ACIP

West Blocton Elementary School

Bibb County 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?

West Blocton Elementary is a rural preK-4th grade school located in West Blocton, Alabama which is part of the Bibb County school district. Our enrollment statistics as of 9/29/2017 indicate:

263 students enrolled; 135 are males and 128 are females.

231 are white/Caucasian

27 are Black/African American

5 students are listed as multi-ethnic (2 or more races)

2 students are English Language Learners (based on their home language survey that only Spanish is spoken in the home)

Free, Reduced and Paid lunch data reports that % of our students receive free lunch;

62% of our students receive reduced price lunches; 38% pay full price.

For the 2017-20178 school year, we have 36 faculty and staff members. 23 are certified personnel, and 13 are non-certified staff. Select members of our faculty participated in current Multi-sensory professional development in the summer of 2017.

We have six new staff members: Four general education classroom teachers (two 3rd grade, one 4th grade, and one 1st grade) and two paraprofessionals. One special education teacher was hired mid-year (January, 2017) due to the previous special education teacher transferring within the district. New hires were due to retirements/transfers, one leave of absence, and special education aide needs.

We strive to hire the best, highly-qualified personnel for the needs of our students. Both new third grade teachers are highly qualified. One has a master's degree in Multiple Abilities where she is qualified to teach both special and general education classes. The other has worked over the summer to make her new classroom exceptionally welcoming and is excited to start her career with us. Our new first grade teacher is highly qualified, has multiple certifications, and is also trained in Orton Gillingham multi-sensory strategies. Our new fourth grade teacher is a local young lady who is highly qualified and excited to start her teacher career in her hometown. One of the new special education paraprofessional that will be working one on one with a student with severe disabilities has substitute taught in numerous grade levels across the district over the years and has been a very involved parent throughout her own children's school careers. The other paraprofessional hired will be working a half day with our lower grade level special education teacher. She is also local and excited to join our family.

Other changes include moving teachers to different grade levels based on their professional strengths and our students' needs. Our reading specialist was chosen to become our new principal upon the retirement of our beloved principal of the last twelve years. This opened her position. A second grade teacher with extensive experience (taught in each grade level with a total of 24 years of experience) was chosen for this position. One general education teacher who was previously teaching third grade obtained her master's degree in library media and will be replacing the recently retired librarian. The other two third grade teachers from last year will be utilized in second grade and first this year due to their Saxon Phonics training that will best serve our younger students.

Another change in our 3rd and 4th grade units has been to invest local funds, Title I funds, and grant monies into a one-to-one device initiative. Increasing from four last year, all six upper grade (3rd-4th) classrooms now officially have one-to-one devices and nearly all of the

second grade classes have devices, as well. Students are specifically taught content through using Chromebooks both whole group and in centers. Significant student engagement and displays of joy in learning have been noticeable in these classrooms since implementing these devices. We met our last year goal to partner with our LEA in securing funds to implement the one-to-one initiative in the other two upper grade classrooms and exceeded that goal by providing devices to second graders, as well.

As a small, close-knit community, many events are enjoyed throughout the year such as the Turnip Green Supper, Cahaba Lily Day, Old Timers Softball Game, Fish Fry, Friday night football games, and Trade Days at the historical Coke Ovens. Many parents in the community are involved in our school PTO. Our PTO has grown over the past 5 years and is very active with sponsoring fundraisers around holiday themes, Wacky Science activities, parent craft nights, and providing a monthly "Birthday Bash" for our faculty and staff. Organizers have designed two meeting times to discuss important information; one in the morning, and one in the evening for those parents who work but want to be involved. PTO meetings include reviewing information pertinent to Title I information and district accreditation updates. PTO fundraisers have helped to provide books, school shirts, an awning for our building, and other supplies. Currently the PTO is giving our halls a fresh coat of paint making our school environment more inviting.

One of the challenges that the community faces is the lack of local employment opportunities. A high percentage of the families we serve have working parents with lengthy commutes outside of our community.

Other challenges that affect our community include a lack of funding, one of the lowest tax-bases in the state, and a lack of cultural awareness. Some challenges that families and students may face are high poverty, lack of Internet services, challenges of single parent families, children living with guardians such as grandparents, children living in multiple homes, and traumatic life experiences.

School's Purpose

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

West Blocton Elementary
Purpose Statement:
The purpose of WBES is to partner with parents and our community to provide a caring and creative environment that promotes the social, emotional, physical and intellectual development of individual learners to meet the challenges of an ever-changing society.

Belief Statement:
We believe education is the shared responsibility of the home, school, and community. Being in a safe and comfortable environment promotes student learning and nurtures academic success. Each student is a valued individual with unique physical, social, emotional, and intellectual needs. Students learn best when they are actively engaged in their learning process.

School Motto:
"We Learn. We Achieve. We Excel."
All students and faculty/staff repeat the motto together at the conclusion of the morning announcements each day.

