2017-2018 Title I Schoolwide

Diagnostic

Weaver Elementary School

Calhoun County Board of Education

Ms. Summer Davis, Principal
444 School Drive
Weaver, AL 36277

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Introduction

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

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

How was the comprehensive needs assessment conducted?

The Continuous Improvement Team collects and analyzes data in order to accurately assess school-wide needs. Immediately after test data becomes available, this committee begins meeting as we attempt to analyze assessment data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty as a whole. This leadership team is comprised of parents, teachers from each grade level, the library media specialist, the counselor, the reading interventionist, special education staff, the principal, and the assistant principal. This information is then used to appropriately allocate money and other resources as we attempt to facilitate the implementation of school-wide reform measures. This committee, along with chairmen from various other committees is responsible for: 1.) collecting, analyzing, and reporting assessment data from Aspire, DIBELS, the Aspire Science Assessment grades 5-6, the Alabama Alternate Assessment, and Scantron Performance Series. 2.) Compilation, dissemination, and implementation of the Continuous Improvement Plan. 3.) Allocating funds for activities, programs, and materials based on the results of the school-wide needs assessment. 4.) Disseminating information to staff regarding professional development opportunities such as workshops and in-service.

What were the results of the comprehensive needs assessment?

ACT Aspire:

Strengths:

Third Grade
1.Students meeting or exceeding the standard in math during the 2016-2017 school year is 67%.

Fourth Grade
1. Students meeting or exceeding the standard in math during the 2016-2017 school year is 51%.

Fifth Grade
1. Students meeting or exceeding the standard in math during the 2016-2017 school year is 32% proficient.

Sixth Grade
1. Students meeting or exceeding the standard in math during the 2016-2017 school year is 59%.

Weaknesses:

Third Grade
1. 51% of students scored below the standard in reading.

Fourth Grade
1. 56% of students scored below the standard in reading.

Fifth Grade

1. 69% of students scored below the standard in reading.

Sixth Grade

1. 56% of students scored below the standard in reading.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Kindergarten

1. 65% of students scored at or above benchmark on the LNF portion at the Beginning of the Year.

First Grade

1. 84% of students scored at or above benchmark on the NWF (WRC) portion at the Beginning of the Year.

Second Grade:

1. 75% of students scored at or above benchmark on the ORF (Accuracy) portion at the beginning of the year.

Weaknesses:

Kindergarten

1. 24% of students scored well below benchmark on the LNF portion at the Beginning of the Year

First Grade

1. 24% of students scored well below benchmark on the NWF (CLS) portion at the Beginning of the Year.

Local Data (e.g., LEA, school, and grade level assessment, surveys, program-specific assessments, other RTI data):

Strengths:

The Reading teachers at Weaver Elementary School are currently utilizing the McGraw Hill Wonders series within their instruction. A positive to this program is that it has a strong strategic intervention component for students who need extra help as well as a Response to Intervention component for those students who are significantly behind their classmates.

In an attempt to further address the needs of those students who are challenged by reading, the CCBOE utilizes federal stimulus money to employ one Reading Interventionist. This teacher works exclusively with struggling readers to help them become more successful readers. The interventionist uses the Read180 program to target students who have not make ample progress in reading. The STAR program is also utilized by teachers in grades 1-2 to determine grade equivalency in reading. In grades 3-6, myOn and Scantron Assessment series will be

used to determine levels in reading. Other intervention programs used include REWARDS, SPIRE, Language!, and Comprehension Tool Kit.

STAR Results are as follows for Beginning of Year (BOY) and End of Year (EOY)

Second Grade

BOY 2016-2017

Reading: 65% of students scored 50th percentile or higher.

Math: 75% of students scored 50th percentile or higher.

EOY 2016-2017

Reading: 83% of students scored 50th percentile or higher.

Math: 88% of students scored 50th percentile or higher.

Third Grade

BOY 2016-2017

Reading: 67% of students scored 50th percentile or higher.

Math: 90% of students scored 50th percentile or higher.

EOY 2016-2017

Reading: 71% of students scored 50th percentile or higher.

Math: 76% of students scored 50th percentile or higher.

Fourth Grade

BOY 2016-2017

Reading: 47%of students scored 50th percentile or higher.

Math: 64% of students scored 50th percentile or higher.

EOY 2016-2017

Reading: 54% of students scored 50th percentile or higher.

Math: 66% of students scored 50th percentile or higher.

Fifth Grade

BOY 2016-2017

Reading: 46% of students scored 50th percentile or higher.

Math: 66% of students scored 50th percentile or higher.

EOY 2016-2017

Reading: 54% of students scored 50th percentile or higher.

Math: 66% of students scored 50th percentile or higher.

Sixth Grade

BOY 2016-2017

Reading: 29% of students scored 50th percentile or higher.

