



ACIP

Walnut Park Elementary School

Gadsden City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

District Overview

The Gadsden City School District is located in Gadsden Alabama, population 37,000, in the northeast corner of the state, on the Coosa River. Gadsden City Schools (GCS) has a strong reputation for providing excellence in education since 1889. The system promotes diversity and academic achievement, athletics, and co-curricular activities throughout the elementary, middle and secondary programs. Students are provided opportunities to reach their potential with varied instructional programs at all schools.

The district includes:

Eight elementary schools (Grades K-5)

Three middle schools (Grades 6-8)

One comprehensive high school (Grades 9-12)

Alternative programs (6-12)

One central office

One parent/teacher resource training center

One early childhood resource center

At Gadsden City Schools, we are committed to equipping our students to meet and exceed expectations in the classroom and beyond. More than 650 employees, including National Board Certified and highly-qualified teachers, as well as other award-winning professionals are employed. Over 50% of GCS teachers have advanced degrees. As a result, more than 5,300 students from Gadsden City Schools are finding success in the classroom, on the stage, in the concert hall, on the athletic field, in the computer lab, and in their career training.

Gadsden City Schools primarily faces unusual situations due to the diverse and large free and reduced population. The System enrollment is 5308 students, 46 percent black, 40 percent white, and 14 percent other. Over 72 percent of GCS students qualify for free or reduced lunch, 65.506 percent free lunch and 6.521 percent reduced lunch. Five elementary schools and one middle school have 90 percent or more of their students receiving free or reduced lunches. An additional elementary has over 80 percent and a middle school has over 77 percent qualifying for free or reduced lunches.

Gadsden City Schools has continued to provide outstanding educational opportunities for students despite a decrease in overall funding from budget revenues of over 55 million dollars in 2009 to 48 million dollars in 2012. The loss of federal, state, and local funding has been primarily attributed to the economic recession. The loss of over 7 million dollars during the last four years has proven to be challenging in continuing the efforts to provide optimal services and programs for the system.

Walnut Park's school population includes kindergarten through fifth grade. Walnut Park Elementary School houses 251 students with 51 students in kindergarten, 42 in first, 34 in second, 39 in third, 34 in fourth, and 32 in fifth, we have three Kindergarten teachers and two teachers for our other units of instruction. Our current enrollment of WPES is 251, with 122 male students and 129 female students. The enrollment has increased in the last year.

Changing housing and the economy are the main reasons given by parents for our increase in enrollment. Approximately ninety three percent of our students receive free or reduced price meals. Students have access to the following services over and above the minimum program:

Two Special Education teachers, one speech teacher, a school nurse, a part-time librarian, a Title I instructional RTI aide, a part-time strings instructor, a parttime art teacher, a part-time music teacher, a part-time resource person to assist with our EL needs, a full-time physical education teacher, and a guidance counselor/parent liaison. The general social and economic climate of the community exerts a definite

influence on the school and its programs. Our school helps to provide needed services/instruction, and to positively impact the lives of our students while accelerating our school's potential as well. The community served by Walnut Park School is a low income area with low-cost housing and very few small neighborhood businesses.

The school has experienced a significant decrease in enrollment over the last few years but this year our enrollment has increased. The school has a large number of transient students due to the low-cost housing and the lack of permanent employment of parents/guardians. The community in which the school is located in is Gadsden, Alabama. Gadsden is located about 65 miles northeast of Birmingham, and is the county seat of Etowah County. It is the primary city of the Gadsden Metropolitan Statistical Area, which has a population of 103,459. Gadsden is closely associated with the neighboring town of Attalla, Alabama. As of the U.S. Census Bureau estimate in 2006, the population of the city was about 37,300. Gadsden and Rome, Georgia are the largest cities in the triangular area defined by the Interstate highways between Atlanta, Birmingham, and Chattanooga.

School's Purpose

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

Gadsden City Schools believes that:

- Every student should reach his/her full academic potential in order to graduate from high school ready for college and careers.
- Educational decisions should be based on the best interests of children.
- Every child deserves educational opportunities that prepare him/her to compete at national and international levels
- All children have the right to equitable and adequate educational opportunities.

The GCS system elements of educational priorities include:

- Safe and disciplined schools
- Quality teachers and effective school leaders
- Challenging learning opportunities

Vision: Empowering All Through Educational Opportunities

Mission and Purpose: To prepare and inspire all students to become college and career ready through learning, serving, and excelling

Beliefs to accomplish purpose:

- Trust among all stakeholders is vital
- Expectations influence accomplishments because everyone has the capacity to learn
- A school-community partnership is essential
- Change creates opportunity.
- High-performing leadership makes visions reality.

GOAL 1

Provide optimal educational opportunities while increasing student achievement and participation

Objectives

- Ensure a high performing learning culture
- Create life-long learners
- Increase academic rigour for all
- Foster innovative practice
- Develop core competencies and curriculum
- Design opportunities for success

Action Plan

- _Use district technology to engage students, staff, parents and community
- _Expand educational opportunities and experiences for students that will eliminate the achievement gap between subgroups and meet the needs of all learners
- _Align and enhance opportunities to develop student competencies
- _Continue to acquire and utilize technology resources
- _Foster innovative practice through implementation and flexibility in academic programs, staffing, and school budgeting
- Develop and maintain a technology infrastructure that provides 21st Century tools for learning

GOAL 2

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Recruit, develop, and retain a highly qualified, diverse workforce.

- Create and maintain an atmosphere of respect among stakeholders.
- Foster a culture of opportunity
- Build system staffing to support schools
- Provide progressive and relevant professional development
- Encourage and support leadership development

Action Plan

-Continue to train employees through high-quality professional development, mentoring, and other forms of collaboration/study/training in programs such as AMSTI, ARI, MMGW, and CCST

Maintain a comprehensive plan for recruitment, selection, induction, development, diversity, and retention of personnel

- Identify factors that motivate employees to remain in or depart from positions and work to improve the system/school climate to support learning
- Incorporate effective evaluation for improved professional performance through Educate Alabama and Lead Alabama

GOAL 3

Goal 3 - Enhance educational programs through effective communications and relationships with all stakeholders

Objectives

- Provide and increase opportunities for district to serve the external community
- Educate and engage the community to work in tandem with GCS
- Communicate effectively both internally and externally
- Use district technology to engage and educate all stakeholders
- Improve internal communication
- Make decisions transparent throughout the district

Action Plan

- Increase collaboration with other community entities to ensure a high quality of life
- Develop, strengthen, and recognize partnerships that support the learning of all students
- Support local Parent-Teacher-Student organizations to strengthen community involvement
- Maintain and enhance opportunities to educate the community on programs and services offered to students of GCS through multiple communication avenues
- Conduct stakeholder education vision meetings

GOAL 4

Ensure safe and effective educational environments for multiple learning opportunities.

Objectives

- Provide a safe learning and working environment
- Reinforce positive student behavior interventions
- Incorporate effective intervention support
- Collaborate with local law enforcement to maximize safety
- Improve supervision and surveillance through technology
- Develop and maintain effective communication with parents
- Establish innovative Alternative programs

Action Plan

- Ensure that administration, faculty, and staff effectively supervise/monitor behavior
- Provide professional development to all staff relating to improving classroom and individual student discipline

ACIP

Walnut Park Elementary School

- Insure policies relating to behavior and code of conduct are reviewed and clearly communicated to students and parents
- Support and strengthen the development of good moral character
- Maintain and ensure a relationship for support with local law enforcement and add additional School Resource Officers
- Acquire and increase video surveillance on all campuses
- Acquire a Parent Notification System that can be used for notifications for events as well as during crisis intervening
- Begin FOCUSED Initiative (Focusing Our Commitment Until Students Earn a Diploma)
- Continue and enhance Alternative Programs such as; Elementary Enrichment, Second Chance, Credit Recovery, and Summer School Programs

GOAL 5

Pursue and secure multiple resources while maximizing operational efficiency

Objectives

- Pursue additional funding from all sources
- Increase receipt of resources through private partnerships with business stakeholders.
- Pursue and successfully utilize grant funding
- Maximize operational efficiency in all areas of the system

Action Plan

- Ensure that instructional initiatives, budget, and other district and school plans align with each other and support the Strategic Plan and Board policies
- Drive efficiency and effectiveness by improving system functions more efficiently
- Explore and support legislation to enhance local district flexibility and funding
- Identify and seek multiple sources of funding and grants

Notable Achievements and Areas of Improvement

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

Academics

A great education starts in the classroom, and at Gadsden City Schools, our classroom education is unparalleled. With 11 National Merit and two National Achievement Finalists in the last six years, over \$25 million in scholarship offers, and college acceptance for more than 50 percent of seniors, Gadsden City High and its feeder schools are academic beacons. System annual year progress goals have been met while also annually improving the graduation rate. Future alternatives, to provide graduation opportunities, continue to be developed through programs such as "Second Chance" and "FOCUSED" (Focusing Our Commitment Until Students Earn a Diploma). "Making Middle Grades Work" establishes middle grade priorities for expanding pre-AP academics as well as intervention academics for struggling students. Expansion of elementary education with AMSTI provides continuing professional training for math, science, and technology education. Emphasis on early childhood programs continue to be targeted through collaborative 4-year-old programs with Head Start.

Career Technical Education

One of the most significant advances in K-12 education in recent years has been the growing emphasis on career training. Gadsden City Schools is once again on the cutting edge with a new \$2.4 million career tech center. With an estimated 90 percent positive placement for students completing the program, Gadsden City is helping build Northeast Alabama's skilled workforce. New career CTE diplomas were initiated beginning in the 2012-13 school year. Career tech diplomas in Biomedical Services, Information Systems Technology, and Engineering are now offered. Courses at the school include:

Electrical Technology

HVAC (heating and air conditioning)

Information Technology

Cosmetology

Health Science

Family and Consumer Science

Automotive Technology

Business/Marketing Education

Performing Arts

Gadsden City Schools' commitment to the arts, support the concept of educating the whole child. GCS offers classes in piano lab, ceramics, photography, jazz band, drama and technical theater. Visual arts, strings, and choral programs in the middle schools, as well as strings, visual arts, and events like Serendipity Day on the elementary level, are offered. The high school chorale was recently chosen to sing at Carnegie Hall. The award winning 325 strong Titan Band has consistently rated superior performances from Hawaii to San Antonio as well as state and local competitions. Individual students in both choral and band consistently win annual all-state honors. Elementary and middle school visual arts students have won state and governors art awards. The high school drama team consistently win superior in ratings in district and state events.

Athletics

Gadsden City Schools supports 23 athletic teams competing at the 6A level. The three middle schools also support the athletic teams with
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their participation on them. More importantly, their "Go Titans" pride supports more than 800 student athletes striving to be the best in their chosen sport. Gadsden City is proud of its strong female sports programs and the many junior varsity programs it offers to students in the system.

Extra-curricular

Gadsden City offers opportunities for participation in many programs. The Titan Ambassadors serve as official hosts and hostesses at school system and citywide events, give student tours, represent the school at various city functions, and much more. Another highly successful program is JROTC. With more than 150 participants per year, JROTC trains students in leadership, citizenship, and excellence. Gadsden City clubs are recognized for service and excellence in our community, in our state, and even in our nation, with our nationally ranked Scholar's Bowl Team and nationally ranked students in Career Technical Education competitions. The GCHS Quiz Bowl team placed second in the state and competed in national competition the past 2 years. The Gadsden Middle Quiz Bowl team also placed in the top 5 of the state and competed in Chicago at the national competition.

Technology

Through "Gadsden 21," the Gadsden City Schools technology initiative is turning classrooms into a technology-driven work environment. From iPad programs in the elementary schools to laptop carts in the 9th Grade Academy, Gadsden City Schools incorporates technology at every level having invested over one million in technology in the last 3 years. The annual Tech Blitz competition gives students throughout the system opportunities to put their technology training to the test. Not only are we utilizing technology as a teaching tool, our students are also preparing to take their places in the technology workforce, thanks to courses like digital design, computer maintenance, and introduction to networking.

Stakeholder Support

Gadsden City Schools enjoys immense community support through various partnerships. United Way, Family Success Center, YMCA, Cultural Arts Center, Head Start, and various churches have participated in efforts relating to anti-bullying, anti-drugs/tobacco/alcohol, community gardening, technology improvement, and mentoring. Gadsden State Career and Technical College, Jacksonville State University, and the University of Alabama Center in Gadsden, provide student dual enrollment, teacher professional development, PBIS, and program improvement resource opportunities for the system. City, County, and state government officials provide funding and resources for advanced education programs, technology, fine arts, and career technical programs. The Quality of Life Health Center provides school based health services (basic health, vision and dentistry) to Gadsden City Schools at each school site. A mobile based unit was recently added as well as plans to construct a 3,000 square foot permanent facility on the campus of Litchfield Middle School.

Additional Information

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

Elementary Schools

A strong academic base is important for developing a strong student from the ground up. That's why GCS has implemented technology programs, group learning programs, and enrichment activities all with the goal of giving the students at our eight elementary schools the foundation they need to reach above expectations.

Enrichment - Gadsden City offers a specially designed program for gifted and exceptionally talented students. "The Creative Thinking Center" offers state-of-the-art technology, robust small group instruction at the highest levels of Bloom's Taxonomy, special projects, field trips, and challenging hands-on experiences like the annual Invention Convention sponsored by the system.

Alabama Reading Initiative (ARI) - As a participant in ARI, Gadsden City elementary school teachers use proven strategies, including formative assessment, to help students develop critical thinking skills and increase student learning.

Response to Instruction (RTI) - Gadsden City utilizes RTI as an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services. RTI provides high-quality, standards-based instruction and intervention that is matched to students' academic, social, emotional, and behavioral needs.

Alabama Math, Science, and Technology Initiative (AMSTI) - Through AMSTI, Gadsden City is enhancing math and science education by giving students the knowledge and skills necessary for success in their postsecondary studies and in the workforce. Gadsden City teachers have access to in-depth professional development, resources, and on-site support, as well as valuable partnerships with institutions of higher education, science centers, regional in-service centers, Science in Motion, GLOBE, businesses, and other organizations committed to improvements in math and science education.

Elementary Arts - Elementary school students throughout the system have access to an award-winning strings program, visual arts training, choral groups, and an overall commitment to making the Arts a vital part of an education. With visual arts winners at the state level, events like Serendipity Day and special concerts and speakers throughout the year, students are exposed to a wide range of arts opportunities.