School Acronym:

W -- What's
B -- Best for
E -- Every
S -- Student

In October 2007, West Blocton Elementary was awarded the 21st Century Community Learning Center Grant (WBECLC). This grant has allowed our school to enhance the existing Extended Day Program that has been in place since February 2006. The West Blocton Elementary Community Learning Center, also known as CUBS--Children + You (U) = Better Schools, offers the students additional learning opportunities throughout the school year, after school hours, and during the summer. In addition to our school day, the Extended Day Program is offered after school until 5:30. This provides students assistance with homework, social skills, and other enrichment activities such. Extra activities include learning arts and music, hands-on experiences with science, 4-H programs, Wacky Wednesday Science from McWane Center, animal visitors, participating in musicals/plays, and opportunities to work with technology through the use of computers, Wii, and iPads. The students receive daily homework assistance, and reading and math tutoring as needed. Other key components of the program include social interaction, character education, and physical education activities. The Extended Day Program bases tuition prices on the students' Child Nutrition Program lunch status. Students who qualify to obtain free and reduced lunch receive lowered fee rates. The WBECLC also offers scholarships to students whose families are unable to pay for the program.

Other extended learning opportunities include our Literacy Night, Science Fair, summer 4-H camp registration fees were provided for students in need with two school employees attending, promoting our town library's afternoon and summer programs, eBooks that can be accessed 24/7 through our library website, grade level field trips, science festival field trip to the University of Montevallo for selected students, and Accelerated Reader celebrations for students who have attained their individual goal at the end of each grading period.

In the summer of 2015 and every summer since we were awarded a grant from First Class Pre-K through the Office of School Readiness to prepare students for kindergarten. A main focus of the program is student free-choice. The program is designed to acclimate students to the classroom and school environments. Basic skills that will be taught through small group instruction include letter sounds, numbers, rhyming, listening, and writing. Students are also taught using puppetry, dramatic play, art, and sensory centers. We have noticed a positive influence from this program as student's transition to kindergarten. We have also noticed an increased need for more than one class, and plan to apply for a second class in the spring of 2018.

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.

Over the past three years, our school has had many notable achievements. West Blocton Elementary's Extended Day Program has used grant money to purchase 2 laptops and 10 iPads for Extended Day. Physical improvements include an updated library management system (Destiny add-ons), student and teacher access to approximately 240 e-Books, at least one iPad for instructional use in each classroom, and 2 eBook Readers provided by the Board of Education. Currently, we have one-to-one device use in all upper grade classroom using Chromebooks. Computers throughout the building have been upgraded to Windows 7 or replaced due to VISTA no longer being supported.

One of our 2016-2017 goals was to partner with our LEA to secure one-to-one Chromebook devices for one third grade class and one fourth grade class to join their grade-level colleagues in the one-to-one initiative for students. Extensive research by our administrator over an 18 month period indicated that a class set of one type of device would be more effective in an elementary classroom setting than students bringing various devices from home; and many of our elementary students would not have their own device from home to use. One type of device, such as a class set of Chromebooks, provides consistency of resources throughout the classroom. We were able to successfully reach this goal.

In 2014-2015, one third grade teacher piloted the one-to-one device initiative with Netbooks purchased with local monies. Again, all upper grade teachers now have Chromebooks to utilize. In 2015-2016, one second grade teacher personally purchased 4 tablets and elementary age appropriate tablet cases for classroom one-to-one use, and grant monies including funds donated from State Senator Cam Ward were used to purchase devices for the remainder of that classroom when she moved to fourth grade. In 2015-2016, two 3rd grade classrooms were equipped with one-to-one Chromebooks using local funds and grant monies. In the summer of 2016, one new third grade teacher raised funds to purchase 4 iPads for student use in her classroom.

In the summer of 2015 and every summer since we were awarded a grant from First Class Pre-K through the Office of School Readiness to prepare students for kindergarten. A main focus of the program is student free-choice. The program is designed to acclimate students to the classroom and school environments. Basic skills that will be taught through small group instruction include letter sounds, numbers, rhyming, listening, and writing. Students are also taught using puppetry, dramatic play, art, and sensory centers. We have noticed a positive influence from this program as student's transition to kindergarten. We have also noticed an increased need for more than one class, and plan to apply for a second class in the spring of 2018.

Over the next three years, West Blocton Elementary goals include:
-begin the Leader-In-Me process to become a Leader-In-Me school.
-provide more tools for teacher and student use such as up-to-date computers, iPads, Chromebooks and other devices as well as a list of resources with ideas, or tools that can be used in the classrooms
-implement more project-based learning experiences that provide an opportunity for students to create individually and in groups to present projects through the use of current technologies
-partnering with our PTO and LEA to improve and update our building and grounds
-begin to research funding to create a sensory room for students with disabilities
-include playground equipment for students with disabilities

Additional Information

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

WBES is striving to enhance student learning and improve student achievement in several areas. A significant change for WBES this year is that we have many new staff members. We have enjoyed many years of low turnover rates, and when six of our staff retired, one contract was not renewed, and one transferred to another school in-district for family reasons, it became the beginning of a bittersweet new school year. As we analyzed our assessment data and compared our current staff members' strengths and our new staff members' credentials and experience, the decision was made to move returning faculty members and place new hires in areas that would complement their teaching beliefs and styles, along with their expertise, in an effort to move student progress forward.

