science lab will be established and made available to the students to allow for hands on science activities.

Research Cited:

Activity - Science Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FOSS science kits will be purchased and used in the science lab to support instruction and enhance student mastery of science standards.	Academic Support Program			09/15/2014	04/20/2015	\$20000 - Title I Schoolwide	All faculty members

**Strategy2:**

Teach the Standards - All teachers will teach grade level standards for science.

Research Cited:

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning			09/15/2014	04/20/2015	\$300 - Title I Schoolwide	All faculty members

### Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	Yes, all teachers meet the NCLB requirements for highly qualified status.	WES Compliance with NCLB

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

It is our goal to hire certified and highly qualified teachers to meet the needs of our student population, whenever possible. When seeking candidates for employment, we carefully consider areas of certification, experience, and specialized training. Once a position becomes available, applicants are interviewed, selected, and assigned a position based on where they are believed to impact student achievement most significantly.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Westview Elementary School experiences transition of teachers and administrators periodically. The school lost two teacher units due to enrollment last year; and two teacher units were filled with new hires due to the relocation of a second grade teacher and a Physical Education coach to areas outside our region. The turnover rate is roughly 7% for those teachers who left our school due to family relocations; and 7% for teachers lost due to lower enrollment numbers.

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

Of the 20 certified classroom teachers, the instructional coach, the special education teacher, and the media specialist, 13.52 have a Bachelor of Science degree, 11.06 have a Master of Science degree, 2.0 have an Educational Specialist degree, and 1 has a Doctorate degree.

68% of the teachers employed at Westview have 15 years of teaching experience or less.

32% of the teachers employed at Westview have 16 years of teaching experience or more.

### 3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The school (district) implements a Mentor Program for new teachers. Teachers newly hired in our school district are assigned a veteran teacher to mentor them throughout the year. The program provides meeting dates and time for the mentors and mentees to be trained and to collaborate. The new hires are supported in lesson planning, student assessment, data entry, classroom instruction, and other areas pertinent to student and teacher success. Westview also takes the time to celebrate the hard work of the teachers employed at the school by recognizing teachers during faculty meetings and presenting the Caught Being Good Award for providing quality instruction at WES. Additionally, the school selects a classroom teacher of the year, specialty area teacher of the year, etc. and they are formally recognized and celebrated at a district wide program similar to a night at the Oscars. The event is called the Heart of the Community Awards and it is broadcasted on local television channels.

### 4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

In order to attract highly qualified teachers, the district has developed partnerships with colleges and universities throughout the southeast region of the country. District representatives actively recruit at college fairs. Additionally, the school district and the city have launched videos to share the good news about Phenix City and its school district.

In an effort to retain highly qualified teachers, we make a deliberate effort to communicate how much we value the contributions of those employed. We assign leadership roles and provide opportunities for employees to grow and develop as professionals through targeted

professional development.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

The school (district) has implemented the Mentor Program to increase teacher retention rates. Additionally, Westview Elementary School recognizes an employee of the month and collaborates with community stakeholders to provide refreshments for celebratory events such as Teacher Appreciation Week, National Education Week, etc for the staff.

## 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?

Data Analysis

Goal Setting (Student Centered Coaching)

Wonders Training

Student Engagement Strategies

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

Data Analysis

Goal Setting (Student Centered Coaching)

Wonders Training

Student Engagement Strategies

### 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.

Classroom observations will be conducted by central office personnel and members of the Professional Learning Community teams established within our school (across grade levels). Teachers will collaborate and share strategies to improve teacher performance and student achievement.

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

Teachers are exposed to new learning in manageable chunks. Professional development days are designated throughout the school year on the district calendar and at the school level as needed to keep our staff abreast of current trends and strategies which will benefit our students. This allows for teachers to assess implementation of professional learning and strategies throughout the year. It allow provides opportunities for follow-up sessions or extensions of the professional development sessions as needed.

Teaching the standards is a priority for our school district this year. Since we are considering programs which better align to the standards, we will routinely examine the standards and align lesson development to student needs.

## 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.**

Students enrolled at the Early Learning Center (Pre-K) visit our school in the spring of the year. The students are allowed to participate in a reading and math lesson. They also go to lunch and P.E. with the kindergarten students after receiving a tour of our campus.

Fifth grade students transitioning from our school to the intermediate school are bused to the intermediate school in the spring of the year for a similiar visit. Fifth graders tour the canpus, experience a class change at the sounding of the bell, and participate in a question answer session with the faculty after meeting the teachers and administrators. Additionally, students and parents are invited to the school after school hours (eveeneing session) to tour the campus and speak with teachers and administrators together.