Middle Schools

Gadsden City Schools participates in Making Middle Grades Work. Making Middle Grades Work is a comprehensive initiative founded on the conviction that most students can master academic studies at or above grade level when schools create an environment that motivates them to make the effort to succeed.

College Preparatory Coursework - Pre-AP (Advanced Placement) classes offered at Gadsden City Middle Schools include algebra, science, reading, language, and social studies. The courses not only prepare students for the rigorous coursework on the high school level but also give middle school students the opportunity to be challenged and stimulated.

Middle School Arts - From marching band to choral, from dance line to strings, the arts are an important component in Gadsden City middle schools. Students are introduced early to the Arts as they prepare to attend one of the most committed high schools in the state to providing a thorough arts education - Gadsden City High School.

Middle School Athletics - While baseball, basketball, and football are popular middle school sports, Gadsden City 7th and 8th graders are also eligible to participate in softball, soccer, tennis, golf, cheerleading, and more.

Math and Reading Intervention - For those challenged to meet the growing demands of higher math and reading coursework, GCS employees offer small-group instruction, re-teaching, and inclusion classes.

Following a long and storied history dating back to 1889, the GCS System opened the new Gadsden City High School in the fall of 2006. The school is the result of the merging of 3 high schools: Emma Sansom, Gadsden, and Litchfield. The new school is the largest in both Etowah
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County and Northeast Alabama. It boasts a state-of-the-art \$40 million campus, complete with a 300,000-square-foot facility. More than 1,500 students and 150 staff members continually work to form the trained, educated population that will call Gadsden home in years to come. Unique Coursework - One of the most important benefits of a large campus, staff, and student body is the opportunity to offer a wide range of

studies. GCHS offers more than 150 courses along with dual enrollment through Gadsden State Community College and Jacksonville State University.

9th Grade Academy - At GCHS, the 9th Grade Academy provides a non-intimidating climate as students make the transition from middle to high school. Freshmen have the majority of their classes in a separate instructional environment overseen by an assistant principal assigned solely to the 9th Grade Academy. The Academy is designed to support overall academic performance, improve communication between home and school, and reduce discipline referrals.

Extracurricular Activities - At GCHS, more than half of the student body participates in a sport or in the award-winning marching band. There are numerous activities and clubs to keep kids engaged. .

AP - The Advanced Placement Program at GCHS is based on over 25 years of experience teaching AP courses. Seventeen AP courses are offered along with Pre-AP courses in grades 9-11. Excellence is a GCHS hallmark, evidenced by recognition from the A+ College Ready Grant for student score increases and enrollment gains. A strong AP program is statistically proven to raise rigor across academic levels. The wide array of AP courses allows our students the latitude to choose according to their interests and to excel in different areas, making them highly desirable to colleges.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Improvement Planning Process

Stakeholders were chosen at the school level at large and from the parents who volunteered to be part of the CIP. The stakeholders for the improvement planning includes parents, community members, teachers, instructional support staff, principals, central office staff, board members, and the superintendent. The CIP team received training in the process for creating an ACIP. Data from DIBELS and Aspire+ will be used to determine instructional strengths and weaknesses. In addition to formal assessments, the team will consider Educate Alabama outcomes, student and teacher attendance records, and surveys. The school leadership team will suggest strategies, professional development activities, and budget needs for the CIP. The Leadership team will meet with the teachers and a team of parents to discuss areas of strengths and weaknesses based on the data results from the previous years assessments. Completion of the CIP draft will be presented to the faculty and stakeholders for approval and suggestions. The completed CIP will be submitted to the Gadsden City Board of Education for approval and signatures.

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

Mrs. Kristen Woods - Principal

Mrs. Allison Correll- Instructional Reading Coach

Mrs. Carol Gaskin - 5rd Grade Teacher

Mrs. April Adcock - Library Media Specialist

Mr. Mitchell James - SRO/ Community Representative

Mrs. Anna Gibson- Counselor/Parent Liasion Title I

Mrs. Nancy Blackwood - Title I Coordinator

Mrs. Paula Elliott - Special Education/Resource

Mrs. Nancy Stewart - Board of Education District Representative for WPES

Mrs. Jennifer Beaubé- Parent Representative

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

During In-service in August of 2017, the faculty met to review and discuss the schools data. The faculty subgroups discussed the strengths and weaknesses of the test data per grade level, then identified the major areas of concern, and where the focus should be placed for the coming year.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See Attachment ACT Aspire Group Report	WPES ASPIRE GROUP REPORT 2017

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

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

Areas of Notable Achievement

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

Third

The proficiency rate summary report shows on the ACT APSIRE test in grade 3 in the area of math we had 4 students score in the exceeding category and 15 students score proficient in the ready category. There were 14 students that scored in the close or need of support category and did not score proficient out of a total of 33 total students. In reading, 5 students scored in the exceeding category and 5 students scored proficient in the ready category. There were 23 students who scored in the close or need of support category out of a total of 33 students.

Fourth

The proficiency rate summary report shows on the ACT APSIRE test in grade 4 in the area of math we had 11 students score proficient in the ready category. There were 28 students that scored in the close or need of support category and did not score proficient out of a total of 39 total students. In reading, 1 student scored in the exceeding category and 10 students scored proficient in the ready category. There were 28 students who scored in the close or need of support category out of a total of 39 students.

Fifth

The proficiency rate summary report shows on the ACT APSIRE test in grade in the area of math we had 1 student score in the exceeding category and 9 students score proficient in the ready category. There were 22 students that scored in the close or need of support category and did not score proficient out of a total of 32 total students. In reading, 3 students scored in the exceeding category and 4 students scored proficient in the ready category. There were 25 students who scored in the close or need of support category out of a total of 32 students.

Review/Strengths

In reviewing the data for WPES the only strengths in the data was in looking at our kids vertically (Following the kids as they moved up in grades). In grade 3, math, in the needs improvement category we did move a positive 12.03% and decreased the amount of students in this category. In grade four, math, in the close category we gained a positive 7.62% decreasing the number of students that were in the needs improvement category. In grades 3 and 4 the only gains were in the ready category, in reading, we increased a positive 18.08% in grade three and positive 8.26% in grade four.

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

Third

Third grade reading actually went down this year but on the National level we scored in the 51st percentile.

Fourth grade reading went from 28% to 32%. In fifth grade reading scores went up for 22% to 27%.

In math scores dropped in third grade from 58% to 53%. In fourth grade scores increased from 28% to 47%. In fifth grade math we showed a decrease from 31% to 11%.

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Which area(s) indicate the overall highest performance?

Fourth grade math had the largest percentage increase for last year as they went from 28% to 47%.

Third

The proficiency rate summary report shows on the ACT APSIRE test in grade 3 in the area of math we had 4 students score in the exceeding category and 15 students score proficient in the ready category. There were 14 students that scored in the close or need of support category and did not score proficient out of a total of 33 total students. In reading, 5 students scored in the exceeding category and 5 students scored proficient in the ready category. There were 23 students who scored in the close or need of support category out of a total of 33 students.

Fourth

The proficiency rate summary report shows on the ACT APSIRE test in grade 4 in the area of math we had 11 students score proficient in the ready category. There were 28 students that scored in the close or need of support category and did not score proficient out of a total of 39 total students. In reading, 1 student scored in the exceeding category and 10 students scored proficient in the ready category. There were 28 students who scored in the close or need of support category out of a total of 39 students.

Fifth

The proficiency rate summary report shows on the ACT APSIRE test in grade in the area of math we had 1 student score in the exceeding category and 9 students score proficient in the ready category. There were 22 students that scored in the close or need of support category and did not score proficient out of a total of 32 total students. In reading, 3 students scored in the exceeding category and 4 students scored proficient in the ready category. There were 25 students who scored in the close or need of support category out of a total of 32 students.

Review/Strengths

In reviewing the data for WPES the only strengths in the data was in looking at our kids vertically (Following the kids as they moved up in grades). In grade 3, math, in the needs improvement category we did move a positive 12.03% and decreased the amount of students in this category. In grade four, math, in the close category we gained a positive 7.62% decreasing the number of students that were in the needs

improvement category. In grades 3 and 4 the only gains were in the ready category, in reading, we increased a positive 18.08% in grade three and positive 8.26% in grade four.

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

Third

The proficiency rate summary report shows on the ACT APSIRE test in grade 3 in the area of math we had 4 students score in the exceeding category and 15 students score proficient in the ready category. There were 14 students that scored in the close or need of support category and did not score proficient out of a total of 33 total students. In reading, 5 students scored in the exceeding category and 5 students scored proficient in the ready category. There were 23 students who scored in the close or need of support category out of a total of 33 students.

Fourth

The proficiency rate summary report shows on the ACT APSIRE test in grade 4 in the area of math we had 11 students score proficient in the ready category. There were 28 students that scored in the close or need of support category and did not score proficient out of a total of 39 total students. In reading, 1 student scored in the exceeding category and 10 students scored proficient in the ready category. There were 28 students who scored in the close or need of support category out of a total of 39 students.

Fifth

The proficiency rate summary report shows on the ACT APSIRE test in grade in the area of math we had 1 student score in the exceeding category and 9 students score proficient in the ready category. There were 22 students that scored in the close or need of support category and did not score proficient out of a total of 32 total students. In reading, 3 students scored in the exceeding category and 4 students scored proficient in the ready category. There were 25 students who scored in the close or need of support category out of a total of 32 students.

Review/Strengths

In reviewing the data for WPES the only strengths in the data was in looking at our kids vertically (Following the kids as they moved up in grades). In grade 3, math, in the needs improvement category we did move a positive 12.03% and decreased the amount of students in this category. In grade four, math, in the close category we gained a positive 7.62% decreasing the number of students that were in the needs improvement category. In grades 3 and 4 the only gains were in the ready category, in reading, we increased a positive 18.08% in grade three and positive 8.26% in grade four.

Between which subgroups is the achievement gap closing?

Third

The proficiency rate summary report shows on the ACT APSIRE test in grade 3 in the area of math we had 4 students score in the exceeding category and 15 students score proficient in the ready category. There were 14 students that scored in the close or need of support category and did not score proficient out of a total of 33 total students. In reading, 5 students scored in the exceeding category and 5 students scored proficient in the ready category. There were 23 students who scored in the close or need of support category out of a total of 33 students.

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total students. In reading, 1 student scored in the exceeding category and 10 students scored proficient in the ready category. There were 28 students who scored in the close or need of support category out of a total of 39 students.

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Review/Strengths

In reviewing the data for WPES the only strengths in the data was in looking at our kids vertically (Following the kids as they moved up in grades). In grade 3, math, in the needs improvement category we did move a positive 12.03% and decreased the amount of students in this category. In grade four, math, in the close category we gained a positive 7.62% decreasing the number of students that were in the needs improvement category. In grades 3 and 4 the only gains were in the ready category, in reading, we increased a positive 18.08% in grade three and positive 8.26% in grade four.

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

The findings were aligned with STAR Testing and PST information

Areas in Need of Improvement

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

Review/Weaknesses

Reading

After further review of the ACT ASPIRE data we discovered that the area of third grade reading in the field of integration of knowledge we were at 87.5% below the ACT Readiness Range. Craft and structure came in at 61.5% below and key ideas and details came in at 67.5% below for third grade. Fourth grade: Area of integration of knowledge and ideas for fourth grade reading was at 63.5% below the ACT Readiness Range. Craft and structure came in at 60.00% below and key ideas and details came in at 77% below for fourth grade. Fifth grade: grade: Area of integration of knowledge and ideas for fifth grade reading was at 80% below the ACT Readiness Range. Craft and structure came in at 65% below and key ideas and details came in at 85% below for fifth grade.

Math

After further review of the ACT ASPIRE data in third grade math we discovered multiple areas that are below the ACT Readiness Range and they are as follows:

Geometry at 89.50%, Measurement and Data at 82.5%, Justification and Explanation 76%, Grade Level Progress 74.50%, Modeling 67%, Foundation 61.5%, Number and Operations-Fractions 57%, Number and Operations- Base 10.54%, and Operations and Algebraic Thinking at 40.5%.

In fourth grade math we discovered multiple areas that are below the ACT Readiness Range and they are as follows:

Geometry at 61.5%, Measurement and Data at 56 %, Justification and Explanation 55%, Grade Level Progress 51%, Modeling 33.5%, Foundation 71%, Number and Operations-Fractions 71%, Number and Operations- Base 32.5%, and Operations and Algebraic Thinking at 42.5%.

In fifth grade math we discovered multiple areas that are below the ACT Readiness Range and they are as follows:

Geometry at 76.5%, Measurement and Data at 83.5%, Justification and Explanation 48.5%, Grade Level Progress 71.5%, Modeling 75%, Foundation 70%, Number and Operations-Fractions 63.5%, Number and Operations- Base 10 78.5%, and Operations and Algebraic Thinking at 73.5%.

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

Review/Weaknesses

Reading

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Which area(s) indicate the overall lowest performance?

Review/Weaknesses

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

Review/Weaknesses

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Between which subgroups is the achievement gap becoming greater?