In our continual striving to work toward excellence, we applied for two consecutive years for the First Class Pre-K through the Office of School Readiness grant, and were awarded that grant for the 2015-2016 school year. For the first time in our school's history we housed 18 Pre-K students in our building. The grant provides salaries for the lead and auxiliary teachers, and we provide in-kind funding and facilities. We sought out this grant in an effort to increase the school readiness of children entering kindergarten. We became highly aware of this community need through our two-week summer pre-k program and our beginning of the year assessments on students entering kindergarten It was noted that children in our community were scoring very low compared to other districts' entering kindergarten students. The proposals were written in an attempt to help our community's families with quality, pre-kindergarten services located close to home. Our goal was to increase the number of students scoring proficient on the Bibb County Readiness Assessment,

Our 2015-2016 results were:

Fall 2015:	Spring 2016:
5 students at-risk	0 students at-risk
9 students low	5 students low
3 students middle	6 students middle
0 students high	4 students high

Our 2016-2017 results were:

Fall 2016:	Spring 2017:
11 students at-risk	0 students at-risk
5 students low	9 students low
1 students middle	6 students middle
1 students high	3 students high

We look forward with anticipation to our third year with Pre-K.

In 2016-2017, we met the following CIP goals:

Goal: Increase the percentage of students coring proficient on reading assessments.

DIBELS Next using recommended goal standards:

Nonsense Word Fluency: Kindergarten decreased from 6% intensive to 2% intensive

Oral Reading Fluency: First Grade decreased from 20% strategic to 8% strategic

Scantron Performance Series Mean Reading Scores for End of Year 2017

Kindergarten: Scaled Score-1642 (low average) reading foundation

1st grade: Scaled Score-1996 (high average) reading foundation

2nd grade: Scaled Score-2233 (low average) reading score

3rd grade: Scaled Score-2437 (low average) reading score

4th grade: Scaled Score-2599 (low average) reading score

We look forward to making more progress toward our academic goals in 2017-2018.

WBES serves as an integral part of West Blocton, and our positive stakeholder relationships can be seen as they benefit our families and our community. Each year for many years, we have cooperated with our regional in-service center, The University of Montevallo, in fostering their literacy block students and their student-teacher interns in classrooms throughout our building. The University has provided positive feedback in our training assistance of their students who aspire to graduate as excellent new teachers. Many of our faculty members have continued to pursue additional education degrees and certificates through partnerships that include our LEA and the University of Montevallo. The teacher leader program, the administrative program, and various masters of education degrees have been pursued through UM.

Another benefit afforded to our community through WBES is our spring health fair. Students who have permission from their parent/guardian participate in specific health screenings through the Bibb County Child Caring Foundation, which brings in, at no cost to families, student nurses under the supervision of lead RNs and doctors to assess health issues such as vision, scoliosis, blood sugar levels, and other general needs. The Health Fair is held inside our building during the school day and utilizes the library, cafeteria, and resource rooms, with relatively minimal disturbance of classroom routines. Members of the Bibb County community provide home cooked dishes for health care workers to enjoy for lunch at the conclusion of the fair. Many health issues have been discovered in our young students such as severe vision problems and blood sugar issues such as diabetes. In those cases, the parents were contacted and were able to seek further medical attention from their health care providers.

In our goals to help our community, one of our teachers demonstrated diligence and persistence in writing grant proposals to begin an after-school program for our students. Ten years later, our CUBS program (Children + U = Better Students) is still going strong, and the benefits can be seen not only in our students' academic improvement, but in ways that were not foreseen at the beginning. We discovered that our after-school program builds leadership which directly benefits our workforce. In the fall of 2012, we hired a kindergarten teacher who worked her way through college as an extended day (C.U.B.S.) employee at WBES. In the fall of 2015, we hired an auxiliary teacher for our new Pre-K program who also worked her way through high school and college as a tutor in our C.U.B.S. program. She was a student at WBES all through her elementary school years and is a product of Bibb County Schools. Last year, she was hired as our lead Pre-K teacher. Another C.U.B.S. long-time staff member is taking college classes and is on schedule to graduate as a teacher in 2018. C.U.B.S. also hires qualified West Blocton High school students to serve as assistants in both the school year program and the summer program. Applications are taken and interviews are conducted, and references are checked to ensure only qualified applicants are hired. We anticipate some of these students will choose education as their career of choice, and will come back to serve in our community. Two retired teachers have been hired as co-directors of the program, and each enjoyed a thirty-year + tenure as WBES classroom teachers. Our C.U.B.S. program has certainly benefited the people of West Blocton over the past 10 years, and we hope to continue this service to our community for many years.

The administration, faculty and staff of WBES have worked hard over the years to establish our school as a center of hope for the families of our community. We invest not only professionally, but also personally as many sacrifices of time and resources are made on behalf of our school family. We actively seek progressive avenues that will benefit both our school and community, while keeping the proven high-quality traditions that our families and stakeholders have grown to expect and cherish. Carrying on in the spirit of our 2001 National Blue Ribbon

School of Excellence award, we are anticipating 2017-2018 as the beginning of one of our best years yet.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

In developing the improvement plan, we invited parent representatives to review and make suggestions to our plan. We explained to them that they are our link to the community, and their role was to review the plan from a stakeholder's perspective. We asked them to make suggestions on how we could improve our communication with stakeholders, and also how to encourage community involvement. We scheduled our meetings at their convenience.