## 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?

The leadership teams meets in the summer to review data from school prgorams and standardized assessments, when available. After which the information is communicated to the remainder of the faculty and staff at the onset of the teacher inservice dayas for the ensuing school year. Data meetings are conducted and the staff shares input regarding reasons for the success or lack of success for a particular strategy. During these meetings, the faculty and staff are asked to discuss how best to proceed in the coming year. We collaboratively determine which programs and resources should continue and which have been proven to be ineffective for improving student achievement?

## **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?**

Data meetings are held so the data can be disaggregated and discussed. We are also constructing a data room so data (student performance levels on school and program assessments) can be visual as we move throughout the year. We will also be able to place students accordingly as they show growth or lack of growth during the year.

### **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?**

Student Problem Solving Team (PST) records are shared with the next grade level. Students who are in need of intervention receive intervention as soon as possible in the new school year. Additionally, DIBELS and program assessment results for the current year are used to progress monitor student performance and mastery of standards. Students not mastering standards are pulled for small group instruction and provided extra support via computer based programs. If students need further support, resource teachers are contracted to provide an additional pull-out for small group instruction.

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

Students individual needs are addressed through differentiated instruction by providing engaging learning experiences which are kinesthetic, visual and tactile in nature. Lessons are plan with the goal of student engagment through discussion, collaboration and practical application of skills. Small group instruction, one-to-one instruction, and technology based lessons are used to meet students' needs.

### **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.**

After school programs are not offered at the school.

### **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.**

Information is discretely collected when students register at our school. The Parental Involvement Specialist, collaborative teacher and Special Education Coordinator, the EL Specialist and the Homeless liason work to address the needs of their perspective group(s) of students. Their work is done in conjunction with school liasons for each group, the principal, and the school secretary. Together we work to meet the needs of the students for each group mentioned above.

**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?**

Programs selected for use in our school are examined to determine whether they support the instructional standards required by the state. We are implementing resources like Study Island and Renaissance Learning to provide additional support of the instruction taking place at our school.

### **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.**

Title I funds, Title II funds, and donations and fundraiser proceeds are used to purchase resources and highly qualified faculty and staff members. Additionally, funds are used to celebrate the achievements of students throughout the year.

### **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.**

The Food Play program was presented for nutrition awareness. Additionally, the students receive a healthy snack each afternoon because of a Fruit and Vegetable grant secured by the Child Nutrition Program.

## Component 10: Evaluation

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

The faculty and staff review the goals of the plan throughout the year to ascertain how we are progressing. We also examine data (STAR, DIBELS, Aspire and program assessments) at the end of year to compare actual performance to goals set for our school in the areas of student achievement and parent involvement.

### 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?

The school will evaluate the results of the schoolwide program by determining the amount of growth in each tested area and the shrinking of the achievement gap between subgroups. We also review our annual measurable objectives.

### 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 school uses data from the STAR assessments (DIBELS, when applicable) and the standardized assessment administered in the spring to assess student growth and progress during the year. This progress is measured during the year and discussed at PST meeting and Data meetings. We also meet to reflect on progress made during the year in the summer before embarking upon another school year.

Individual student reports are reviewed to gauge performance for students who are furthest from achieving the standards.

### 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?

The faculty and staff members assess the progress of students throughout the year and determine whether progress or lack thereof is the result of student effort, teacher implementation, or program weaknesses. We try new strategies as determined to best meet the needs of the students.

# Coordination of Resources-Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	22.93

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

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

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

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

## I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	22.93

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

## I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	711390.5

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	75887.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	54155.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	49329.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	4867.5

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	7883.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 903,512.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Title I funds are expended to purchase resources to support and enhance instruction. The following items were purchased with Title I funds:

FOSS Science Kits - \$31, 000

iPad minis - \$25, 000

Elmo document cameras - \$400

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	158858.0

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds are housed at the Central Office and will be requested for use.

Technology Conference (Birmingham, AL) - \$500

Common Career Readiness Standards (CCRS) Training - \$500

Student Centered Coaching (book study) - \$1000

MEGA Conference - \$3600

Math Standards Exploration - \$500

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Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	6100.0

**Title III: For English Language Learners**

Provide a brief explanation and a breakdown of expenses.

English Learners Training - \$500

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	500.0

**Title IV: For Safe and Frug-free Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

**Career and Technical Education-Perkins IV: Tech Prep (Title II)****Provide a brief explanation and a breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant****Provide a brief explanation and a breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

### III. Local Funds (if applicable)

**Local Funds**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
2.	Local Funds Provide the total.	43207.0