Math: of students scored 50th percentile or higher.

EOY 2016-2017

Reading: 34% of students scored 50th percentile or higher.

Math: of students scored 50th percentile or higher.

Weaknesses:

Teachers surveyed listed math resources and personnel interventions for "at risk" populations as a need. Also, teachers said they needed more help in integrating and utilizing technology for future purchases of technology equipment.

What conclusions were drawn from the results?

As a whole, Weaver Elementary School has drawn the following conclusions:

1. Due to improvement of test scores, students need to continue to receive direct reading instruction in integration of knowledge and ideas.

2. There should be a focus on literary and recreational text school-wide.

3. Operations and Algebraic thinking should be promoted in math instruction.

4. Students need a stronger understanding of decimals, percentages, and fractions.

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

After analyzing perception, student achievement, school programs, and demographics, Weaver Elementary School faculty and staff implemented the following:

1.) The Champs behavior intervention support system will be implemented school wide to decrease the number of discipline referrals.

2.) Weaver Elementary will continue as a Learning Supports school where we focus on decreasing the number of unexcused absences, decreasing tardies, and discipline referrals.

3.) Learning Earnings is a reward system for students who demonstrate exemplary behavior. Students earn tickets based on exceptional behaviors and then rewarded based on their practice of Champs behaviors.

4.) PAWS (Partnering Altogether with Students Mentoring Program) provides students with additional support through frequent communications with assigned teacher or staff mentor.

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

As a school, we have met in committees to address any weaknesses and decided on the appropriate strategies to use in setting goals.

Focusing on the whole child has led us to focusing on behaviors and responsibility, rather than just academics. Rude and disrespectful behavior (30 referrals over the 2016-2017 school year) and excessive distraction (15 referrals over the 2016-2017 school year) are a primary focus to continue implementation of Champs School Wide Focus. Champs is implemented not only by teachers, but by the principal, assistant principal, lunchroom workers, custodians, bus drivers, and other school staff as well.

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

Goals are set using a variety of data from several research-based proven programs. Data is gathered and reviewed monthly from STAR Reading and IXL Math, Stride Academy, and Waterford. Data is gathered and reviewed at the beginning, middle, and end of the school year for Reading and Math. McGraw Hill Wonders Reading and Math In Focus math data are gathered weekly in the classroom. Data from Scantron Performance and Achievement Series will be used for Reading and Math in grades 3-6 and Science in grade 5. Grade levels are required to meet weekly. PST and Data Meetings are held monthly.

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

The goals ensure that all students, including students with disabilities, disadvantaged students, and minority students, are receiving content standard instruction appropriate to their grade level and need. Students struggling and performing below grade level will be referred to the Problem Solving Team (PST). The PST will write a plan specifically for the student, and continue to review the student's performance monthly in grade level data meetings. A letter and visual graph of the student's performance will be sent home monthly to parents regarding the PST plan. If a student fails to make adequate progress in meeting the goals set forth in the plan, the PST team may make the decision to refer the student to MET for further testing for possible Special Education services.

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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

Measurable Objective 1:

collaborate to decrease student absences by 05/24/2017 as measured by average daily attendance through the use of Chalkable .

Strategy1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The P.A.W.S. Mentor Program matches school staff with a group of elementary students. The P.A.W.S. mentors meet with their students at least once a month as a group and on a one-on-one basis as needed.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers.

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PreK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Goal 2:

Decrease unexcused absences by 5% from our baseline of 940 from the previous 2016-2017 school year.

Measurable Objective 1:

demonstrate a behavior to decrease unexcused absences by 5% from the previous year baseline of 940 by 05/24/2018 as measured by

INOW ADA/ADM unexcused absence attendance report.

Strategy1:

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss

school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/ or

attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, then a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

Strategy2:

Data Meetings - During data meetings, teachers will flag students' data cards if they have 2 unexcused absences, 5 or more excused

absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, Assistant Principal

Goal 3:

All students will demonstrate an increase in proficiency in targeted content areas.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in targeted content area in Reading by 05/25/2018 as measured by STAR

reading and Scantron Performance.

Strategy1:

Explicit Reading Instruction - All teachers will implement explicit instruction of comprehension strategies for literary/recreational and

functional/ textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides

instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will

be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: MaGraw Hill Wonders, MSLE, Comprehension Toolkit, Sound Sensible, Spire, Voyager, Read 180, Rewards.

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meeting to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2017	05/24/2018	$0 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Monitor Implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and progress monitoring and progress monitoring data.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit and other reading manipulatives and materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III small group instruction to interventionist, academic opportunities teacher or collaborative teacher	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Strategy2:

High Quality Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama

College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A $400 - Title II Part A	Certified classroom teachers Collaborative teachers

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in math problem solving and computation skills in Mathematics by 05/24/2018 as measured by STAR reading and Scantron Performance.