Review/Weaknesses

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

Review/Weaknesses

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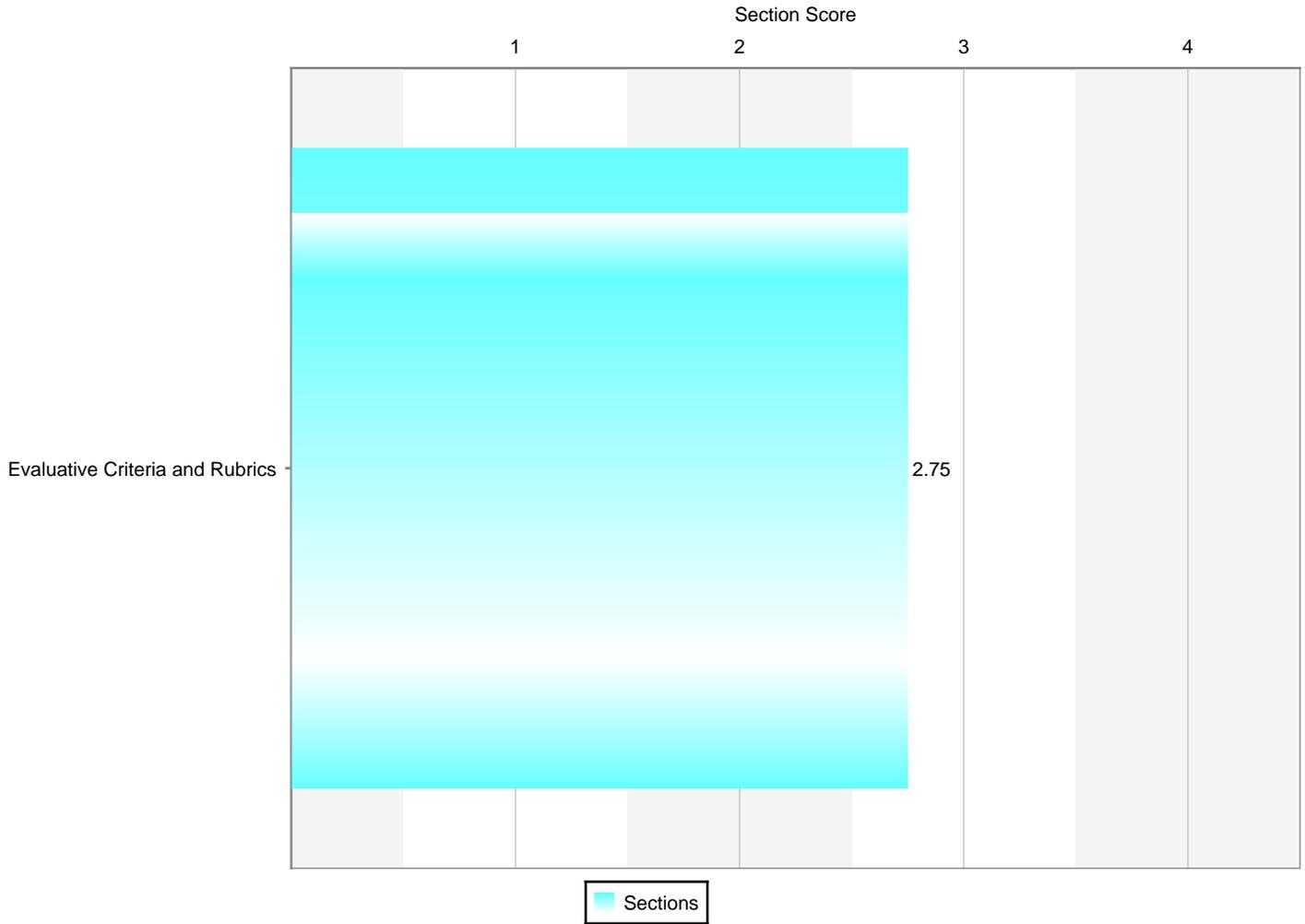
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Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The attachment includes signatures from principals, guidance counselors, central office staff, teachers, and parents who participated in the meetings. Mrs. Kristen Woods-Principal Mrs. Allison Correll- Instructional Reading Coach Mrs. Carol Gaskin- 5th Grade Teacher Mrs. April Adcock- Librarian Mr. Mitch James- SRO Mrs. Anna Gibson- Counselor/Title I Liaison Mrs. Nancy Blackwood- Title I Coordinator Mrs. Paula Elliott- SPE Teacher Mrs. Nancy Stewart- BOE District Representative for WPES Jennifer Beabe- Parent Representative	Signature Page CIP 17-18

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Assurance Signatures	Signatures Smoots/Perry 17

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Assurance Signatures	Smoots/Perry Signatures 17

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Parental Involvement Plan 17 WPES Mrs. Kristen Woods, Ed. S.	Parental Involvement Plan 2017 WPES

ACIP

Walnut Park Elementary School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	School-Parent Compact 2017 Mrs. Kristen Woods, Ed. S.	School-Parent Compact 2017 Signature Page Compact 17-18

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

Plan Description

Goals 2017-2018

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$232582
2	Students will improve English/Language Arts Proficiency	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$101000
3	Students will improve math proficiency	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$187000
4	Student participation in after-school learning activities will be increased.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$163500
5	Improve EL	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of using digital tools, individually and collaboratively, in and out of the classrooms, to gather, organize, evaluate, and share and present information in Career & Technical by 05/23/2017 as measured by Assist teacher survey (currently 77%).

Strategy 1:

Technology Tools - Technology tools will increasingly be available for student use.

Category: Develop/Implement College and Career Ready Standards

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Currently Walnut Park fourth grade students are involved in the one to one initiative. As funding allows the plan to expand to other grades. Technology money this year will be used this year to purchase more devices for student and teacher use.	Technology	08/08/2016	05/23/2017	\$227000	Other, Capital Improvement Fund	Principal, teachers, media specialist, district technology resource staff, computer technicians, and general public presenters of technology.

Activity - BYOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued use of BYOD (Bring Your Own Device)	Technology	08/08/2016	05/23/2017	\$0	No Funding Required	Teachers, students, media specialist, computer technicians, and Central Office technology staff.

Activity - Addition of Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Walnut Park Elementary School

Additional devices will be added with the use of Technology money and Title I money.	Technology	08/08/2016	05/23/2017	\$2791	State Funds	Teacher, Library Media Specialist, and Administrator
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Activity - Replacement of Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional technology devices will be purchased to replace outdated/broken devices to make sure teachers have adequate technology for instructional purposes.	Technology	08/08/2016	05/23/2017	\$2791	State Funds	Principal

Goal 2: Students will improve English/Language Arts Proficiency**Measurable Objective 1:**

A 2% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in college and career readiness in content literacy by reading and comprehending narrative and informational texts in English Language Arts by 05/11/2018 as measured by the state of Alabama Performance Series Web-Based Diagnostic Scantron Test..

Strategy 1:

Strategic Teaching Strategies - The reading teacher will use differentiated instruction incorporating small groups and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative and AMSTI Research

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the Scott-Foresman/ARI model for explicit differentiated instruction.	Academic Support Program	08/09/2017	05/11/2018	\$0	State Funds	Teacher and ARI Coach

Activity - Classroom Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide coaching cycles	Professional Learning	08/09/2017	05/11/2018	\$74000	Other	Reading Coach

Strategy 2:

Teach CCRS Standards - Teachers will develop weekly lesson plans using CCRS standards. Plans should be based on the college and career ready standards and be taught in a sequential order using district developed pacing guides.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core

Activity - Purposeful and timely lesson planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to the school administrator for approval.	Direct Instruction	08/09/2017	05/11/2018	\$0	No Funding Required	Teachers and Administrator
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the lesson all teachers will use various strategies to explore or explain the lesson.	Professional Learning	08/09/2017	05/11/2018	\$0	No Funding Required	Teachers and administrators
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead teachers will receive training provided by the state department through regional support teams. ARI and AMSTI partners will increase student learning and student engagement. Lead teachers will bring back strategies and resources back to the school and present the information during grade level meetings and faculty meetings throughout the school year.	Professional Learning	08/09/2017	05/11/2018	\$0	No Funding Required	Lead teachers and Administrators

Strategy 3:

Identify and address student needs - Teachers will develop weekly lesson plans using ccrs standards in the Chalkable program. Plans should include before during and after strategies. Plans should be based on the college and career ready standards and taught in a sequential order using district developed pacing guides.

Category: Develop/Implement Learning Supports

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet monthly to review progress and identify students in need of intervention.	Academic Support Program, Behavioral Support Program	08/09/2017	05/11/2018	\$27000	Other	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff
Activity - Grouping Students-Tier II and Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Tier II support: All teachers will use small group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students. Tier III Support- All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students comprehension. For students who have severe gaps, they will provide at least 30 minutes of daily small group instruction and intensive intervention to focus on grade level skills not mastered.	Academic Support Program, Behavioral Support Program	08/09/2017	05/11/2018	\$0	No Funding Required	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff
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Goal 3: Students will improve math proficiency

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in CCRS standards in Mathematics by 05/11/2018 as measured by the state department of Alabama test Performance Series Web-Based Diagnostic Scantron test..

Strategy 1:

Use strategic Teaching Strategies - All content-area teachers will open each lesson with a posted student-friendly outcome, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI specialist will provide support and modeling of effective instructional strategies in the K-5 math strategies each month.	Academic Support Program, Professional Learning	08/09/2017	05/11/2018	\$0	State Funds	AMSTI Math Specialist

Activity - Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and central office staff will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.	Professional Learning	08/09/2017	05/11/2018	\$0	No Funding Required	Principals and Central Office staff

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Walnut Park Elementary School

Math teachers in grades 3-5 will receive support/and/or modeling in the classroom from a district level instructional math coach.	Academic Support Program, Professional Learning	08/09/2017	05/11/2018	\$0	No Funding Required	Title I Math Coach
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Strategy 2:

Teach Practice Standards - Practice standards - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Activity - Math Practice Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	Direct Instruction	08/09/2017	05/11/2018	\$0	Title I Part A	Classroom teachers

Strategy 3:

Web- Based Intervention Programs - All students in grades k-12 will have the opportunity to practice grade level, remedial, or advanced math skills using a web-based academic program called Classworks and Stride Academy and Scantron on a weekly basis. Teachers may individualize content based on student needs and create individual learning pathways to meet the needs of all learners

Category: Develop/Implement College and Career Ready Standards

Research Cited: Classworks/Stride Academy Grant from the State of Alabama/Scantron- State adopted program for testing

Activity - Classworks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly assignments based on individualized student learning pathways	Academic Support Program	10/10/2016	04/17/2017	\$160000	Other	All teachers, Administrator, and Title I Aide

Activity - Star Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will test on the START test when Central Office assigns testing dates.	Academic Support Program	08/09/2017	05/11/2018	\$27000	Other	Teachers, Counselors, Administrators, Title I Instructional Aide

Goal 4: Student participation in after-school learning activities will be increased.

Measurable Objective 1:

collaborate to increase student enrollment in our after-school program by 05/11/2018 as measured by a 2% increase in student enrollment in the 21st Century After-School Programs..

Strategy 1:

21st Century After-School Program Activities and Student Support Strategies - The 21st Century staff will plan family nights with guest speakers, anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parents to get involved and encourage students to get excited about learning. The after-school program has shown success Walnut Park Elementary School for a number of years. Students who attend these programs are more likely to improve reading and math skills and overall socialization and satisfaction with school. Attendance at these events will be tracked with sign in sheets.

After school tutoring will be a part of each days activities after school to help students master skills taught and offer remediation when necessary.

Web-based Intervention Programs will be used to incorporate technology and to provide additional practice on reading and math skills.

Homework Help will be provided each day to ensure students receive the needed support required for completion of homework assignments that in turn, will help improve students' grades.

According to Spielberger and Halpern (2002), Afterschool programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

Category: Develop/Implement Learning Supports

Research Cited: Spielberger, J. & Halpern, R. (2002). The role of after-school programs in children's literacy development. Chapin Hall Center for Children at the University of Chicago.

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monday - Thursday tutoring will be offered to reinforce learned skills and remediate in areas of reading and math.	Tutoring	01/08/2018	05/11/2018	\$100000	Other	21st Century After School Staff/Title I Tutors

Activity - Field Trips and Enrichment Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	08/09/2017	05/11/2018	\$3500	Other	21st Century Staff

ACIP

Walnut Park Elementary School

Activity - Web-based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program, Technology	08/09/2017	05/11/2018	\$60000	Other	21st Century After School Staff
Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/09/2017	05/11/2018	\$0	Other	21st Century After-School Staff

Goal 5: Improve EL**Measurable Objective 1:**

A 2% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged, Hispanic or Latino, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth on the State Test WIDA in Reading by 05/11/2018 as measured by WIDA scores for the students..

Strategy 1:

Intervention - Use of My Sidewalks, STAR Reading, Stride Academy, and SuccessMaker will be used to improve student academic performance.

Category: Develop/Implement Learning Supports

Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of STAR Reading will be used to increase reading proficiency.	Academic Support Program	08/09/2017	05/11/2018	\$0	District Funding	Teachers, RTI Title I Instructional Aide, EL Teacher
Activity - STRIDE Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of STRIDE Academy to increase reading proficiency.	Academic Support Program	09/01/2017	05/11/2018	\$0	Other	Teacher, RTI Title I Instructional Aide
Activity - Classworks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Walnut Park Elementary School

Intervention/remediation tool used district wide to assist in remediation for Tier 2 and Tier 3 students.	Academic Support Program	08/09/2017	05/11/2018	\$0	Other	Classroom teachers, Intervention Teachers, EL Teacher, and Reading Coach
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Activity - DIBELS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To improve ORF in 3rd Grade	Direct Instruction	08/09/2017	05/11/2018	\$0	No Funding Required	All instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	AMSTI specialist will provide support and modeling of effective instructional strategies in the K-5 math strategies each month.	Academic Support Program, Professional Learning	08/09/2017	05/11/2018	\$0	AMSTI Math Specialist
Replacement of Equipment	Additional technology devices will be purchased to replace outdated/broken devices to make sure teachers have adequate technology for instructional purposes.	Technology	08/08/2016	05/23/2017	\$2791	Principal
Addition of Devices	Additional devices will be added with the use of Technology money and Title I money.	Technology	08/08/2016	05/23/2017	\$2791	Teacher, Library Media Specialist, and Administrator
Direct Instruction	Teacher will use the Scott-Foresman/ARI model for explicit differentiated instruction.	Academic Support Program	08/09/2017	05/11/2018	\$0	Teacher and ARI Coach
Total					\$5582	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	Math teachers in grades 3-5 will receive support/and/or modeling in the classroom from a district level instructional math coach.	Academic Support Program, Professional Learning	08/09/2017	05/11/2018	\$0	Title I Math Coach
Purposeful and timely lesson planning	Teachers will develop lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to the school administrator for approval.	Direct Instruction	08/09/2017	05/11/2018	\$0	Teachers and Administrator
DIBELS	To improve ORF in 3rd Grade	Direct Instruction	08/09/2017	05/11/2018	\$0	All instructional staff
Differentiated Instruction	During the lesson all teachers will use various strategies to explore or explain the lesson.	Professional Learning	08/09/2017	05/11/2018	\$0	Teachers and administrators

ACIP

Walnut Park Elementary School

Observation	Principals and central office staff will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.	Professional Learning	08/09/2017	05/11/2018	\$0	Principals and Central Office staff
Grouping Students-Tier II and Tier III	Tier II support: All teachers will use small group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students. Tier III Support- All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students comprehension. For students who have severe gaps, they will provide at least 30 minutes of daily small group instruction and intensive intervention to focus on grade level skills not mastered.	Academic Support Program, Behavioral Support Program	08/09/2017	05/11/2018	\$0	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff
BYOD	Continued use of BYOD (Bring Your Own Device)	Technology	08/08/2016	05/23/2017	\$0	Teachers, students, media specialist, computer technicians, and Central Office technology staff.
Professional Development	Lead teachers will receive training provided by the state department through regional support teams. ARI and AMSTI partners will increase student learning and student engagement. Lead teachers will bring back strategies and resources back to the school and present the information during grade level meetings and faculty meetings throughout the school year.	Professional Learning	08/09/2017	05/11/2018	\$0	Lead teachers and Administrators
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Reading	Use of STAR Reading will be used to increase reading proficiency.	Academic Support Program	08/09/2017	05/11/2018	\$0	Teachers, RTI Title I Instructional Aide, EL Teacher
Total					\$0	