Listed below are some of the additional stakeholder opportunities for participation:
beginning of the year Meet and Greet
beginning of the year Title I meeting
monthly PTO meetings
PTO sponsored faculty/staff birthday bash
PTO sponsored fundraisers
Grandparents' Breakfast
Book Fair
Veterans Day Program
Fall Festival
Parent Days
Awards Days
Field Day
Field Trips
Literacy Night

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

On an ongoing basis, we have a high percentage of parents, grandparents, and people of the community who participate in events scheduled at school. They are encouraged to share any suggestions for improvements. Stakeholders have access to our plan on our district website for review at any time. On a more formal basis, we invite a representation of parents across grade levels to review the plan in the fall and spring of each school year, and ask for their specific suggestions for improvement. Their responsibility is to review the plan, come prepared to make comments and suggestions on the areas that are working, and identify areas that need revision or improvement.

Parent meetings, conferences, and workshops are scheduled throughout the school year during the day, and parents are made aware of their rights to participate in decisions related to the education of their child. When needed, information on all school meetings, parent notices, etc., will be sent to parents in their home language. Parents with limited English or disabilities will be provided a full opportunity for participation. During our parent Title I meeting, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Our school Meet and Greet which is held a few days before the students' first day,

offers parents the opportunity to meet their child's teachers and learn about individual class assessments, and what their role will be in helping their child to succeed. Twice a year, parent day is available so parents can come spend the day in their child's classroom. However, parents are welcome to visit the classroom at any time after giving the teacher and administration notice.

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

The final improvement plan is communicated to all stakeholders through our annual Title I meeting at the beginning of the school year. Parents are informed of their right to have input into the decision-making process. Parents are informed of this meeting through various publicity measures including flyers in the student take-home folders (upon request, flyers may be sent home in different languages), the school newsletter, local newspaper, school marquee, an "one call nowl" phone message to all parents, announcements at PTO meetings, and the district/school website. During this meeting, parents are encouraged to participate in the planning, review, and the improvement of the school-wide plan. Also, stakeholders have access to the plan through the school website. A copy of the plan is kept in the library and the school office. Stakeholders receive information on its progress through meetings that are scheduled periodically throughout the school year to keep parents informed. Some examples of these are our Parent Day each semester, and monthly PTO meetings.

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	The Student Performance Data document for WBES is attached.	Student Performance Data Document 17-18

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

According to Scantron Performance Series beginning of year data 1st through 4th grade scored high average on the data analysis and probability area.

According to DIBELS Next performance beginning of year data:
First Grade Nonsense Word Fluency Correct Letter Sounds, 79% core, 19% strategic and 10% intensive

The areas above the expected levels of performance according to ACT Aspire Spring 2017 assessment data results include third grade Reading where students scored 49% Average Proficient (Spring 2016 - 21%). These students improved on the End of Year Assessment to 62% proficient on Math (Spring 2016 - 50%).

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

2017 Data results
3rd grade Positive Trend - Reading Spring 2016 = 21% average proficient on ACT ASPIRE
2017 = 49% average proficient on ACT ASPIRE
Math Spring 2016 = 50% average proficient on ACT ASPIRE
2017 = 62% average proficient on ACT ASPIRE
4th grade Positive Trend - Reading Spring 2016 = 24% average proficient on ACT ASPIRE
2017 = 36% average proficient on ACT ASPIRE

Which area(s) indicate the overall highest performance?

According to the 2017 Fall DIBELS Next results the overall highest performance areas was in second grade Nonsense Word Fluency Correct Letter Sounds, 85% core, 8% strategic and 7% intensive

According to the Beginning-of-Year 2017 Scantron Performance Series data assessment results, the overall highest performance area was in 2nd grade reading were students scored high average in all areas.

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

According to ACT Aspire Spring 2017 summative data, the economically disadvantaged subgroup is showing a trend toward closing the gap in reading performance, specifically the key ideas and details, craft and structure, and integration of knowledge of ideas subgroups.

Between which subgroups is the achievement gap closing?

According to ACT Aspire Spring 2017 summative data, the economically disadvantaged subgroup is showing a trend toward closing the gap in reading performance, specifically the key ideas and details, craft and structure, and integration of knowledge of ideas subgroups.

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

Due to an increased focus in the area of math, student data performance has increased. Teachers and AMSTI math specialists have implemented a focus on math instruction, number talks, and students participating in math conversations. The increased student performance data in the area of math is consistent with formative assessments such as Math Fluency checks and Primary Numbers and Operations Analysis (PNOA).

Due to an increased amount of support from the Reading Specialist, specifically with third grade, student data performance has increased.

Saxon Phonics was implemented in kindergarten and 1st grade this past year. The alphabetic principal subgroup was the highest performing area. We fell as this is a direct result of the implementation of the Saxon Phonics Program.

Areas in Need of Improvement

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

According the the Fall 2017 DIBELS Next assessment second grade oral reading fluency was below the expected level of performance due to only 68% core, 20% strategic and 12% intensive.

Fall 2017 Performance Series Data indicated first grade reading foundation and math was overall low average which is below the expected levels of performance.