Strategy1:

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority

students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Math in Focus, PNOA, STAR Math OGAP, Engage NY, AMSTI

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole group/small group to reinforce and remediate skills not mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2017	05/24/2018	$2500 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings	Direct Instruction	08/07/2017	05/24/2018	$2500 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, and iXL. Instructional supplies purchased will support Math instruction	Direct Instruction	08/07/2017	05/24/2018	$4000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Strategy2:

High Quality Professional Development in Mathematics - Teachers will attend high quality professional development to implement the

teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A $400 - Title II Part A	Certified Classroom teachers Collaborative Teachers

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency Science in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Standards Based Science Instruction - Ensure all students, including students will demonstrate proficiency in Science problem solving skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instructions.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade Teacher will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Strategy2:

High Quality Professional Development in Science - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A	Certified classroom teachers and collaborative teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

Measurable Objective 1:

collaborate to decrease student absences by 05/24/2017 as measured by average daily attendance through the use of Chalkable .

Strategy1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The P.A.W.S. Mentor Program matches school staff with a group of elementary students. The P.A.W.S. mentors meet with their students at least once a month as a group and on a one-on-one basis as needed.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers.

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PreK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Goal 2:

Decrease unexcused absences by 5% from our baseline of 940 from the previous 2016-2017 school year.

Measurable Objective 1:

demonstrate a behavior to decrease unexcused absences by 5% from the previous year baseline of 940 by 05/24/2018 as measured by INOW ADA/ADM unexcused absence attendance report.

Strategy1:

Data Meetings - During data meetings, teachers will flag students' data cards if they have 2 unexcused absences, 5 or more excused absences, or 3 or more tardies.

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Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, Assistant Principal

Strategy2:

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/ or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, then a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

Goal 3:

All students will demonstrate an increase in proficiency in targeted content areas.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in math problem solving and computation skills in Mathematics by 05/24/2018 as measured by STAR reading and Scantron Performance.

Strategy1:

High Quality Professional Development in Mathematics - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A $400 - Title II Part A	Certified Classroom teachers Collaborative Teachers

Strategy2:

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority

students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Math in Focus, PNOA, STAR Math OGAP, Engage NY, AMSTI

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings	Direct Instruction	08/07/2017	05/24/2018	$2500 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole group/small group to reinforce and remediate skills not mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2017	05/24/2018	$2500 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, and iXL. Instructional supplies purchased will support Math instruction	Direct Instruction	08/07/2017	05/24/2018	$4000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency Science in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Standards Based Science Instruction - Ensure all students, including students will demonstrate proficiency in Science problem solving skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instructions.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade Teacher will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Strategy2:

High Quality Professional Development in Science - Teachers will attend high quality professional development to implement the teaching of

Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A	Certified classroom teachers and collaborative teachers

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency in targeted content area in Reading by 05/25/2018 as measured by STAR

reading and Scantron Performance.

Strategy1:

Explicit Reading Instruction - All teachers will implement explicit instruction of comprehension strategies for literary/recreational and

functional/ textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides

instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will

be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: MaGraw Hill Wonders, MSLE, Comprehension Toolkit, Sound Sensible, Spire, Voyager, Read 180, Rewards.

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Monitor Implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and progress monitoring and progress monitoring data.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - TIer III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III small group instruction to interventionist, academic opportunities teacher or collaborative teacher	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit and other reading manipulatives and materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meeting to monitor student progress after benchmark assessment has been administered.	Other Academic Support Program	08/07/2017	05/24/2018	$0 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Strategy2:

High Quality Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama

College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A $400 - Title II Part A	Certified classroom teachers Collaborative teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:
Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

Measurable Objective 1:
collaborate to decrease student absences by 05/24/2017 as measured by average daily attendance through the use of Chalkable .

Strategy1:
Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.
Category: Develop/Implement Learning Supports
Research Cited: Learning Supports

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PreK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The P.A.W.S. Mentor Program matches school staff with a group of elementary students. The P.A.W.S. mentors meet with their students at least once a month as a group and on a one-on-one basis as needed.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers.

Goal 2:

Decrease unexcused absences by 5% from our baseline of 940 from the previous 2016-2017 school year.

Measurable Objective 1:

demonstrate a behavior to decrease unexcused absences by 5% from the previous year baseline of 940 by 05/24/2018 as measured by INOW ADA/ADM unexcused absence attendance report.

Strategy1:

Data Meetings - During data meetings, teachers will flag students' data cards if they have 2 unexcused absences, 5 or more excused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, Assistant Principal

Strategy2:

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/ or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, then a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

Goal 3:

All students will demonstrate an increase in proficiency in targeted content areas.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in targeted content area in Reading by 05/25/2018 as measured by STAR reading and Scantron Performance.