Capital Improvement Fund

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

Walnut Park Elementary School

One to One Initiative	Currently Walnut Park fourth grade students are involved in the one to one initiative. As funding allows the plan to expand to other grades. Technology money this year will be used this year to purchase more devices for student and teacher use.	Technology	08/08/2016	05/23/2017	\$210000	Principal, teachers, media specialist, district technology resource staff, computer technicians, and general public presenters of technology.
Total					\$210000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Practice Standards	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	Direct Instruction	08/09/2017	05/11/2018	\$0	Classroom teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Coaching	Provide coaching cycles	Professional Learning	08/09/2017	05/11/2018	\$74000	Reading Coach
STRIDE Academy	Use of STRIDE Academy to increase reading proficiency.	Academic Support Program	09/01/2017	05/11/2018	\$0	Teacher, RTI Title I Instructional Aide
RTI	Meet monthly to review progress and identify students in need of intervention.	Academic Support Program, Behavioral Support Program	08/09/2017	05/11/2018	\$27000	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

ACIP

Walnut Park Elementary School

Homework Help	Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/09/2017	05/11/2018	\$0	21st Century After-School Staff
Star Testing	Student will test on the START test when Central Office assigns testing dates.	Academic Support Program	08/09/2017	05/11/2018	\$27000	Teachers, Counselors, Administrators, Title I Instructional Aide
Classworks	Weekly assignments based on individualized student learning pathways	Academic Support Program	10/10/2016	04/17/2017	\$160000	All teachers, Administrator, and Title I Aide
After School Tutoring	Monday - Thursday tutoring will be offered to reinforce learned skills and remediate in areas of reading and math.	Tutoring	01/08/2018	05/11/2018	\$100000	21st Century After School Staff/Title I Tutors
One to One Initiative	Currently Walnut Park fourth grade students are involved in the one to one initiative. As funding allows the plan to expand to other grades. Technology money this year will be used this year to purchase more devices for student and teacher use.	Technology	08/08/2016	05/23/2017	\$17000	Principal, teachers, media specialist, district technology resource staff, computer technicians, and general public presenters of technology.
Web-based Intervention Programs	Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program, Technology	08/09/2017	05/11/2018	\$60000	21st Century After School Staff
Field Trips and Enrichment Activities	Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	08/09/2017	05/11/2018	\$3500	21st Century Staff
Classworks	Intervention/remediation tool used district wide to assist in remediation for Tier 2 and Tier 3 students.	Academic Support Program	08/09/2017	05/11/2018	\$0	Classroom teachers, Intervention Teachers, EL Teacher, and Reading Coach
Total					\$468500	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Used Advanced Ed Surveys- Parent/Student/Teacher 2017-2018	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Teacher Inventory Survey

*Highest

Overall Score: (21 respondents)

D1 I participate in targeted professional learning activities designed to meet the individual needs of my students. 3.95

C3 I participate in formal professional collaboration with my peers. 3.90

C1 I base decisions in my classroom on the strategic direction of my school. 3.80

C4 My lessons are based on high expectations for students. 3.80

C14 Students in my class have formal opportunities to develop positive relationships with their peers and/or adults. 3.80

Parent Inventory Survey

*Highest Performing Items

C3 Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? 0.93

21% Respectful

19% Supportive

17% Helpful

16% Trusting

C1 Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students? 0.53

15% We will be working on

15% You got it right

14% You will be working on

11% Explain your work

C2 Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? 0.39

18% Listening to the teacher

15% Taking tests

13% Completing Worksheets

13% Working with others

Climate/Culture School Survey

*Highest Performing Items

C1 Which four of the following words or phrases best describe, in general, what you think of your teachers? 0.94

24 % Fun

32% Caring

22% Honest

18% Active

C3 Which four of the following words would best describe, in general, how you feel while at school? 0.74

- 20% Happy
- 16% Excited
- 12% Interested
- 10% Supported
- 10% Tired

C2 Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? 0.73

- 17% Listen to teacher
- 15% Write/Think/Complete Worksheets
- 12% Take tests

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

Teacher Inventory Survey

*Highest

Overall Score: (21 respondents)

- D1 I participate in targeted professional learning activities designed to meet the individual needs of my students. 3.95
- C3 I participate in formal professional collaboration with my peers. 3.90
- C1 I base decisions in my classroom on the strategic direction of my school. 3.80
- C4 My lessons are based on high expectations for students. 3.80
- C14 Students in my class have formal opportunities to develop positive relationships with their peers and/or adults. 3.80

Parent Inventory Survey

*Highest Performing Items

- C3 Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? 0.93
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10% Supported

10% Tired

C2 Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? 0.73

17% Listen to teacher

15% Write/Think/Complete Worksheets

12% Take tests

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

The surveys were all used in the Advanc Ed Program

Areas in Need of Improvement

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

Teacher Inventory Survey

- *Lowest
- C8 I structure lessons, tasks and activities that require students' use of digital tools for learning. 2.90
- D2 I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success. 2.95
- E1 I plan lessons that increase students' awareness of and appreciation for other cultures. 2.95
- C5 Learning goals are different for each student in my class/course. 3.10
- E2 I have/had access to induction, mentoring and coaching programs designed to meet my individual professional learning needs. 3.15

Parent Survey-

*Lowest Performing Items

C2 Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? 0.39 Least Percentage

- Completing brief projects
- Completing long projects
- Making presentations
- Giving project demonstrations

C1 Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students? 0.53

- Least Percentage
- 2% You should do it this way
- 3% Repeat what you say
- 3% I am interested in your answer
- 3% I am interested in your thinking

C3 Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? 0.93 Least Percentage

- Distant
- Isolating
- Uncomfortable
- Useless

Student Survey

*Lowest Percentage

C2 Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? 0.73 Least Percentage

- 1% Make presentations
- 2% Complete long projects
- 3% Complete short projects

1% Memorize

C3 Which four of the following words would best describe, in general, how you feel while at school? 0.74 Least Percentage

1% Afraid

2% Angry

3% Lonely

4% Confused

C1 Which four of the following words or phrases best describe, in general, what you think of your teachers? 0.94 Least Percentage

1% Lazy/ Don't care/Fake/Unfair

2% Mean

7% Curious

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

Teacher Inventory Survey

*Lowest

C8 I structure lessons, tasks and activities that require students' use of digital tools for learning. 2.90

D2 I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success.

2.95

E1 I plan lessons that increase students' awareness of and appreciation for other cultures. 2.95

C5 Learning goals are different for each student in my class/course. 3.10

E2 I have/had access to induction, mentoring and coaching programs designed to meet my individual professional learning needs. 3.15

Parent Survey-

*Lowest Performing Items

C2 Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? 0.39 Least Percentage

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Completing long projects

Making presentations

Giving project demonstrations

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C3 Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? 0.93 Least Percentage

Distant

Isolating
Uncomfortable
Useless
Student Survey
*Lowest Percentage
C2 Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? 0.73 Least Percentage
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4% Confused

C1 Which four of the following words or phrases best describe, in general, what you think of your teachers? 0.94 Least Percentage
1% Lazy/ Don't care/Fake/Unfair
2% Mean
7% Curious

What are the implications for these stakeholder perceptions?

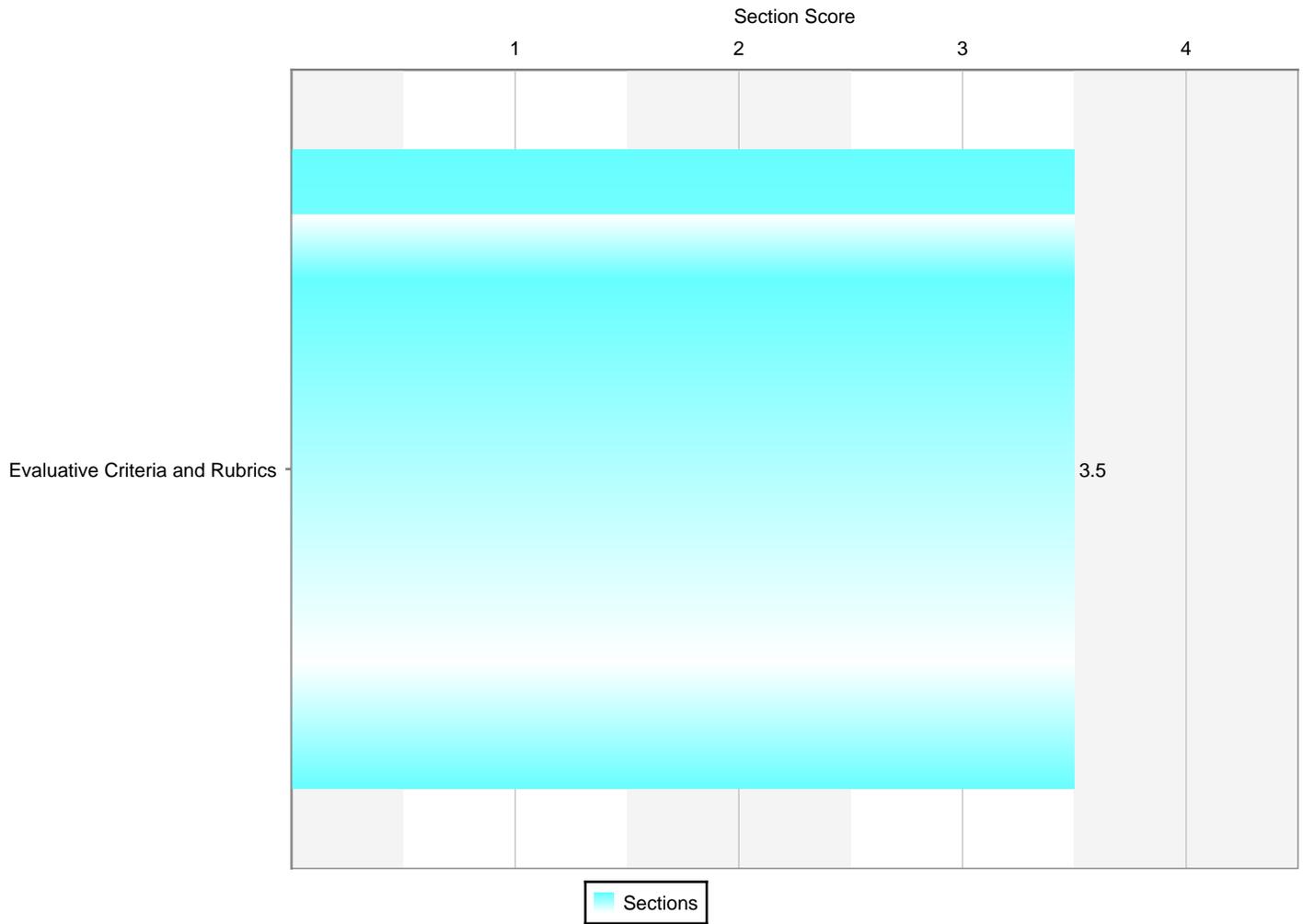
See Advanc Ed Surveys- Parent/Student/Teacher Responses 2017-2018

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

See Advanc Ed Surveys 2017-2018

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Improvement Planning Process

Stakeholders were chosen at the school level at large and from the parents who volunteered to be part of the CIP. The stakeholders for the improvement planning includes parents, community members, teachers, instructional support staff, principals, central office staff, board members, and the superintendent. The CIP team received training in the process for creating an ACIP. Data from DIBELS and Aspire+ will be used to determine instructional strengths and weaknesses. In addition to formal assessments, the team will consider Educate Alabama outcomes, student and teacher attendance records, and surveys. The school leadership team will suggest strategies, professional development activities, and budget needs for the CIP. The Leadership team will meet with the teachers and a team of parents to discuss areas of strengths and weaknesses based on the data results from the previous years assessments. Completion of the CIP draft will be presented to the faculty and stakeholders for approval and suggestions. The completed CIP will be submitted to the Gadsden City Board of Education for approval and signatures.

What were the results of the comprehensive needs assessment?

During In-service in August of 2017, the faculty met to review and discuss the schools data. The faculty subgroups discussed the strengths and weaknesses of the test data per grade level, then identified the major areas of concern, and where the focus should be placed for the coming year.

What conclusions were drawn from the results?

During In-service of August 2017, the faculty met to review and discuss the schools data. The faculty subgroups discussed the strengths and weaknesses of the test data per grade level, then identified the major areas of concern, and where the focus needed to be placed for the coming year.

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

The school process is that the BOE provides us an ESL translator provided by the City Board. This translator is very knowledgeable about ESL instruction and assessment. This translator works with the students and parents to provide for their needs. The district EL resource staff provide the school staff with updated guidance from the state and federal level concerning interpretation of ACCESS test data and how to incorporate and accommodate the WIDA standards into the core curriculum. More collaboration time is needed between the content teachers and the EL resource staff so that each staff member understands how to interpret the ACCESS test data and incorporate the WIDA standards into the curriculum.

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

The needs assessment is what drives our instruction objectives, strategies, and activities which are included in the yearly ACIP.

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

Multiple data sources are reviewed and disaggregated by the staff. The staff is trained yearly to review all types of data to drive their instruction. Scantron and STAR data line up with few exceptions.

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

Every student in grades K-5 will be given an assessment. Kindergartens through grade three are each administered the DIBELS three times annually. Every student takes a STAR Reading and Math test three times a year or more. For early non-readers the Early-Literacy test is given. All students are using the computer lab's various programs for which the teacher programs the appropriate level of instruction. The entire school participates in Accelerated Reader. The Scantron will be administered to the third, fourth, and fifth grade students. The ELL students are given the WIDA. In addition, each teacher gives teacher made tests and textbook unit tests for classroom assessment. Grades K-5 will follow Go Math lesson plans and administer monthly tests that covers the skills that have been taught for the month. provided with data form all of these assessments. They meet in grade level meetings and faculty meetings in which all the data is discussed. The Board of Education has developed charts of testing data that compares the most recent tests with the test from the previous year and a useful sandbox of our students to show our kids scores. The team will meet and present each grade with the graphs/charts. From this meeting each teacher will discuss and will be asked to look at strengths and weaknesses to ensure that weak areas are being covered sufficiently before the upcoming Spring Assessments. Teachers will involve parents in conferences and discussions about their child's progress. Testing data is evaluated by the PST Team and the RTI Team when a student is referred. Teacher representation and input is included on the schools budget committees, policy committees, textbook selection committees, and school calendar committees. Teachers from each school serve annually to create monthly lesson plans and monthly tests.