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

End-of-Year 2017 ACT Aspire summative data showed 34% of fourth grade students scored Ready in Math. End-of-Year 2016 (same students) ACT Aspire summative data indicated 50% of third grade students scored Ready in the area of Math. This longitudinal data shows a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Scantron Performance Series Math beginning of year lowest performance was Geometry, Numbers and Operations. This was overall low average across all grade levels.

Scantron Performance Series Reading beginning of year lowest performance was third and fourth grade. These students were low average overall in reading.

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

Based on ACT spring 2017 Summative Data, males continue to show a trend to decreasing performance by scoring 24% proficient.

Between which subgroups is the achievement gap becoming greater?

According to ACT Aspire Spring 2017 summative data, the male and female subgroups are showing a trend toward the gap becoming greater in math performance in the specific area of justification and explanation where females scores 46% proficient and males scored 24% proficient.

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

First grade scored low average in reading on both assessment. Scantron reading foundations were low average and DIBELS showed only 66% core on nonsense word fluency whole words read.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
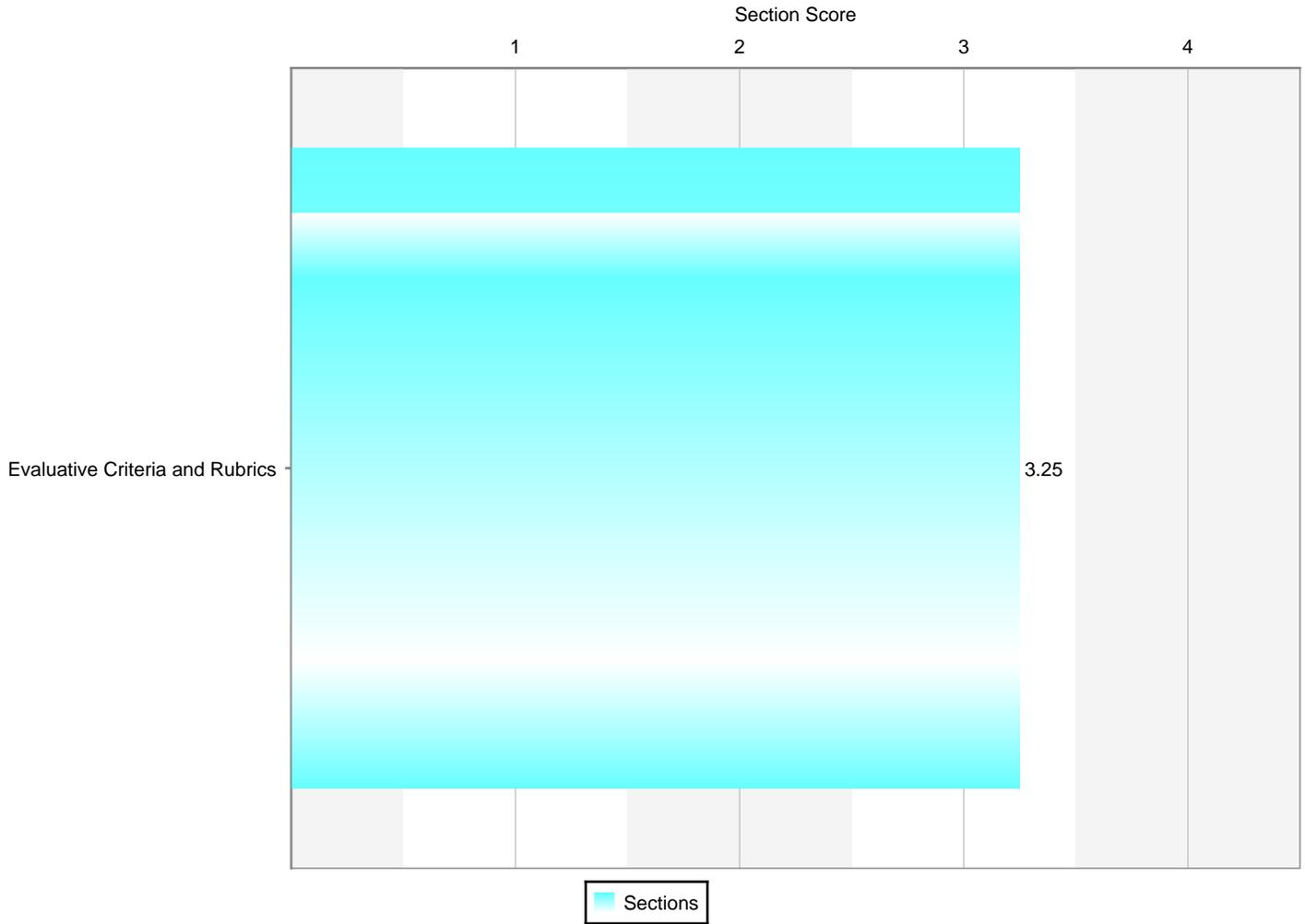
Sections

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		WBES School Improvement Team Signature Sheet

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	Dr. James Gray is still the non-discrimination assurance representative for the 2017-2018 school year.	Non-Descr17-18

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	Dr. James Gray is still the non-discrimination assurance representative for the 2017-2018 school year.	NonDescr17-18

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		WBEScompact17-18

Professional Development Plan Goals 2017-2018

Overview

Plan Name

Professional Development Plan Goals 2017-2018

Plan Description

The attached professional development goals are driven by current academic goals for continuous improvement.