Strategy1:

Explicit Reading Instruction - All teachers will implement explicit instruction of comprehension strategies for literary/recreational and functional/ textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: MaGraw Hill Wonders, MSLE, Comprehension Toolkit, Sound Sensible, Spire, Voyager, Read 180, Rewards.

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tler III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III small group instruction to interventionist, academic opportunities teacher or collaborative teacher	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit and other reading manipulatives and materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Monitor Implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and progress monitoring and progress monitoring data.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meeting to monitor student progress after benchmark assessment has been administered.	Other Academic Support Program	08/07/2017	05/24/2018	$0 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Strategy2:

High Quality Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama

College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$400 - Title II Part A $5000 - Title I Part A	Certified classroom teachers Collaborative teachers

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in math problem solving and computation skills in Mathematics by 05/24/2018

as measured by STAR reading and Scantron Performance.

Strategy1:

High Quality Professional Development in Mathematics - Teachers will attend high quality professional development to implement the

teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A $400 - Title II Part A	Certified Classroom teachers Collaborative Teachers

Strategy2:

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority

students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Math in Focus, PNOA, STAR Math OGAP, Engage NY, AMSTI

Activity - TIer III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings	Direct Instruction	08/07/2017	05/24/2018	$2500 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole group/small group to reinforce and remediate skills not mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2017	05/24/2018	$2500 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, and iXL. Instructional supplies purchased will support Math instruction	Direct Instruction	08/07/2017	05/24/2018	$4000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency Science in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

High Quality Professional Development in Science - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A	Certified classroom teachers and collaborative teachers

Strategy2:

Standards Based Science Instruction - Ensure all students, including students will demonstrate proficiency in Science problem solving skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instructions.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade Teacher will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Other Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

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

Goal 1:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

Measurable Objective 1:

collaborate to decrease student absences by 05/24/2017 as measured by average daily attendance through the use of Chalkable .

Strategy1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The P.A.W.S. Mentor Program matches school staff with a group of elementary students. The P.A.W.S. mentors meet with their students at least once a month as a group and on a one-on-one basis as needed.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers.

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PreK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Goal 2:

Decrease unexcused absences by 5% from our baseline of 940 from the previous 2016-2017 school year.

Measurable Objective 1:

demonstrate a behavior to decrease unexcused absences by 5% from the previous year baseline of 940 by 05/24/2018 as measured by INOW ADA/ADM unexcused absence attendance report.

Strategy1:

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/ or attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, then a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

Strategy2:

Data Meetings - During data meetings, teachers will flag students' data cards if they have 2 unexcused absences, 5 or more excused absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, Assistant Principal

Goal 3:

All students will demonstrate an increase in proficiency in targeted content areas.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency Science in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Standards Based Science Instruction - Ensure all students, including students will demonstrate proficiency in Science problem solving skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instructions.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade Teacher will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Strategy2:

High Quality Professional Development in Science - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A	Certified classroom teachers and collaborative teachers

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in math problem solving and computation skills in Mathematics by 05/24/2018

as measured by STAR reading and Scantron Performance.

Strategy1:

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority

students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Math in Focus, PNOA, STAR Math OGAP, Engage NY, AMSTI

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, and iXL. Instructional supplies purchased will support Math instruction	Direct Instruction	08/07/2017	05/24/2018	$4000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - TIer III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings	Direct Instruction	08/07/2017	05/24/2018	$2500 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole group/small group to reinforce and remediate skills not mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2017	05/24/2018	$2500 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Strategy2:

High Quality Professional Development in Mathematics - Teachers will attend high quality professional development to implement the

teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$400 - Title II Part A $5000 - Title I Part A	Certified Classroom teachers Collaborative Teachers

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency in targeted content area in Reading by 05/25/2018 as measured by STAR

reading and Scantron Performance.

Strategy1:

Explicit Reading Instruction - All teachers will implement explicit instruction of comprehension strategies for literary/recreational and

functional/ textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides

instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will

be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: MaGraw Hill Wonders, MSLE, Comprehension Toolkit, Sound Sensible, Spire, Voyager, Read 180, Rewards.

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meeting to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2017	05/24/2018	$0 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit and other reading manipulatives and materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - TIer III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III small group instruction to interventionist, academic opportunities teacher or collaborative teacher	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Monitor Implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and progress monitoring and progress monitoring data.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Strategy2:

High Quality Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama

College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$400 - Title II Part A $5000 - Title I Part A	Certified classroom teachers Collaborative teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

We provide student data to parents of English Learners in their native language. We have annual meetings with all parents of EL students to go over data and have our EL teacher present. If parents have questions that arise during the school year, we also schedule conferences to address concerns about needs and academic concerns.