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:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of using digital tools, individually and collaboratively, in and out of the classrooms, to gather, organize, evaluate, and share and present information in Career & Technical by 05/11/2018 as measured by Advance Ed teacher survey (currently 77%).

Strategy1:

Technology Tools - Technology tools will increasingly be available for student use.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Currently Walnut Park fourth grade students are involved in the one to one initiative. As funding allows the plan to expand to other grades. Technology money this year will be used this year to purchase more devices for student and teacher use.	Technology	08/08/2016	05/23/2017	\$210000 - Capital Improvement Fund \$17000 - Other	Principal, teachers, media specialist, district technology resource staff, computer technicians, and general public presenters of technology.

Activity - Replacement of Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional technology devices will be purchased to replace outdated/broken devices to make sure teachers have adequate technology for instructional purposes.	Technology	08/08/2016	05/23/2017	\$2791 - State Funds	Principal

Activity - Addition of Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional devices will be added with the use of Technology money and Title I money.	Technology	08/08/2016	05/23/2017	\$2791 - State Funds	Teacher, Library Media Specialist, and Administrator

Goal 2:

Students will improve English/Language Arts Proficiency

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in college and career readiness in content literacy by reading and comprehending narrative and informational texts in English Language Arts by 05/11/2018 as measured by the state of Alabama Performance Series Web-Based Diagnostic Scantron Test..

Strategy1:

Teach CCRS Standards - Teachers will develop weekly lesson plans using CCRS standards. Plans should be based on the college and career ready standards and be taught in a sequential order using district developed pacing guides.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson all teachers will use various strategies to explore or explain the lesson.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Purposeful and timely lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to the school administrator for approval.	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and Administrator

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers will receive training provided by the state department through regional support teams. ARI and AMSTI partners will increase student learning and student engagement. Lead teachers will bring back strategies and resources back to the school and present the information during grade level meetings and faculty meetings throughout the school year.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Lead teachers and Administrators

Strategy2:

Strategic Teaching Strategies - The reading teacher will use differentiated instruction incorporating small groups and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative and AMSTI Research

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Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Scott-Foresman/ARI model for explicit differentiated instruction.	Academic Support Program	08/09/2017	05/11/2018	\$0 - State Funds	Teacher and ARI Coach

Activity - Classroom Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide coaching cycles	Professional Learning	08/09/2017	05/11/2018	\$74000 - Other	Reading Coach

Strategy3:

Identify and address student needs - Teachers will develop weekly lesson plans using ccrs standards in the Chalkable program. Plans should include before during and after strategies. Plans should be based on the college and career ready standards and taught in a sequential order using district developed pacing guides.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet monthly to review progress and identify students in need of intervention.	Academic Support Program Behavioral Support Program	08/09/2017	05/11/2018	\$27000 - Other	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

Activity - Grouping Students-Tier II and Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II support: All teachers will use small group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students. Tier III Support- All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students comprehension. For students who have severe gaps, they will provide at least 30 minutes of daily small group instruction and intensive intervention to focus on grade level skills not mastered.	Academic Support Program Behavioral Support Program	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

Goal 3:

Students will improve math proficiency

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in CCRS standards in Mathematics by 05/11/2018 as measured by the state department of Alabama test Performance Series Web-Based Diagnostic Scantron test..

Strategy1:

Use strategic Teaching Strategies - All content-area teachers will open each lesson with a posted student-friendly outcome, which will be revisited throughout the

lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

Activity - Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and central office staff will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Principals and Central Office staff

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 3-5 will receive support/and/or modeling in the classroom from a district level instructional math coach.	Professional Learning Academic Support Program	08/09/2017	05/11/2018	\$0 - No Funding Required	Title I Math Coach

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI specialist will provide support and modeling of effective instructional strategies in the K-5 math strategies each month.	Academic Support Program Professional Learning	08/09/2017	05/11/2018	\$0 - State Funds	AMSTI Math Specialist

Strategy2:

Teach Practice Standards - Practice standards - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Math Practice Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	Direct Instruction	08/09/2017	05/11/2018	\$0 - Title I Part A	Classroom teachers

Strategy3:

Web- Based Intervention Programs - All students in grades k-12 will have the opportunity to practice grade level, remedial, or advanced math skills using a web-based

academic program called Classworks and Stride Academy and Scantron on a weekly basis. Teachers may individualize content based on student needs and create individual learning pathways to meet the needs of all learners

Category: Develop/Implement College and Career Ready Standards

Research Cited: Classworks/Stride Academy Grant from the State of Alabama/Scantron- State adopted program for testing

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly assignments based on individualized student learning pathways	Academic Support Program	10/10/2016	04/17/2017	\$160000 - Other	All teachers, Administrator, and Title I Aide

Activity - Star Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will test on the START test when Central Office assigns testing dates.	Academic Support Program	08/09/2017	05/11/2018	\$27000 - Other	Teachers, Counselors, Administrators, Title I Instructional Aide

Goal 4:

Student participation in after-school learning activities will be increased.

Measurable Objective 1:

collaborate to increase student enrollment in our after-school program by 05/11/2018 as measured by a 2% increase in student enrollment in the 21st Century After-School Programs..

Strategy1:

21st Century After-School Program Activities and Student Support Strategies - The 21st Century staff will plan family nights with guest speakers, anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parents to get involved and encourage students to get excited about learning. The after-school program has shown success Walnut Park Elementary School for a number of years. Students who attend these programs are more likely to improve reading and math skills and overall socialization and satisfaction with school. Attendance at these events will be tracked with sign in sheets.

After school tutoring will be a part of each days activities after school to help students master skills taught and offer remediation when necessary.

Web-based Intervention Programs will be used to incorporate technology and to provide additional practice on reading and math skills.

Homework Help will be provided each day to ensure students receive the needed support required for completion of homework assignments that in turn, will help improve students' grades.

According to Spielberger and Halpern (2002), Afterschool programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

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Category: Develop/Implement Learning Supports

Research Cited: Spielberger, J. & Halpern, R. (2002). The role of after-school programs in children's literacy development. Chapin Hall Center for Children at the University of Chicago.

Activity - Web-based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program Technology	08/09/2017	05/11/2018	\$60000 - Other	21st Century After School Staff

Activity - Field Trips and Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	08/09/2017	05/11/2018	\$3500 - Other	21st Century Staff

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monday - Thursday tutoring will be offered to reinforce learned skills and remediate in areas of reading and math.	Tutoring	01/08/2018	05/11/2018	\$100000 - Other	21st Century After School Staff/Title I Tutors

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	21st Century After-School Staff

Goal 5:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 3% increase in number of students benchmarking on ORF from the beginning of the year to the end of year DIBELS assessment.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency Increase in Oral Reading Fluency in Reading by 05/19/2017 as measured by End of the year DIBELS assessment.

Strategy1:

Instructional Coaching - Instructional Coaching- An instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

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Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers	Direct Instruction	08/22/2016	05/19/2017	\$492592 - State Funds	Instructional Coaches and Administrators

Goal 6:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 2% increase in mean number of words read per minute (wpm) on ORF from the beginning year to the end of year Dibels assessment.

Measurable Objective 1:

A 2% increase of All Students will increase student growth in oral reading fluency in third grade from a baseline of 91.3 mean words correct on the Fall Dibels to 93.1 mean words correct on the Spring Dibels. in Reading by 05/11/2018 as measured by End of the year DIBELS assessment.

Strategy1:

Instructional Coaching - An Instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers.	Direct Instruction Professional Learning	08/09/2017	05/11/2018	\$73000 - State Funds	Instructional coaches and Administrator

Strategy2:

Oral Reading Practice - Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. Reading aloud, with children participating actively, helps children learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. The district will create and train a team of volunteers to work in the elementary schools each week to develop mentor relationships with struggling readers. Community volunteers will read to students and listen to students read aloud offering them an opportunity to practice self correction when reading.

Category: Implement Community Based Support and Intervention System

Research Cited: National Institute of Literacy...The Partnership of Reading

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Activity - Oral Reading Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will train a group of community leaders and volunteers to support our students by volunteering to read and listen to students reach each week during lunch buddies, mentoring, reading cafe, or after school school times at each elementary school.	Community Engagement	10/17/2017	04/13/2018	\$0 - No Funding Required	Parent Teacher Resource Center Coordinator/ Administrator Coordinator will train a team of volunteers. The school administrator and the school teachers will oversee the volunteers in the school.

Goal 7:

Improve EL

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged, Hispanic or Latino, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth on the State Test WIDA in Reading by 05/11/2018 as measured by WIDA scores for the students..

Strategy1:

Intervention - Use of My Sidewalks, STAR Reading, Stride Academy, and SuccessMaker will be used to improve student academic performance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - STRIDE Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STRIDE Academy to increase reading proficiency.	Academic Support Program	09/01/2017	05/11/2018	\$0 - Other	Teacher, RTI Title I Instructional Aide

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/remediation tool used district wide to assist in remediation for Tier 2 and Tier 3 students.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	Classroom teachers, Intervention Teachers, EL Teacher, and Reading Coach

Activity - DIBELS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve ORF in 3rd Grade	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	All instructional staff

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Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STAR Reading will be used to increase reading proficiency.	Academic Support Program	08/09/2017	05/11/2018	\$0 - District Funding	Teachers, RTI Title I Instructional Aide, EL Teacher

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:

Students will improve English/Language Arts Proficiency

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in college and career readiness in content literacy by reading and comprehending narrative and informational texts in English Language Arts by 05/11/2018 as measured by the state of Alabama Performance Series Web-Based Diagnostic Scantron Test..

Strategy1:

Teach CCRS Standards - Teachers will develop weekly lesson plans using CCRS standards. Plans should be based on the college and career ready standards and be taught in a sequential order using district developed pacing guides.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core

Activity - Purposeful and timely lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to the school administrator for approval.	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and Administrator

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson all teachers will use various strategies to explore or explain the lesson.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and administrators

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers will receive training provided by the state department through regional support teams. ARI and AMSTI partners will increase student learning and student engagement. Lead teachers will bring back strategies and resources back to the school and present the information during grade level meetings and faculty meetings throughout the school year.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Lead teachers and Administrators

Strategy2:

Strategic Teaching Strategies - The reading teacher will use differentiated instruction incorporating small groups and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Intitative and AMSTI Research

Activity - Classroom Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide coaching cycles	Professional Learning	08/09/2017	05/11/2018	\$74000 - Other	Reading Coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Scott-Foresman/ARI model for explicit differentiated instruction.	Academic Support Program	08/09/2017	05/11/2018	\$0 - State Funds	Teacher and ARI Coach

Strategy3:

Identify and address student needs - Teachers will develop weekly lesson plans using ccrs standards in the Chalkable program. Plans should include before during and after strategies. Plans should be based on the college and career ready standards and taught in a sequential order using district developed pacing guides.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet monthly to review progress and identify students in need of intervention.	Behavioral Support Program Academic Support Program	08/09/2017	05/11/2018	\$27000 - Other	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

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Activity - Grouping Students-Tier II and Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II support: All teachers will use small group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students. Tier III Support- All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students comprehension. For students who have severe gaps, they will provide at least 30 minutes of daily small group instruction and intensive intervention to focus on grade level skills not mastered.	Behavioral Support Program Academic Support Program	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

Goal 2:

Students will improve math proficiency

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in CCRS standards in Mathematics by 05/11/2018 as measured by the state department of Alabama test Performance Series Web-Based Diagnostic Scantron test..

Strategy1:

Use strategic Teaching Strategies - All content-area teachers will open each lesson with a posted student-friendly outcome, which will be revisited throughout the

lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI specialist will provide support and modeling of effective instructional strategies in the K-5 math strategies each month.	Professional Learning Academic Support Program	08/09/2017	05/11/2018	\$0 - State Funds	AMSTI Math Specialist

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 3-5 will receive support/and/or modeling in the classroom from a district level instructional math coach.	Academic Support Program Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Title I Math Coach

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Activity - Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and central office staff will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Principals and Central Office staff

Strategy2:

Teach Practice Standards - Practice standards - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Math Practice Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	Direct Instruction	08/09/2017	05/11/2018	\$0 - Title I Part A	Classroom teachers

Strategy3:

Web- Based Intervention Programs - All students in grades k-12 will have the opportunity to practice grade level, remedial, or advanced math skills using a web-based

academic program called Classworks and Stride Academy and Scantron on a weekly basis. Teachers may individualize content based on student needs and create individual learning pathways to meet the needs of all learners

Category: Develop/Implement College and Career Ready Standards

Research Cited: Classworks/Stride Academy Grant from the State of Alabama/Scantron- State adopted program for testing

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly assignments based on individualized student learning pathways	Academic Support Program	10/10/2016	04/17/2017	\$160000 - Other	All teachers, Administrator, and Title I Aide

Activity - Star Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will test on the START test when Central Office assigns testing dates.	Academic Support Program	08/09/2017	05/11/2018	\$27000 - Other	Teachers, Counselors, Administrators, Title I Instructional Aide

Goal 3:

Student participation in after-school learning activities will be increased.

Measurable Objective 1:

collaborate to increase student enrollment in our after-school program by 05/11/2018 as measured by a 2% increase in student enrollment in the 21st Century After-School Programs..

Strategy1:

21st Century After-School Program Activities and Student Support Strategies - The 21st Century staff will plan family nights with guest speakers, anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parents to get involved and encourage students to get excited about learning. The after-school program has shown success Walnut Park Elementary School for a number of years. Students who attend these programs are more likely to improve reading and math skills and overall socialization and satisfaction with school. Attendance at these events will be tracked with sign in sheets.

After school tutoring will be a part of each days activities after school to help students master skills taught and offer remediation when necessary.

Web-based Intervention Programs will be used to incorporate technology and to provide additional practice on reading and math skills.

Homework Help will be provided each day to ensure students receive the needed support required for completion of homework assignments that in turn, will help improve students' grades.

According to Spielberger and Halpern (2002), Afterschool programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

Category: Develop/Implement Learning Supports

Research Cited: Spielberger, J. & Halpern, R. (2002). The role of after-school programs in children's literacy development. Chapin Hall Center for Children at the University of Chicago.