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	Reading--Increase the percentage of students scoring proficient on reading assessments.	Objectives: 1 Strategies: 3 Activities: 8	Academic	$10930
2	Math -- Increase the percentage of K-4 students scoring proficient on math assessments	Objectives: 1 Strategies: 2 Activities: 8	Academic	$780
3	English Language Learners--Identified EL students will improve their performance on the ACCESS assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	Parent Engagement	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$1000

Goal 1: Reading--Increase the percentage of students scoring proficient on reading assessments.

Status	Progress Notes	Created On	Created By
N/A	9/28/17 During walk-through students were engaged in the following activities, fluency practice, choral reading, reader's theatre, independent reading, and use of multi-sensory activities.	October 04, 2017	Mrs. Tammy R Morton
N/A	Completed Scantron Assessments Evidence of implementing strategies and activities to increase percentage of students coring proficient on assessments.	October 04, 2017	Mrs. Tammy R Morton
N/A	Walkthrough 1-17-17-consider purposeful centers/challenging for student needs. Data is being used to drive instruction. Evidence of higher level thinking, literacy centers/rotations,small-group work, student collaboration.	January 27, 2017	Dr. Alesa H Judd
N/A	Walkthrough 10-11-16-student centered activities observed; independent writing; purposeful writing, teacher conversations w/ students regarding writing. Make opportunities for students to develop public speaking skills.	October 18, 2016	Dr. Alesa H Judd
N/A	On October 6th, the ACIP team conducted an initial walk-through to determine areas of needed improvement, before District monitoring. Areas of needed improvement were identified as documentation of the use of instructional strategies (ex. turn & talk, stop & jot) and small group lesson plans. Areas of strength included schedules and lesson plans posted and evident in classrooms, evidence of student engagement, and positive learning environment.	October 11, 2016	Rechelle Kornegay
N/A	2-8-16 Walkthrough--excellent integration of technology; strong instruction; student engagement levels high; evidence of Making Meaning & F&P; DOK evidence.	February 23, 2016	Dr. Alesa H Judd
N/A	9-30-15 Walkthrough--Observations of small group, evidence of anchor charts, partner reading, reading to self, PTO support evident	November 03, 2015	Dr. Alesa H Judd
N/A	11-17-14 Walk-through-Evidence of best-practice use of turn and talk, small group; progress monitoring; high levels of student engagement; higher order thinking with Mrs. Wishy Washy (2 classrooms); levelized text;	January 29, 2015	Dr. Alesa H Judd

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency to show an increase on grade level appropriate DIBELS Next, Scantron Performance Series in Reading by 05/24/2018 as measured by progress monitoring and benchmark assessments.

Status	Progress Notes	Created On	Created By
N/A	8-30-16 Principal and two teachers attended ELEOT training In order to better monitor student engagement during the teaching of reading.	January 31, 2017	Mrs. Karen B Hubbard

Strategy 1:

Increase Comprehension - Students will use a wide range of strategies and skills to increase their comprehension.

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

Research Cited: Alabama Reading Initiative Research

Status	Progress Notes	Created On	Created By
N/A	9-7-16 Walk-through to monitor use of Comprehension Tool-Kit by teachers for reading instruction.	January 31, 2017	Mrs. Karen B Hubbard

Activity - Incorporate Comprehension ToolKit and Making Meaning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0	No Funding Required	K - 4 teachers, Principal Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress	9/28/17 Evidence of implementation of Making Meaning lessons. 3rd grade continued to reinforce MM skills during small group through google classroom and graphic organizers.	October 04, 2017	Mrs. Tammy R Morton
In Progress	Evidence of incorporation of Making Meaning lessons observed in kindergarten during District monitoring walk-through on October 11, 2016. Other grade level lesson plans indicated use of Making Meaning.	October 11, 2016	Rechelle Kornegay

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	09/04/2017	05/24/2018	$0	No Funding Required	Principal, Instructional Coach, ALSDE Resource staff, Faculty

Status	Progress Notes	Created On	Created By
In Progress	10/4/17 Mrs. Barrow, reading specialist conducts coaching cycles to help with student learning in several areas.	October 04, 2017	Mrs. Tammy R Morton

N/A	9-2-16 District wide Reading Coaches and Principals met with ARI representative Deborah Fitzgerald to review ARI strategies for implementation.	January 31, 2017	Mrs. Karen B Hubbard

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950	District Funding	Kindergarten, first and second grade teachers Principal Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress	9/28/17 During walk-through teachers took skills from Saxon Phonics to small group for practice.	October 04, 2017	Mrs. Tammy R Morton
In Progress	Saxon Phonics decodable texts were being used in kindergarten and first grade small group instruction during District monitoring walk-through on October 11, 2016.	October 11, 2016	Rechelle Kornegay

Activity - Multi-Sensory Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various teachers will participate in multi-sensory training provided by BrainSpring.	Professional Learning	06/12/2017	06/16/2017	$7200	Other	Principal, reading coach, various teachers, outside consultants ARI funding BCBOE funding

Status	Progress Notes	Created On	Created By

Completed	The following teachers completed Brainspring Phonics First multi-sensory training: M. Barrow T. Morton J. Crim C. Rutledge R. Cromer K. Hubbard	October 04, 2017	Mrs. Tammy R Morton

Strategy 2:

Assess Instruction of K-4 Reading Standards - Teachers will pace, monitor, and incrementally assess instruction of all reading standards using district ELA curriculum map.