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

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

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

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

The Calhoun County School system provides diverse employment opportunities along with a mentoring program for new hires. Most faculty members at Weaver Elementary School have received training in MSLE Strategies, Wonders Training, and best practices reading strategies either through the Alabama Reading Initiative on site training or through university level training.

The majority of Weaver Elementary teachers have received training in both years one and two of the Alabama Math, Science, and Technology Initiative (AMSTI). Several teachers this summer attended AMSTI crossover training for science to meet and cover the new science course of study. Teachers received instruction on best practices for math and science and are currently implementing those strategies into the classroom. AMSTI consultants have continued to provide professional development opportunities and support for our faculty through workshops, data analysis, and through sponsoring a local school Professional Learning Team.

AMSTI continues to partner with Calhoun County Schools to sponsor system wide PLTs for Math and Science teachers.

With the exception of 3 new hires, all math teachers at Weaver Elementary have gone through OGAP Math training. Our system uses EDAL, Effective Educator, which allows teachers to observe one another in order to achieve and maintain positive relationships for lifelong learners. Effective Educator also allows teachers to self-reflect in order to achieve our goals in becoming more efficient and effective in our teaching practices. Teachers at Weaver Elementary School also use the Collaborative Summary Report and Professional Learning Plans through EDAL where administrators and teachers work collaboratively to determine areas in which faculty members need to develop professionally. This process will continue during the 2017-2018 school year. The new hires will have online training opportunities throughout the year to receive the same training.

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

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

Turnover for the 2017-2018 school year is 31 homerooms with a 9% turnover rate with 3 new teacher hires.

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

71% of all teachers at Weaver Elementary have at least 10 years or more experience in teaching. Many of our teachers truly serve as teacher leaders. We use the expertise in the building to accomplish professional development, teacher mentoring, and peer to peer reflections.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Weaver Elementary provides opportunities for highly qualified educators to utilize contemporary teaching strategies. All faculty members at Weaver Elementary School have received training in best practices reading strategies either through Alabama Reading Initiative on site training or through university level training. Additionally, our local school reading interventionist engages all teachers in ongoing embedded professional development, MSLE training, and Dyslexia Awareness Training. Over the past few summers, most of WES faculty members have received training in both years one and two of the Alabama Math Science and Technology Initiative (AMSTI). This summer several teachers attended AMSTI crossover training for science to meet and cover the new science course of study standards. Teachers received instruction on best practices for math and science and are currently implementing those strategies in the classroom. AMSTI consultants have continued to provide professional development opportunities for our faculty with workshops, data analysis, and through sponsoring a local and district school Professional Learning Team. All math teachers at Weaver Elementary have received OGAP training with the exception of the 3 new hires over the past couple years.

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

Describe how data is used from academic assessments to determine professional development.

All math teachers will participate in and receive training for improving math fluency and computation. Mathematics teachers will attend AMSTI Professional Learning Team (PLT) training throughout the 2017-2018 school year was offered to all math teachers and our school has 5 math teachers attending this training throughout the school year. Teachers will participate in vertical planning for mathematics in order to learn from one another to provide seamless transition from one grade level to the next.

Teachers participate in OGAP training as well as ongoing professional development on STAR, DIBELS, and Scantron will be onsite during the 2017-2018 school year. All teachers first through sixth grade will participate in Academic Opportunities where teachers will use research based curriculum such as, read 180, V-Math, Comprehension Tool Kit, SPIRE, Rewards, Language !, and Engage New York, in order to provide differentiated instruction based on individual student needs. Every teacher will continue to attend professional development in order to deepen their knowledge in their content area.

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

During the summer of 2017 new teachers of Weaver Elementary School attended a variety of professional development activities, including OGAP, and PNOA, math assessment training. Teachers will attend ongoing professional development opportunities through data meetings throughout the 2017-2018 school year. Teachers in mathematics will attend vertical planning in order to provide seamless transition between grade levels.Faculty and staff will continue to participate in OGAP, AMSTI, Math in Focus, BYOD, PLT, and PBL professional development activities. Parents/stakeholders are invited to learn about, and participate in BYOD, AMSTI, OGAP, and Scantron training and hands-on activities throughout the year at both the county and local level. Weaver Elementary faculty was given the opportunity to participate in a book study "Motivating Students Who Don't Care" by Allen N. Mendor. Teachers will also participate in site visits among our district's other schools in order to add exposure of other instructional strategies and techniques to assist in continuing to improve instruction and academic success of students.

Administrators are members of CLAS and NAESP which offer professional development throughout the year to enhance their performance as instructional leaders. Funding source is Title II Part A - $1300.

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

Data meetings are conducted to mentor new teachers in monitoring student progress as well as advisement in RTI steps that new teachers can take in classrooms, New teachers at WES are assigned a seasoned teacher to mentor them through their first year at WES with curriculum as well as procedural questions/needs.