Activity - Field Trips and Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	08/09/2017	05/11/2018	\$3500 - Other	21st Century Staff

Activity - Web-based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Technology Academic Support Program	08/09/2017	05/11/2018	\$60000 - Other	21st Century After School Staff

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monday - Thursday tutoring will be offered to reinforce learned skills and remediate in areas of reading and math.	Tutoring	01/08/2018	05/11/2018	\$100000 - Other	21st Century After School Staff/Title I Tutors

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	21st Century After-School Staff

Goal 4:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 3% increase in number of students benchmarking on ORF from the beginning of the year to the end of year DIBELS assessment.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency Increase in Oral Reading Fluency in Reading by 05/19/2017 as measured by End of the year DIBELS assessment.

Strategy1:

Instructional Coaching - Instructional Coaching- An instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers	Direct Instruction	08/22/2016	05/19/2017	\$492592 - State Funds	Instructional Coaches and Administrators

Goal 5:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 2% increase in mean number of words read per minute (wpm) on ORF from the beginning year to the end of year Dibels assessment.

Measurable Objective 1:

A 2% increase of All Students will increase student growth in oral reading fluency in third grade from a baseline of 91.3 mean words correct on the Fall Dibels to 93.1 mean words correct on the Spring Dibels. in Reading by 05/11/2018 as measured by End of the year DIBELS assessment.

Strategy1:

Oral Reading Practice - Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. Reading aloud, with children participating actively, helps children learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. The district will create and train a

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team of volunteers to work in the elementary schools each week to develop mentor relationships with struggling readers. Community volunteers will read to students and listen to students read aloud offering them an opportunity to practice self correction when reading.

Category: Implement Community Based Support and Intervention System

Research Cited: National Institute of Literacy...The Partnership of Reading

Activity - Oral Reading Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will train a group of community leaders and volunteers to support our students by volunteering to read and listen to students reach each week during lunch buddies, mentoring, reading cafe, or after school school times at each elementary school.	Community Engagement	10/17/2017	04/13/2018	\$0 - No Funding Required	Parent Teacher Resource Center Coordinator/ Administrator Coordinator will train a team of volunteers. The school administrator and the school teachers will oversee the volunteers in the school.

Strategy2:

Instructional Coaching - An Instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers.	Direct Instruction Professional Learning	08/09/2017	05/11/2018	\$73000 - State Funds	Instructional coaches and Administrator

Goal 6:

Improve EL

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged, Hispanic or Latino, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth on the State Test WIDA in Reading by 05/11/2018 as measured by WIDA scores for the students..

Strategy1:

Intervention - Use of My Sidewalks, STAR Reading, Stride Academy, and SuccessMaker will be used to improve student academic performance.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STAR Reading will be used to increase reading proficiency.	Academic Support Program	08/09/2017	05/11/2018	\$0 - District Funding	Teachers, RTI Title I Instructional Aide, EL Teacher

Activity - DIBELS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve ORF in 3rd Grade	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	All instructional staff

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/remediation tool used district wide to assist in remediation for Tier 2 and Tier 3 students.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	Classroom teachers, Intervention Teachers, EL Teacher, and Reading Coach

Activity - STRIDE Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STRIDE Academy to increase reading proficiency.	Academic Support Program	09/01/2017	05/11/2018	\$0 - Other	Teacher, RTI Title I Instructional Aide

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:

Student participation in after-school learning activities will be increased.

Measurable Objective 1:

collaborate to increase student enrollment in our after-school program by 05/11/2018 as measured by a 2% increase in student enrollment in SY 2017-2018

the 21st Century After-School Programs..

Strategy1:

21st Century After-School Program Activities and Student Support Strategies - The 21st Century staff will plan family nights with guest speakers, anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parents to get involved and encourage students to get excited about learning. The after-school program has shown success Walnut Park Elementary School for a number of years. Students who attend these programs are more likely to improve reading and math skills and overall socialization and satisfaction with school. Attendance at these events will be tracked with sign in sheets.

After school tutoring will be a part of each days activities after school to help students master skills taught and offer remediation when necessary.

Web-based Intervention Programs will be used to incorporate technology and to provide additional practice on reading and math skills.

Homework Help will be provided each day to ensure students receive the needed support required for completion of homework assignments that in turn, will help improve students' grades.

According to Spielberger and Halpern (2002), Afterschool programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

Category: Develop/Implement Learning Supports

Research Cited: Spielberger, J. & Halpern, R. (2002). The role of after-school programs in children's literacy development. Chapin Hall Center for Children at the University of Chicago.

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monday - Thursday tutoring will be offered to reinforce learned skills and remediate in areas of reading and math.	Tutoring	08/09/2017	05/11/2018	\$100000 - Other	21st Century After School Staff

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	21st Century After-School Staff

Activity - Field Trips and Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	08/09/2017	05/11/2018	\$3500 - Other	21st Century Staff

ACIP

Walnut Park Elementary School

Activity - Web-based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Technology Academic Support Program	08/09/2017	05/11/2018	\$60000 - Other	21st Century After School Staff

Goal 2:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 3% increase in number of students benchmarking on ORF from the beginning of the year to the end of year DIBELS assessment.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency Increase in Oral Reading Fluency in Reading by 05/19/2017 as measured by End of the year DIBELS assessment.

Strategy1:

Instructional Coaching - Instructional Coaching- An instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers	Direct Instruction	08/22/2016	05/19/2017	\$492592 - State Funds	Instructional Coaches and Administrators

Goal 3:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 2% increase in mean number of words read per minute (wpm) on ORF from the beginning year to the end of year Dibels assessment.

Measurable Objective 1:

A 2% increase of All Students will increase student growth in oral reading fluency in third grade from a baseline of 91.3 mean words correct on the Fall Dibels to 93.1 mean words correct on the Spring Dibels. in Reading by 05/11/2018 as measured by End of the year DIBELS assessment.

Strategy1:

Oral Reading Practice - Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. Reading aloud, with children participating actively, helps children learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. The district will create and train a team of volunteers to work in the elementary schools each week to develop mentor relationships with struggling readers. Community volunteers will read to students and listen to students read aloud offering them an opportunity to practice self correction when reading.

ACIP

Walnut Park Elementary School

Category: Implement Community Based Support and Intervention System

Research Cited: National Institute of Literacy...The Partnership of Reading

Activity - Oral Reading Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will train a group of community leaders and volunteers to support our students by volunteering to read and listen to students reach each week during lunch buddies, mentoring, reading cafe, or after school school times at each elementary school.	Community Engagement	10/17/2017	04/13/2018	\$0 - No Funding Required	Parent Teacher Resource Center Coordinator/ Administrator Coordinator will train a team of volunteers. The school administrator and the school teachers will oversee the volunteers in the school.

Strategy2:

Instructional Coaching - An Instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers.	Direct Instruction Professional Learning	08/09/2017	05/11/2018	\$73000 - State Funds	Instructional coaches and Administrator

Goal 4:

Improve EL

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged, Hispanic or Latino, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth on the State Test WIDA in Reading by 05/11/2018 as measured by WIDA scores for the students..

Strategy1:

Intervention - Use of My Sidewalks, STAR Reading, Stride Academy, and SuccessMaker will be used to improve student academic performance.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Walnut Park Elementary School

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/remediation tool used district wide to assist in remediation for Tier 2 and Tier 3 students.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	Classroom teachers, Intervention Teachers, EL Teacher, and Reading Coach

Activity - DIBELS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve ORF in 3rd Grade	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	All instructional staff

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STAR Reading will be used to increase reading proficiency.	Academic Support Program	08/09/2017	05/11/2018	\$0 - District Funding	Teachers, RTI Title I Instructional Aide, EL Teacher

Activity - STRIDE Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STRIDE Academy to increase reading proficiency.	Academic Support Program	09/01/2017	05/11/2018	\$0 - Other	Teacher, RTI Title I Instructional Aide

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

Students will improve English/Language Arts Proficiency

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in college and career readiness in content literacy by reading and comprehending narrative and informational texts in English Language Arts by 05/11/2018 as measured by the state of Alabama Performance Series Web-Based Diagnostic Scantron Test..

Strategy1:

Identify and address student needs - Teachers will develop weekly lesson plans using ccrs standards in the Chalkable program. Plans should include before during and after strategies. Plans should be based on the college and career ready standards and taught in a sequential order using district developed pacing guides.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Grouping Students-Tier II and Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II support: All teachers will use small group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students. Tier III Support- All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students comprehension. For students who have severe gaps, they will provide at least 30 minutes of daily small group instruction and intensive intervention to focus on grade level skills not mastered.	Academic Support Program Behavioral Support Program	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet monthly to review progress and identify students in need of intervention.	Behavioral Support Program Academic Support Program	08/09/2017	05/11/2018	\$27000 - Other	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

Strategy2:

Strategic Teaching Strategies - The reading teacher will use differentiated instruction incorporating small groups and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative and AMSTI Research

Activity - Classroom Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide coaching cycles	Professional Learning	08/09/2017	05/11/2018	\$74000 - Other	Reading Coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Scott-Foresman/ARI model for explicit differentiated instruction.	Academic Support Program	08/09/2017	05/11/2018	\$0 - State Funds	Teacher and ARI Coach

Strategy3:

Teach CCRS Standards - Teachers will develop weekly lesson plans using CCRS standards. Plans should be based on the college and career ready standards and be taught in a sequential order using district developed pacing guides.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core

ACIP

Walnut Park Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers will receive training provided by the state department through regional support teams. ARI and AMSTI partners will increase student learning and student engagement. Lead teachers will bring back strategies and resources back to the school and present the information during grade level meetings and faculty meetings throughout the school year.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Lead teachers and Administrators

Activity - Purposeful and timely lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to the school administrator for approval.	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and Administrator

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson all teachers will use various strategies to explore or explain the lesson.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and administrators

Goal 2:

Improve EL

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged, Hispanic or Latino, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth on the State Test WIDA in Reading by 05/11/2018 as measured by WIDA scores for the students..

Strategy1:

Intervention - Use of My Sidewalks, STAR Reading, Stride Academy, and SuccessMaker will be used to improve student academic performance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STAR Reading will be used to increase reading proficiency.	Academic Support Program	08/09/2017	05/11/2018	\$0 - District Funding	Teachers, RTI Title I Instructional Aide, EL Teacher

ACIP

Walnut Park Elementary School

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/remediation tool used district wide to assist in remediation for Tier 2 and Tier 3 students.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	Classroom teachers, Intervention Teachers, EL Teacher, and Reading Coach

Activity - DIBELS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve ORF in 3rd Grade	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	All instructional staff

Activity - STRIDE Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STRIDE Academy to increase reading proficiency.	Academic Support Program	09/01/2017	05/11/2018	\$0 - Other	Teacher, RTI Title I Instructional Aide

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

The BOE has interpreters that are available for us to use in communication of our English learners.

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	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	Yes	

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

All of the instructional classroom teaching staff at Walnut Park Elementary School are highly qualified. The counselor at Walnut Park is partially funded through Title I and serves as 50% parent liaison. The RTI Intervention aide at WPES does hold a BA with a minor in English and is attending graduate school during this year. Walnut Park's School administrator makes every effort to interview and offer positions to highly qualified teachers. Walnut Park Elementary School is in compliance with the requirements of section 114 and 1119 of "The No Child Left Behind Act of 2001" due to the fact that all teachers and Intervention Aide working with students are fully qualified to assume responsibilities for students to meet academic achievement standards. This information is maintained at the Gadsden City Board of Education's Central Office and is available to any member of the general public on request.

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?

All classroom teachers are highly qualified. No teachers have retired.

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

All classroom teachers are highly qualified.

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

Walnut Park School is in compliance with the requirements of section 114 and 1119 of "The No Child Left Behind Act of 2001" due to the fact that all teachers and Intervention aides working with students are qualified to assume responsibilities for students to meet academic achievement standards. This information is maintained at the Gadsden City Board of Education's Central Office and is available to any member of the general public on request.

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.**

Walnut Park School's administrator makes every effort to interview and offer positions to highly qualified teachers and aides. Walnut Park School is in compliance with the requirements of section 114 and 1119 of "The No Child Left Behind Act of 2001" due to the fact that all teachers and Intervention aides working with students are fully qualified to assume responsibilities for students to meet academic achievement standards. This information is maintained at the Gadsden City Board of Education's Central Office and is available to any member of the general public on request.

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

The professional development opportunities for teachers, principals, paraprofessionals, and other staff are provided in the areas of reading, math, technology and test improvement. Some examples of professional development that is offered by the local school board are: Webinar Wednesdays, Google Classroom, STAR Enterprise Assessment, EL strategies/workshops, Classworks training, AMSTI training and Stride Academy. Annual parent advisory committee meetings are held at the Parent Teacher Resource Center.

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

A mentor is assigned to teachers who are new to teaching. The mentor project allows the mentor to meet with the teacher monthly to discuss areas of difficulty or concerns. The mentor is always available for them. The new teachers are provided a teacher mentor per grade level. The teacher mentor attends training sessions that will provide the new teacher with a wealth of information on strategies for classroom management, keeping records, school and board policies and other vital school information. The mentor and mentee meet on a regular basis and log is kept on each meeting. The principal assists the mentor and mentee with scheduling, training sessions and district forms that need clarification.

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

Professional development is offered by the local school board are: Webinar Wednesdays, Google Classroom, STAR Enterprise Assessment, EL strategies, Classworks training, Scantron training, AMSTI training, and Stride Academy.

Professional development time is allowed during the year at various times to allow us to grow in our professions.

The professional development is sustained and ongoing through onsite and offsite trainings, observations and logs.

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:

Students will improve English/Language Arts Proficiency

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in college and career readiness in content literacy by reading and comprehending narrative and informational texts in English Language Arts by 05/11/2018 as measured by the state of Alabama Performance Series Web-Based Diagnostic Scantron Test..