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

Research Cited: Alabama Reading Initiative

Status	Progress Notes	Created On	Created By
N/A	10/4/17 We have completed all beginning of year benchmark assessments including DIBELS, Scantron, & Fountas & Pinnell.	October 04, 2017	Mrs. Tammy R Morton

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively participate in bi-monthly reading data meetings to analyze student progress. The bi-monthly data meetings will be lead by the principal and instructional coach.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	K-4 teachers, Instructional Coach, Principal

Status	Progress Notes	Created On	Created By
Completed	9/27/17 T. Morton, principal and M. Barrow, reading specialist met with all grade level teachers including resource teachers to analyze student data and develop next steps to guide instruction.	October 04, 2017	Mrs. Tammy R Morton

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will participate in ACT Aspire and Scantron Performance data analysis and Saxon Phonics training to improve the rigor of CCRS implementation. | Academic Support Program, Professional Learning | 08/03/2017 | 05/25/2018 | $780 | Title I Part A | Principal, Instructional Coach, Outside Professional Consultants, Teachers |

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	Principal, Instructional Coach, ALSDE Resource staff, Faculty

Strategy 3:

Writing Across the Curriculum - Teachers will work to implement intensive writing instruction across the curriculum and throughout the day to meet CCRS writing standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Status	Progress Notes	Created On	Created By
N/A	Kindergarten - fourth grade teachers use research based writing programs. Lessons include writing across the curriculum, including fiction and non-fiction writing.	October 04, 2017	Mrs. Tammy R Morton
N/A	Students were engaged in writing across the curriculum during the District monitoring on October 11, 2016. Partners wrote and shared directions for real life experiences.	October 11, 2016	Rechelle Kornegay

Activity - Process Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	K-4 teachers Instructional Coach Principal

Status	Progress Notes	Created On	Created By
In Progress	10/4/17 1st grade - 4th grade students are involved in process writing. Kindergarten students actively participate in shared writing activities.	October 04, 2017	Mrs. Tammy R Morton

Goal 2: Math -- Increase the percentage of K-4 students scoring proficient on math assessments

Status	Progress Notes	Created On	Created By
N/A	Walkthrough-10-11-16-Evidence of use of assessments for math instruction; higher level thinking questions; DOK vocabulary; AMSTI Best Practices; use of manipulatives; high levels of student engagement.	October 18, 2016	Dr. Alesa H Judd
N/A	2-8-16 Walkthrough--excellent integration of technology; strong instruction; student engagement levels high	February 23, 2016	Dr. Alesa H Judd
N/A	9-30-15 Walkthrough- ensure vigorous, differentiated centers /activities	November 03, 2015	Dr. Alesa H Judd
N/A	1-23-15 Walkthrough-Math centers-data driven; AMSTI materials evident. Look for opportunities for professional development in area of math fluency.	February 12, 2015	Dr. Alesa H Judd
N/A	1-23-15 Walk-through-Observed data binders; student work displays; math centers are data driven; AMSTI materials evident.	January 29, 2015	Dr. Alesa H Judd
N/A	11-17-14 Walk-through- Parent Ed.-Continue math instruction for parent clarification.	January 29, 2015	Dr. Alesa H Judd
N/A	9-10-14 Walkthrough-develop walk-through tool. Well written ACIP plan.	January 29, 2015	Dr. Alesa H Judd

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by showing an increase   in Mathematics by 05/24/2018 as measured by grade appropriate Fluency Checks, Primary Numbers and Operations Assessment (PNOA), Scantron Performance Series assessment results.

Status	Progress Notes	Created On	Created By
N/A	According to the PNOA 3rd grade beginning of year assessment and mid-year assessment, students increased from 57% proficient to 81% proficient.	January 27, 2017	Mrs. Karen B Hubbard
N/A	According to mid-year fluency data, 64% of first grade students improved from fluent to 5 to fluent to 6.	January 27, 2017	Mrs. Karen B Hubbard

Strategy 1:

Math Curriculum Map - K-4 teachers will work collaboratively to implement the District Wide Math Curriculum Map that will include College and Career-Ready

Standards using AMSTI Investigations as a supplement, and other research-based strategies including Engage New York.