The Calhoun County School System has a mentoring program for new teachers in effect. Calhoun County Schools follows the State of Alabama Mentor Program. At the beginning of the school year, new teachers receive one day of complete training designed to familiarize

themselves to their new jobs. A school based mentor is assigned to each new teacher and will provide guidance conferencing in order to discuss areas of strengths and weaknesses. Mentor teachers model to ensure objective mastery and assist in clerical responsibilities of a teacher. A copy of the CCBOE mentoring program is available both locally and at the county board office.

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

Calhoun County provides built-in professional development days throughout the school year. Additional professional development opportunities are offered at the local school level as well as geared to the needs of the individual schools. Professional development opportunities are available on STI-PD. Teachers and staff must register for sessions with attendance being taken at the session. The instructor of the professional development/principal is responsible for ensuring participants receive CEU's for professional development upon completion of session. Teachers are required to frequently update their EDAL with evidence of professional development geared toward personal PLP goal. Professional development is ongoing as teachers use peer coaching with on-site classroom visits.

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

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

Goal 1:

Weaver Elementary School will implement learning supports to ensure that all students are engaged in relevant and rigorous learning experiences in an orderly, safe, and caring environment.

Measurable Objective 1:

collaborate to decrease student absences by 05/24/2017 as measured by average daily attendance through the use of Chalkable .

Strategy1:

Data Meetings - Chart individual student's attendance during PST meetings. Students with 2 or more unexcused absences receive a red dot on their data card, 5 or more absences receive a yellow dot, and 5 or more tardies receive a blue dot. Administrators and teachers participate in powerful conversations during PST to determine barriers to attendance and write attendance goals for students when necessary.

Category: Develop/Implement Learning Supports

Research Cited: Learning Supports

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on Learning Supports. Train PreK-6th grade teachers on learning supports to identify barriers to attendance and create preventative measures to increase student attendance.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Mrs. Harbin, Assistant Principal, Learning Support Lead

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The P.A.W.S. Mentor Program matches school staff with a group of elementary students. The P.A.W.S. mentors meet with their students at least once a month as a group and on a one-on-one basis as needed.	Behavioral Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Classroom Teachers, and Collaborative Teachers.

Goal 2:

Decrease unexcused absences by 5% from our baseline of 940 from the previous 2016-2017 school year.

Measurable Objective 1:

demonstrate a behavior to decrease unexcused absences by 5% from the previous year baseline of 940 by 05/24/2018 as measured by

INOW ADA/ADM unexcused absence attendance report.

Strategy1:

County Wide Attendance Policy - Our district attendance policy establishes guidelines to prevent and enforce sanctions when students miss

school. This policy will be implemented at Weaver Elementary by school based attendance supervisor (Assistant Principal) and/ or

attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a child has failed to bring in an excuse after returning for two days, then a fill-in form excuse will be sent home to the parent so that they can complete the excuse and return in their child's planner.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, assistant principal, Classroom teachers

Strategy2:

Data Meetings - During data meetings, teachers will flag students' data cards if they have 2 unexcused absences, 5 or more excused

absences, or 3 or more tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will track unexcused absences by grade level and post on the attendance bulletin board. The grade levels will compete to have the least amount of unexcused absences.	Policy and Process	08/07/2017	05/24/2018	$0 - No Funding Required	Donna Harbin, Assistant Principal

Goal 3:

All students will demonstrate an increase in proficiency in targeted content areas.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in targeted content area in Reading by 05/25/2018 as measured by STAR

reading and Scantron Performance.

Strategy1:

High Quality Professional Development - Teachers will attend high quality professional development to implement the teaching of Alabama

College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A $400 - Title II Part A	Certified classroom teachers Collaborative teachers

Strategy2:

Explicit Reading Instruction - All teachers will implement explicit instruction of comprehension strategies for literary/recreational and functional/ textual reading materials. McGraw Hill Wonders tiered instruction will be used throughout the year. This resource provides instructional strategies for the three tiers of reading intervention. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all context areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: MaGraw Hill Wonders, MSLE, Comprehension Toolkit, Sound Sensible, Spire, Voyager, Read 180, Rewards.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meeting to monitor student progress after benchmark assessment has been administered.	Academic Support Program Other	08/07/2017	05/24/2018	$0 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III small group instruction to interventionist, academic opportunities teacher or collaborative teacher	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Academic Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 4-6 will participate in academic opportunity classes. Instruction is differentiated and based on student need.	Academic Support Program	08/07/2017	05/24/2018	$6000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Question and Answer Relationship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will teach comprehension strategies such as Question/Answer Relationship using the McGraw Hill Wonders, MSLE, Read 180, Comprehension Toolkit and other reading manipulatives and materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Monitor Implementation of Comprehension Toolkit and Depth of Knowledge Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and progress monitoring and progress monitoring data.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education students will receive more focused instruction at the classroom level and in the resource room with the collaborative special education teacher and assistants.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency Science in Science by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Standards Based Science Instruction - Ensure all students, including students will demonstrate proficiency in Science problem solving skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, Scantron Performance