Strategy1:

Identify and address student needs - Teachers will develop weekly lesson plans using ccrs standards in the Chalkable program. Plans should include before during and after strategies. Plans should be based on the college and career ready standards and taught in a sequential order using district developed pacing guides.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet monthly to review progress and identify students in need of intervention.	Academic Support Program Behavioral Support Program	08/09/2017	05/11/2018	\$27000 - Other	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

ACIP

Walnut Park Elementary School

Activity - Grouping Students-Tier II and Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II support: All teachers will use small group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students. Tier III Support- All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students comprehension. For students who have severe gaps, they will provide at least 30 minutes of daily small group instruction and intensive intervention to focus on grade level skills not mastered.	Behavioral Support Program Academic Support Program	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers, Counselors, Instructional Coaches, Instructional Aides, Principals, Central Office Staff

Strategy2:

Teach CCRS Standards - Teachers will develop weekly lesson plans using CCRS standards. Plans should be based on the college and career ready standards and be taught in a sequential order using district developed pacing guides.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers will receive training provided by the state department through regional support teams. ARI and AMSTI partners will increase student learning and student engagement. Lead teachers will bring back strategies and resources back to the school and present the information during grade level meetings and faculty meetings throughout the school year.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Lead teachers and Administrators

Activity - Purposeful and timely lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to the school administrator for approval.	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and Administrator

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson all teachers will use various strategies to explore or explain the lesson.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Teachers and administrators

Strategy3:

Strategic Teaching Strategies - The reading teacher will use differentiated instruction incorporating small groups and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative and AMSTI Research

ACIP

Walnut Park Elementary School

Activity - Classroom Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide coaching cycles	Professional Learning	08/09/2017	05/11/2018	\$74000 - Other	Reading Coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Scott-Foresman/ARI model for explicit differentiated instruction.	Academic Support Program	08/09/2017	05/11/2018	\$0 - State Funds	Teacher and ARI Coach

Goal 2:

Students will improve math proficiency

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in CCRS standards in Mathematics by 05/11/2018 as measured by the state department of Alabama test Performance Series Web-Based Diagnostic Scantron test..

Strategy1:

Teach Practice Standards - Practice standards - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Math Practice Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	Direct Instruction	08/09/2017	05/11/2018	\$0 - Title I Part A	Classroom teachers

Strategy2:

Use strategic Teaching Strategies - All content-area teachers will open each lesson with a posted student-friendly outcome, which will be revisited throughout the

lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

ACIP

Walnut Park Elementary School

Activity - Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and central office staff will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.	Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Principals and Central Office staff

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI specialist will provide support and modeling of effective instructional strategies in the K-5 math strategies each month.	Academic Support Program Professional Learning	08/09/2017	05/11/2018	\$0 - State Funds	AMSTI Math Specialist

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 3-5 will receive support/and/or modeling in the classroom from a district level instructional math coach.	Academic Support Program Professional Learning	08/09/2017	05/11/2018	\$0 - No Funding Required	Title I Math Coach

Strategy3:

Web- Based Intervention Programs - All students in grades k-12 will have the opportunity to practice grade level, remedial, or advanced math skills using a web-based

academic program called Classworks and Stride Academy and Scantron on a weekly basis. Teachers may individualize content based on student needs and create individual learning pathways to meet the needs of all learners

Category: Develop/Implement College and Career Ready Standards

Research Cited: Classworks/Stride Academy Grant from the State of Alabama/Scantron- State adopted program for testing

Activity - Star Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will test on the START test when Central Office assigns testing dates.	Academic Support Program	08/09/2017	05/11/2018	\$27000 - Other	Teachers, Counselors, Administrators, Title I Instructional Aide

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly assignments based on individualized student learning pathways	Academic Support Program	10/10/2016	04/17/2017	\$160000 - Other	All teachers, Administrator, and Title I Aide

Goal 3:

Student participation in after-school learning activities will be increased.

Measurable Objective 1:

collaborate to increase student enrollment in our after-school program by 05/11/2018 as measured by a 2% increase in student enrollment in

the 21st Century After-School Programs..

Strategy1:

21st Century After-School Program Activities and Student Support Strategies - The 21st Century staff will plan family nights with guest speakers, anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parents to get involved and encourage students to get excited about learning. The after-school program has shown success Walnut Park Elementary School for a number of years. Students who attend these programs are more likely to improve reading and math skills and overall socialization and satisfaction with school. Attendance at these events will be tracked with sign in sheets.

After school tutoring will be a part of each days activities after school to help students master skills taught and offer remediation when necessary.

Web-based Intervention Programs will be used to incorporate technology and to provide additional practice on reading and math skills.

Homework Help will be provided each day to ensure students receive the needed support required for completion of homework assignments that in turn, will help improve students' grades.

According to Spielberger and Halpern (2002), Afterschool programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

Category: Develop/Implement Learning Supports

Research Cited: Spielberger, J. & Halpern, R. (2002). The role of after-school programs in children's literacy development. Chapin Hall Center for Children at the University of Chicago.

Activity - Web-based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Technology Academic Support Program	08/09/2017	05/11/2018	\$60000 - Other	21st Century After School Staff

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monday - Thursday tutoring will be offered to reinforce learned skills and remediate in areas of reading and math. Teachers will use Stride and Classworks Programs.	Tutoring	01/08/2018	05/11/2018	\$100000 - Other	21st Century After School Staff/Title I Tutors

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	21st Century After-School Staff

ACIP

Walnut Park Elementary School

Activity - Field Trips and Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	08/09/2017	05/11/2018	\$3500 - Other	21st Century Staff

Goal 4:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 3% increase in number of students benchmarking on ORF from the beginning of the year to the end of year DIBELS assessment.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency Increase in Oral Reading Fluency in Reading by 05/19/2017 as measured by End of the year DIBELS assessment.

Strategy1:

Instructional Coaching - Instructional Coaching- An instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers	Direct Instruction	08/22/2016	05/19/2017	\$492592 - State Funds	Instructional Coaches and Administrators

Goal 5:

Collaborate to improve oral reading fluency by the end of 3rd grade as measured by a 2% increase in mean number of words read per minute (wpm) on ORF from the beginning year to the end of year Dibels assessment.

Measurable Objective 1:

A 2% increase of All Students will increase student growth in oral reading fluency in third grade from a baseline of 91.3 mean words correct on the Fall Dibels to 93.1 mean words correct on the Spring Dibels. in Reading by 05/11/2018 as measured by End of the year DIBELS assessment.

Strategy1:

Oral Reading Practice - Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. Reading aloud, with children participating actively, helps children learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. The district will create and train a team of volunteers to work in the elementary schools each week to develop mentor relationships with struggling readers. Community

volunteers will read to students and listen to students read aloud offering them an opportunity to practice self correction when reading.

Category: Implement Community Based Support and Intervention System

Research Cited: National Institute of Literacy...The Partnership of Reading

Activity - Oral Reading Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will train a group of community leaders and volunteers to support our students by volunteering to read and listen to students reach each week during lunch buddies, mentoring, reading cafe, or after school school times at each elementary school.	Community Engagement	10/17/2017	04/13/2018	\$0 - No Funding Required	Parent Teacher Resource Center Coordinator/ Administrator Coordinator will train a team of volunteers. The school administrator and the school teachers will oversee the volunteers in the school.

Strategy2:

Instructional Coaching - An Instructional coach will provide professional development, modeling, instructional support, and feedback to the third grade teachers to ensure quality strategic teaching is planned and delivered to students daily.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified instructional leaders will apply research based instructional strategies in 3rd grade classrooms by modeling and supporting classroom teachers.	Direct Instruction Professional Learning	08/09/2017	05/11/2018	\$73000 - State Funds	Instructional coaches and Administrator

Goal 6:

Improve EL

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged, Hispanic or Latino, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth on the State Test WIDA in Reading by 05/11/2018 as measured by WIDA scores for the students..

Strategy1:

Intervention - Use of My Sidewalks, STAR Reading, Stride Academy, and SuccessMaker will be used to improve student academic performance.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Walnut Park Elementary School

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/remediation tool used district wide to assist in remediation for Tier 2 and Tier 3 students.	Academic Support Program	08/09/2017	05/11/2018	\$0 - Other	Classroom teachers, Intervention Teachers, EL Teacher, and Reading Coach

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STAR Reading will be used to increase reading proficiency.	Academic Support Program	08/09/2017	05/11/2018	\$0 - District Funding	Teachers, RTI Title I Instructional Aide, EL Teacher

Activity - DIBELS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve ORF in 3rd Grade	Direct Instruction	08/09/2017	05/11/2018	\$0 - No Funding Required	All instructional staff

Activity - STRIDE Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of STRIDE Academy to increase reading proficiency.	Academic Support Program	09/01/2017	05/11/2018	\$0 - Other	Teacher, RTI Title I Instructional Aide

Narrative:

Gadsden City Literacy Program (GCLP) to Kindergarten: Students who are completing OSR Pre-K programs and will be entering Walnut Park are invited to visit the school in the Spring of each year for an informal orientation.

The students and their parents are given a tour of the building, have their picture made, receive some educational handouts, and are treated to a snack in the lunchroom. If students have special needs, they are addressed at an I.E.P. meeting attended by the parent, former teacher, future teacher, special education teacher, counselor, and principal.

The Title I Parent Center provides checkout materials for students and their parents, providing continued education and programs that will equip parents to support their child's learning and enhance their parenting skills as students make the transition to kindergarten.

The Early Childhood Coordinators for GCLP meets with principals of the elementary schools to ensure smooth transition for the child.

The Homeless Liaison works with any family who may reside in local shelters or doubled up situations to provide for their needs.

EL services are provided to students and parents with limited English proficiency.

Head Start staff meets with GCLP to provide a smooth transition between preschool programs and the kindergarten program in the public schools. Special Education (MEDC) meetings are held at Head Start to discuss and implement necessary assessments and services for at-risk students ensuring readiness for public schools.

Students in the fifth grade visit the middle school in the spring. The visit includes an introduction to the principal, assistant principal, counselor, and a tour of the school. Parents are invited to attend this session and are offered a time for questions. The special education teacher goes to the middle school at the end of the school year to provide a smooth transition from elementary to middle school for the special education students.

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?**

Common plan meetings are held monthly. Grade level plan meetings are held weekly with the teachers of their grade level. PST meetings are held monthly to discuss students and how they are progressing or declining and we monitor STAR reports. At the beginning of the year we provide each teacher with the assessment results form their grade and the grade before so they can see where their kids are scoring. Every student in grades K-5 will be given an assessment. Kindergartens through grade two are each administered the DIBELS three times annually. Every student takes a STAR Reading and Math test three times a year or more. For early non-readers the Early-Literacy test is given. All students are using the computer lab's various programs for which the teacher programs the appropriate level of instruction. The entire school participates in Accelerated Reader. The ACT Aspire will be administered to the third, fourth, and fifth grade students. The ELL students are given the WIDA. In addition, each teacher gives teacher made tests and textbook unit tests for classroom assessment. Grades K-5 will follow Go Math lesson plans and administer monthly tests that covers the skills that have been taught for the month. Teachers are provided with data form all of these assessments. They meet in grade level meetings and faculty meetings in which all the data is discussed. The School Leadership Team has developed charts of testing data that compares the most recent tests with the test from the previous year. The team will meet and present each grade with the graphs/charts. From this meeting each teacher will discuss and will be asked to look at strengths and weaknesses to ensure that weak areas are being covered sufficiently before the upcoming Spring Assessments. Teachers will involve parents in conferences and discussions about their child's progress. Testing data is evaluated by the PST Team and the RTI Team when a student is referred. Teacher representation and input is included on the schools budget committees, policy committees, textbook selection committees, and school calendar committees. Teachers from each school serve annually to create monthly lesson plans and monthly 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?

PST

Students who are experiencing academic or other needs are referred to the PST/RTI Teams at Walnut Park. The team makes recommendations for accommodations and assistance for students who are struggling and/or experiencing difficulties. Meetings are held monthly so that a student's needs will not be left unattended for a long period of time. The counselor at Walnut Park offers a wide variety of programs and services. At-Risk funding, when available, is used to host an in-house tutoring program for students who are performing below grade level. Tutors work with students on Reading and Math skills they have not mastered or that they are having difficulty with. Students are also offered the opportunity to attend the after school program that is funded through 21st Century. Students are offered homework assistance, enrichment activities, and child care. The Instructional Coaches will assist the classroom teachers in planning, organizing for instruction, and grouping for lessons. Students will be offered a variety of computer programs in the computer lab. A highly qualified support teacher will assist the classroom teachers with the tier III students with intervention in reading and math.

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

Through small group instruction in groups with the teacher, reading coach, or intervention assistant.

Students who are experiencing academic or other needs are referred to the PST/RTI Teams at Walnut Park. The team makes recommendations for accommodations and assistance for students who are struggling and/or experiencing difficulties. Meetings are held monthly so that a student's needs will not be left unattended for a long period of time. The counselor at Walnut Park offers a wide variety of programs and services. At-Risk funding, when available, is used to host an in-house tutoring program for students who are performing below grade level. Tutors work with students on Reading and Math skills they have not mastered or that they are having difficulty with. Students are also offered the opportunity to attend the after school program that is funded through 21st Century. Students are offered homework assistance, enrichment activities, and child care. The Instructional Coaches will assist the classroom teachers in planning, organizing for instruction, and grouping for lessons. Students will be offered a variety of computer programs in the computer lab. A highly qualified support teacher will assist the classroom teachers with the tier III students with intervention in reading and math. Additional after school tutoring will be offered through Title I program.

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

After school tutoring is offered and we offer 21st Century program.

Students who are experiencing academic or other needs are referred to the PST/RTI Teams at Walnut Park. The team makes recommendations for accommodations and assistance for students who are struggling and/or experiencing difficulties. Meetings are held monthly so that a student's needs will not be left unattended for a long period of time. The counselor at Walnut Park offers a wide variety of

programs and services. At-Risk funding, when available, is used to host an in-house tutoring program for students who are performing below grade level. Tutors work with students on Reading and Math skills they have not mastered or that they are having difficulty with. Students are also offered the opportunity to attend the after school program that is funded through 21st Century. Students are offered homework assistance, enrichment activities, and child care. The Instructional Coaches will assist the classroom teachers in planning, organizing for instruction, and grouping for lessons. Students will be offered a variety of computer programs in the computer lab. A highly qualified support teacher will assist the classroom teachers with the tier III students with intervention in reading and math. Additional Title I after school services will be offered through Title I program.

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.

This grant will fund(.40 FTE's)for a Homeless Liaison, Instructional materials, health items, hygiene, coordination with agencies, conference registration for instructional purpose.

In the 21st Century Learning Center an inclusive positive atmosphere for homework and study are made available. The CL&LSC meets the Principles of Effectiveness by using accountability measures and assessment of objective data such as Voyager. Performance measures to ensure high quality academic enrichment opportunities include development of after school policies that mirror the school's expectations. In addition, certified teachers, both active and retired, are responsible for the delivery of reading and math instruction with certified and other staff offering instruction in non-academic activities. Scheduling students consistently involves on-going communication between classroom teachers and the after school staff. The need for academics and enrichment services were determined through a needs assessment conducted by Community Education. Based on identified needs and survey information, CL&LSC (Community Learning and Life Skills Center) will focus on the areas of reading, math, and school wellness. Grades, testing, attendance and disciplinary actions are monitored for performance to demonstrate objective mastery. The K-5 program was designed as an added program to enhance student learning in reading, math, and science, as well as all other core subject areas, by providing extended time-on-task and by increasing parent involvement in student learning. The extended learning program involves the use of various Themed Country activities in reading that target increasing skill acquisition. The site operates on a rotational basis, forty-five minutes of Homework, forty-five minutes of Academics, and forty-five minutes of Enrichment. The 21st CLC operates an after school program 5 days a week, 36 weeks a year during the school year from 3:00- 5:30 pm. It also offers a summer program for 6 weeks.

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.

All Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent and Homeless students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. These students are provided with the opportunity to meet the same challenging state content and state performance standards to which all students are held without being stigmatized or isolated. All students have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services and counseling services. Schools works in cooperation with the Etowah County DHR, Family Success Center, Big Brothers/ Big Sisters, and various local churches and other community resources to provide students with necessary school supplies, food, clothing and shelter.

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.

Walnut Park Elementary School receives funding from federal, state, and local sources. Federal funding is allocated as follows: Title I Part A, Pre-K 4, Title I Part C, Migrant, Title I Part D, Neglected/Delinquent/At-Risk, Title II, Professional Development, Title III, English Language Learners, Title IV, Safe and Drug Free, Title V, Innovative Education/At-Risk, Title VIII, Impact Aid, and Title X, McKinney-Vento Homeless. State funding includes: Alabama Reading Initiative, Even Start, and Alabama Mathematics, Science, Technology Initiative. Local funding includes: Local professional development, Legislative delegation contributions, district-wide general fund, school-wide general fund, and Head Start. All funds that come directly to the school are administrated by an elected budget committee. All the budgets are planned so that all the fund sources are intermingled when spending occurs. For example. Walnut Park Elementary funding will come from local and state legislative contributions, Title I funds, and training for use paid for by Professional Development and for subs and travel expenses. Title I funds will be used to purchase instructional supplies/technology equipment for classroom/school. Parental Involvement monies will be used towards books for our students. Title I money will also be used in paying for instructional staff and machines for teacher use.

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)?

Walnut Park Elementary School receives funding from federal, state, and local sources. Federal funding is allocated as follows: Title I Part A, Pre-K 4, Title I Part C, Migrant, Title I Part D, Neglected/Delinquent/At-Risk, Title II, Professional Development, Title III, English Language Learners, Title IV, Safe and Drug Free, Title V, Innovative Education/At-Risk, Title VIII, Impact Aid, and Title X, McKinney-Vento Homeless. State funding includes: Alabama Reading Initiative, Even Start, and Alabama Mathematics, Science, Technology Initiative. Local funding includes: Local professional development, Legislative delegation contributions, district-wide general fund, school-wide general fund, and Head Start. All funds that come directly to the school are administrated by an elected budget committee. All the budgets are planned so that all the fund sources are intermingled when spending occurs. For example. Walnut Park Elementary funding will come from local and state legislative contributions, Title I funds, and training for use paid for by Professional Development and for subs and travel expenses. Title I funds will be used to purchase instructional supplies/technology equipment for classroom/school. Parental Involvement monies will be used towards books for our students. Title I money will also be used in paying for instructional staff and machines for teacher use.

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

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

The school faculty and members of the Improvement Team evaluate the program yearly. Scores and needs are closely monitored and goals are suggested for the next years plan.

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?

Administration and teachers meet and discuss the data from the state department of education. PSt Team looks at the information and makes recommendations for the next year.

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

The professional development opportunities for teachers, principals, paraprofessionals, and other staff are provided in the areas of reading, math, technology and test improvement.

Some examples of professional development that is offered by the local school board are: Webinar Wednesdays, Google Classroom, STAR Enterprise Assessment, EL strategies, Classworks training, AMSTI training and Stride Academy. Parent advisory meetings are also held at the Parent Teacher Learning Center.

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

The faculty meets and examines the plan to see if necessary changes are needed based off of student assessment scores. The document can be re-opened and adjusted yearly to meet the needs of the school and his students.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	14.55

Provide the number of classroom teachers.

"14.88"

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	841262.5

Total

841,262.50

Administrator Units

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

Provide the number of administrators.

"0.00"

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82801.0

Total

82,801.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.00

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

Total

0.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	22046.0

Total

22,046.00

Librarian

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

Provide the number of Librarians.

0.50

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	19171.0

Total

19,171.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	3501.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	3501.0

Total

3,501.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1283.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1283.0

Total

1,283.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	6976.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	6976.0

Total

6,976.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	504.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	504.0

Total

504.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	140368.87

Provide a brief explanation and breakdown of expenses.

Expenditures

Instructional Expenditures

Subs- 1,500.00

Telephone- 300.00

Local Travel- 300.00

Other Purchased Services- 5000.00

Student Classroom Supplies- 10,000.00

Instructional Software-5000.00

Books/Periodicals-3000.00

Furniture and Fixtures-2000.00

Non-Cap Audio/Video- 4000.00

Non-Cap Computer Hardware- 2000.00

Other Non-Cap Equipment- 1000.00

Professional Development Expenditures

Travel- In-State- 2000.00

Travel- Out of State- 3,107.39

Other Travel and Training-Registration-1100.00

Other Purchased Services-2000.00

Staff Training Supplies-1500.00

Student Support-Parental Involvement

General Supplies- 1000.00

Total to be spent by the school

44,807.39

Personnel

Instructional Personnel

Teacher- Gibson- 22045.00

Instructional Assistant- Payne- 17,581.00

Other Compensation- 6500.00

Insurance and Benefits- 23,482.00

Student Support Personnel

Consulting Teachers- Hawkins- 2314.83

Insurance and Benefits748.88

Instructional Support- Personnel

ACIPWalnut Park Elementary School

Comp Tech Staff- Beavers, Deck, Hardin-1585.65

Insurance and Benefits- 699.70

Professional Development- Personnel

Consulting Teacher- Goodwin G- 6920.73

Insurance and Benefits- 2241.92

Rental

Rental Equipment- Copiers- 11,440.68

Current Year Total- 140,368.87

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	322360.0

Provide a brief explanation and a breakdown of expenses.

District Receives\$322,360.00

Administration Allowance\$1676.27

Professional Development Training\$37995.89

Non-Public\$23,386.50

Class Size Reduction Teachers- Lowers Student Ratio:\$124,004.99

Teacher ratio:2 Walnut Park

District Staff for Professional Development \$135,296.35

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	57189.0

Provide a brief explanation and a breakdown of expenses.

The district provides an EL coordinator who oversees the entire EL Program including the core. (1) Certified EL teacher at (.10FTE's); (1) Paraprofessional at (.25 FTE's) rotating among schools to ensure supplemental services for teachers and students. Required Professional Development for school staff, district EL staff will be provided through SDE SAMUEL trainings as well as local training.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	75000.0

Provide a brief explanation and a breakdown of expenses.

The Gadsden City Board of Education recommends this grant proposal to obtain a Community Learning and Life Skills Center (CL&LSC) which will serve 80 students in K-5th grades at Walnut Park Elementary. The CLC will operate an after school program 5 days a week, 180 days per year, 36 weeks a year, during the school year from 3:00- 5:30 pm. The afterschool program will operate 2.5 hours each day; 12.5 hours each week. It will also offer a 6 week summer program. Certified teachers will begin at 8:00 a.m. and will work until 5:30 p.m. The summer program will exist on a rotation basis with teachers, to insure that teachers do not work over 40 hours each week. The Summer Program will operate 9.5 hours each day; 47.5 hours each week for 30 days.

Needs to be addressed:

- 1.) Academic tutoring and enrichment activities in reading, math and science that are aligned with CCRS.
- 2.) Motivational activities to show students how to make productive use of their leisure time.
- 3.) A secure place and time for homework completion with assistance.
- 4.) Enrichment activities that promote recreation, nutrition, cultural arts, and the environment.
- 5.) Service learning projects to demonstrate the benefits these provide to the students as well as the community and other people.
- 6.) Support for families, parenting, enrichment, high school equivalency and post high school training and education.
- 7.) Training for our teachers and parents.

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	65935.0

Provide a brief explanation and breakdown of expenses.

Program specific equipment needed to upgrade programs in the district. Equipment purchases will focus on program quality improvement. Most of the items are required for continued BIC program certification. Needed classroom technology upgrades are included here. \$5,454.50 for VEX Robotic Kits for our Electronic Program, \$21,945 for 30 Chromebooks and a Cart for each of our 3 middle school Family and Consumer Science Program, \$710 for a Network Laser Printer for the Information Technology Program, \$12,500 for a 10-needle electronic embroidery device for the middle schools to share, \$1,086 for 3 needed dishwasher upgrades in our High School FACS program, \$750 for a time clock for our High School Teacher Training Program, \$1,200 for a Laminator Kit, also for the Teacher Training Program, and \$22,290 for a computer-based patient simulator (included in Capital Equipment).

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	14788.0

Provide a brief explanation and breakdown of expenses.

Public Funds \$ 12075.00

Non-Public Funds \$ 2713.00

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Every year the school will host a meeting for the parents to explain what it means to be a Title I school. During the meeting the parents will be informed of the 1% set aside money and how the parents can be involved. The LEA's Title I allocation is shown and the amount for each school is shown and explained. Examples are given and we presented the amount to our parents that we received for Parental Involvement (my school's portion of the 95% of the 1%). We discuss how the parents can be involved in the process and how they can be part of the decision making team regarding the 1% set-aside both for system-wide initiatives and school level activities. Every year the school will host a meeting for the parents to explain what it means to be a Title I school. During the meeting the parents will be informed of the 1% set aside money and how the parents can be involved. The LEA's Title I allocation is shown and the amount for each school is shown and explained. Examples are given and we presented the amount to our parents that we received for Parental Involvement (my school's portion of the 95% of the 1%). We discuss how the parents can be involved in the process and how they can be part of the decision making team regarding the 1% set-aside both for system-wide initiatives and school level activities.

An overview of the Continuous Improvement Plan is presented at the Annual Title I Parent Meeting. Parents are informed of academic status, areas of improvement, expenditures, and an explanation of why the school is funded by Title I. Parents are asked for input and areas of concern. Parents are invited to participate in the annual budget planning meeting. Parents are informed of the plan and a committee of parents is asked to review the plan and make comments or corrections. The meeting took place at Walnut Park on September 26, 2017.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. Flexible times and places are offered to reach our parents for our Annual meetings.
 2. Notices are sent out to all parents in a language they can understand to be invited to join and serve on the committee. Parent names are turned into the Central Office who would like to serve on the School Advisory Committee and the LEA Advisory Committee. Parents sign up at the end of the Annual meetings at each of the schools and then the principal/district notifies those individuals when a work session will take place so they may give timely input.
 3. Each school has a set amount of money that can be spent for parental Involvement. Each school and their committee will determine how that money will be used. Parents can send suggestions and then the review team will review and make decisions.
- Parent meetings are held throughout the school year. Some parent education workshops are held during the school year. Surveys are sent home annually that include the review and improvement of the Title I program. Included in the budget for parent involvement are funds allocated for the following: technology, communication folders, supplies for printing, computer software with home access, Weekly Readers, materials and supplies for parent workshops, a full time counselor, and the need for a parent liaison.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in

use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Flexible times and places are offered to reach our parents for our Annual meetings and notices are sent out to all parents in a language they can understand to be invited to join and serve on the committee. Parent names are turned into the Central Office who would like to serve on the School Advisory Committee and the LEA Advisory Committee. Parents sign up at the end of the Annual meetings at each of the schools and then the principal/district notifies those individuals when a work session will take place so they may give timely input. Each school has a set amount of money that can be spent for parental Involvement. Each school and their committee will determine how that money will be used. Parents can send suggestions and then the review team will review and make decisions. Walnut Park Elementary School sends home communication on a regular basis. Every new child that registers for admittance receives a Gadsden City School System handbook, and code of student conduct. Parents are informed that all of our handbooks and Code of Conduct books are online and if they would like a hard copy we can provide one for them.. Walnut Park provides every student with an informative packet that includes data about the school, procedures, policies, and activities. Pertinent information on how to reach the school is included. Standardized testing results are sent home with each student and parents are invited to conference if there is a concern or question. Materials are available for parents use through the Gadsden City and Walnut Park Parent Centers. The counselor has pamphlets and is available for conferences with parents who have special needs. Newsletters are sent home periodically and at the end of each grading period highlighting student achievement. Notes are sent home to inform parents of all activities that are related to school. The marquee is used for posting announcements, dates, and times of activities. The Continuous Improvement Plan is placed in the principal's office, library, and Parent Place Armoire for parents to review.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Each year the school invites the parents in the spring to review the parent compact and asks for revisions or changes that they would like to see. This is a great opportunity to continue to work as partners on addressing school's goals. Each year the school sends home the Compact and it is signed by the parent, student, teacher, and the school administrator stating that we all are going to work together. The compacts are sent home for signatures and are returned to school and are used for conferences throughout the school year and at the end of the year it is filed in the students cumulative record.

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

If a specific component of the CIP is not satisfactory to a parent, the parent will submit their comments in writing to the LEA Parent Advisory Council. The council will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are further resolutions the Title I coordinator will meet with the committee.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

At the 2017-2018 Open House Meeting, parents were provided with the Parent Centers address and how they could receive materials at no cost to them. Parents were directed to student classrooms to visit and discuss the State academic achievement standards.

The Annual Title I Parent meeting was held on September 26, 2017 and the requirements of Title I and how it affects their children was discussed at length. A copy of the Parent Plan and the Student Compact were distributed and parent approval was requested.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Parents are referred to our systems Parent/Teacher Learning Center. The center provides materials and information to enhance student learning.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

Walnut Park has employed a Title I Liaison to implement and coordinate parent programs, and build ties between the parents and the school.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Parents are invited and encouraged to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality of the school. All parents have this opportunity every spring or as requested if needed. Parent surveys are sent every spring to all parents in a language they can understand.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Parents are invited and encouraged to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality of the school. All parents have this opportunity every spring or as requested if needed. Parent surveys are sent every spring to all parents in a language they can understand.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

All schools will send home information in a language that they can understand. The school has translators who can assist the schools so that all parents can have input at their child's school and be involved in this process. No person shall be discriminated against.