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of Science concepts using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Scantron Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will show an increase in Science proficiency from the beginning of the year to the end of the year.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole/small group to reinforce and remediate skill not mastered. Engage students through uses of various technology devices. Teachers will also incorporate depth of knowledge to improve instructions.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 Grade Teacher will conduct data meetings to monitor student progress after benchmark assessment has been administered.	Other Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Strategy2:

High Quality Professional Development in Science - Teachers will attend high quality professional development to implement the teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A	Certified classroom teachers and collaborative teachers

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency in math problem solving and computation skills in Mathematics by 05/24/2018 as measured by STAR reading and Scantron Performance.

Strategy1:

Standards Based Math Instruction - Ensure that all students, including students with disabilities, disadvantaged students and minority students receiving math instruction appropriate to their grade level and needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Math in Focus, PNOA, STAR Math OGAP, Engage NY, AMSTI

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor students progress after benchmark assessment has been administered.	Other	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Developing Number Sense Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will instruct students on developing number sense strategies through number talks, calendar math, and iXL. Instructional supplies purchased will support Math instruction	Direct Instruction	08/07/2017	05/24/2018	$4000 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for Tier III to math intervention class for small group instruction. Students may be referred for after school tutoring or extended learning through the summer. School staff will participate in professional development and on site trainings	Direct Instruction	08/07/2017	05/24/2018	$2500 - District Funding	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate instruction in whole group/small group to reinforce and remediate skills not mastered. Engage students through uses of various technology devices. Teacher will also incorporate depth of knowledge to improve instruction.	Direct Instruction	08/07/2017	05/24/2018	$2500 - Title I Part A	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction of problem solving strategies using AMSTI materials.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Principal, Assistant Principal, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, and Media Specialist

Strategy2:

High Quality Professional Development in Mathematics - Teachers will attend high quality professional development to implement the

teaching of Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will attend workshops and conferences on scientifically research based professional development for best teaching practices on College and Career Ready Standards.	Professional Learning	08/07/2017	06/29/2018	$5000 - Title I Part A $400 - Title II Part A	Certified Classroom teachers Collaborative Teachers

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

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

Decisions regarding the use of school-based academic assessments are discussed during faculty planning retreat, weekly grade level meetings, monthly data meetings, and a school wide focus on standards based learning. Teachers continuously use results from formative and summative assessments throughout the school year to identify areas of student strength and weakness and adjust instruction accordingly. Some resources available are STAR Reading and Math (1st and 2nd grade), STRIDE, DIBELS, PNOA, Scantron Performance/Achievement, and classroom observation and weekly tests.

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

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

Students failing to make sufficient progress follow the CCBOE Response to Instruction process- they are referred to a Problem Solving Team (PST). Information related to students in need of academic support is presented by the classroom teacher to the grade level PST. This team collaborates to provide the classroom teacher with additional interventions and supports for the struggling students. PST interventions are recommended and followed by the Reading Interventionist, Collaborative teacher and the classroom strategies block teachers. Students are progress monitored to ensure appropriate rate of improvement.

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?

Weaver Elementary School offers additional assistance to students who are experiencing difficulty mastering academic goals. Students may receive Tier III Intervention in math or reading as recommended by the Problem Solving Team (PST). The Reading Interventionist, Guidance Counselor, Special Education teachers, and classroom teachers provide daily intervention, in addition to regularly scheduled instruction, to those students who have been referred to PST.

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.

Weaver Elementary School offers additional assistance to students who are experiencing difficulty mastering academic skills through after school tutoring, IXL, a computer based math and language arts tutorial program, and STRIDE Academy, which is a computer based tutorial program that provides extra practice in the areas of reading, math, science and language arts. These computer programs are accessible during school hours and is also available at home during after school hours. We implement Khan Academy, a computer-based program that provides practice with math skills, instructional videos, and a personalized learning dashboard giving students the opportunity to work at their own pace. Another program to address student needs is myON, a computer-based personalized literacy program, incorporating digit reading for students.

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.

Every effort is made at the local and district level to mitigate the barriers for learning for all students with specific needs. These include but are not limited to the following:

Migrant: Assist with transition as outlined in transition plan, connect with community services to assist with housing, utilities, clothing and

food, declare homeless with all assistance if all applicable, utilize our parent liaison and McKinny-Vento representative, Becky Cox, to assist with these needs.

English Language Learners (ELL): Provide instructional assistance, TIER III intervention with ELL teacher. The ELL assistant is located on site and is easily accessible to our ELL students.

Economically Disadvantaged (ED): Provide application for free and reduced meals, provide school supplies through local donations, schedule field trips to venues that provide free admission for free/reduced meal students, connect parents with local community services to assist with housing, utilities, clothing, and food. We have two programs, Snack Buddies and Blessings in a Backpack, that provide food for ED students.

Special Education: Enlist parental involvement, seek extensive background information, change accommodations, provide additional classroom support, TIER III intervention instruction, reevaluation, communicate often with student case manager.

Neglected and/or Delinquent: Connect with community services if applicable, collaboration with family court, enlist increased parental involvement, use of behavior contract, establish behavior plan, with input from all stake holders, provide alternative educational setting, communicate with counselor, create a PST plan.

Homeless: Comply with all provisions of the McKinney-Vento Act, cover all school expediencies, provide free meals, provide school clothes to meet dress code, provide a tablet to use in the classroom, provide medical needs if necessary, provide transportation to schools origin, provide food assistance, provide after school care if needed, connect with community services, contact Becky Cox.

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.

Not Applicable

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

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

-Strategies Classes/Academic Opportunity Time

-Project-based Learning

-Bring Your Own Device Initiative (BYOD)

-Preschool Program

-Enrichment Program (Gifted)

-Title I Financial Assistance

-Multi-Sensory Language Experience (MSLE), Rewards, Sound Sensible, Spire, and Read 180

-CHAMPS Behavioral Support System

-Learning Earnings

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Weaver Elementary school is a bully-free zone. We have a zero tolerance policy for bullying and our counselor provides monthly sessions with each grade level to promote positive, bully-free behavior.

CHAMPS Behavioral Support is an evidence-based, proactive approach to classroom behavior management that provides teachers and staff with a collection of positive behavioral strategies to ensure the success of all students.

Annual Girls' Night Out for fifth and sixth grade girls focuses on social aggression, while providing a bonding experience.

Homeless students are resourced using the McKinney Vento Program which identifies students that are homeless and at-risk. The Parent Involvement Specialist provides these students in need with resources.

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

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

Each year, the school leadership team reviews the previous year's Continuous Improvement Plan to assess the degree to which implemented strategies have been realized. In an effort to determine areas of challenge that need to be included in the current year plan, the school leadership team, school staff, and interested parents begin analyzing information from a variety of data sources including standardized assessment, Pride Survey data, School Incident Report, EDAL, and other LEA and local school records. The information collected from this disaggregated data is then used for decision making, goal setting, and the appropriate allocation of funding and other resources as we attempt to facilitate the implementation of school-wide reform measures.

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 Continuous Improvement Team collects and analyzes data in order to accurately assess school-wide needs. Immediately after State assessment data becomes available, this committee begins meeting as we attempt to analyze assessment data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty as a whole. This leadership team is comprised of parents, teachers from each grade level, the library media specialist, the counselor, the reading interventionist, special education staff, the principal, and the assistant principal. This information is then used to appropriately allocate money and other resources as we attempt to facilitate the implementation of school-wide reform measures. This committee, along with chairmen from various other committees, is responsible for: 1.) collecting, analyzing, and reporting assessment data from Scantron Achievement and Performance Series, DIBELS, PNOA, STRIDE, Waterford Reading and Math Initiative the Alabama Science Assessment, the Alabama Alternate Assessment, and Access for ELL's. 2.) Compilation, dissemination, and implementation of the Continuous Improvement Plan. 3.) Allocating funds for activities, programs, and materials based on the results of the school-wide needs assessment. 4.) Disseminating information to staff regarding professional development opportunities such as workshops and in-service. 5.) Having students participate in IXL and the Scantron Achievement Series during September and January.

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?

Through weekly progress monitoring, monthly PST data meetings, and daily interventions, we evaluate student progress to find out if the students are achieving academic growth. If no academic growth is observable, data is then used to determine the best course of action, and the student's plan is changed to ensure academic growth is occurring.

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

Each year, the school leadership team reviews the previous year's Continuous Improvement Plan to assess the degree to which implemented strategies have been realized. This information is shared with all interested stakeholders both at the annual Faculty Planning

Retreat and through meetings with each of the school committees ~ Curriculum and Assessment, Professional Issues, Technology, Parent and and Community Focus, and Budget. Elements which have been successfully mastered are celebrated, while those that have not been mastered are selected for inclusion in the next year's plan. In an effort to ascertain areas of challenge that need to be included in the current year plan, the school leadership team, school staff, and interested parents begin analyzing information from a variety of data sources including standardized assessment, Pride Survey data, School Incident Report, EDAL, and other LEA and local school records. The information gleaned from this disaggregated data is then used for decision making, goal setting, and the appropriate allocation of funding and other resources as we attempt to facilitate the implementation of school-wide reform measures.