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

Research Cited: Alabama Math, Science, Technology Instruction research documents

Status	Progress Notes	Created On	Created By
N/A	Teachers across grade levels in math are teaching College and Career Ready standards using multiple resources including AMSTI strategies, Engage New York, and Math Investigations during whole group, intervention, and practice stations as noted during walk through.	January 27, 2017	Mrs. Karen B Hubbard

Activity - District Math Teacher Leader Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$0	District Funding	Third grade teachers AMSTI specialists Principal

Status	Progress Notes	Created On	Created By
In Progress	Second and Third grade teachers have been part of the district math teacher leader meetings. During these meetings, teachers focus on analyzing student work, intervention strategies, and next steps for effective practice.	January 27, 2017	Mrs. Karen B Hubbard
In Progress	As part of the Teacher Leader Math implementation, a meeting was held 09/21/16, which resulted in teachers facilitating math intervention groups based on PNOA beginning of year data. Small groups focus is math fluency based on fluency check data.	October 11, 2016	Rechelle Kornegay

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ACT Aspire and Scranton Performance data analysis to improve the rigor of CCRS implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$780	Title I Part A	Principal, Instructional Coach, Teachers

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	Principal, Instructional Coach, ALSDE Resource Staff, Faculty

Status	Progress Notes		Created On	Created By
N/A	AMSTI math specialists have have supported teachers and students through model lessons, facilitating math data meetings, and administering student assessments.		January 27, 2017	Mrs. Karen B Hubbard

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0	District Funding	Teachers Principal

Status	Progress Notes		Created On	Created By
In Progress	After the first nine week grading period, teachers who are piloting Engage New York have decided to continue using the program.		October 11, 2016	Rechelle Kornegay

Strategy 2:

Analyze and Monitor Student Performance - Math data will be analyzed and student performance will be monitored bi-monthly to track individual student achievement toward meeting grade level math proficiency.

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

Research Cited: Alabama Math, Science, Technology Instruction (AMSTI) Research-Based Strategies

Activity - Identify and List At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0	No Funding Required	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Status	Progress Notes		Created On	Created By
Completed	WBES At-Risk student list was completed and shared with teachers and other responsible staff on September 8, 2016.		October 11, 2016	Rechelle Kornegay

Activity - Bi-Monthly Grade Level Math Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results. An AMSTI representative with be responsible for leading these meetings.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	K - 4th grade teachers Principal AMSTI representative

Activity - Plan for RTI Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0	No Funding Required	K - 4th grade teachers Instructional aide Principal

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development. | Academic Support Program | 08/03/2017 | 05/25/2018 | $0 | No Funding Required | Principal, ALSDE Resource Staff, Faculty |

Status	Progress Notes	Created On	Created By
In Progress	AMSTI specialists have provided very strong support for K, 1st, 2nd, 3rd, and 4th grades through administering assessments, modeling lessons, and .analyzing data.	October 11, 2016	Rechelle Kornegay

Goal 3: English Language Learners--Identified EL students will improve their performance on the ACCESS assessment

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency showing progress on ACCESS assessment in English Language Arts by 05/24/2018 as measured by ACCESS test.

Strategy 1:

Identify Weaknesses of EL students - Identify student weaknesses in the "Can Do Descriptors" from the WIDA plan. The team will review all relevant information and determine appropriate services for the students. WBES follows the Bibb County EL District Plan.

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

Research Cited: WIDA plan

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	EL Building Representative

Status	Progress Notes	Created On	Created By
Completed	J. Taylor, our EL representative attended the SAMUEL training on September 21st.	October 04, 2017	Mrs. Tammy R Morton

Goal 4: Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/25/2018 as measured by 100% new teacher attendance..

Strategy 1:

New Hire Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - ARI - AMSTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative Training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Recruitment and Retention, Professional Learning	07/31/2017	05/25/2018	$0	District Funding	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists

Activity - District New Teacher / Mentor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management and curriculum throughout the year.	Recruitment and Retention, Professional Learning	07/03/2017	05/25/2018	$0	District Funding	New Teachers Teacher Mentors Principal

Goal 5: Parent Engagement

Measurable Objective 1:

demonstrate a behavior to encourage parents to participate in non-traditional school functions that support their child's education by 05/24/2018 as measured by at least 20% of parents attending school functions..

Strategy 1:

Parent Outreach - WBES faculty and staff will promote parental engagement by publicizing all school function through the following resources.

School Marquee

Weekly/Daily Student Folders

Teacher Newsletters

Remind Messages

One-Call Phone Messaging System (Text, Phone Calls, E-mails)

WBES Webpage

Social Media

Centreville Press

Category: Other - Parent Engagement

Research Cited: ALSDE

Activity - School Day Snapshot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents will be invited to participate in a teacher-led discussion and simulation of specific instruction and activities anticipated during a typical school day. | Policy and Process, Community Engagement, Academic Support Program, Parent Involvement | 09/05/2017 | 09/05/2017 | $0 | No Funding Required | Principal, teachers, and paraprofessionals |

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Blocton Elementary teachers and staff will provide a hub of activity for students and their families. WBES is always a place you can find active learning going on but none more so than this night. All participants will enjoy a host of activities in a carnival-type atmosphere geared toward reading and math literacy. Grade level specific games will include a Book Walk, Character BINGO, and Dr. Seuss Twister. Other activities will include Dr. Seuss birthday party, music literacy, Public Library card registration, Author visit, and ARI/AMSTI practice stations. Each student will receive a free t-shirt, grade-level appropriate trade book, and multiple prizes. The idea for a Literacy Lollapalooza came about after discussions on how to help students develop a deeper love of reading and math in a setting other than a traditional classroom and the need to get parents involved in this effort. This is an exciting way to get parents involved in motivating their children to be lifelong readers. Local accomplished high school students will be on hand to talk to elementary students about the importance of education. Other volunteers will include ARI/AMSTI reading and math specialists, West Blocton Public Librarian, Published Authors, Dr. Seuss characters, and local businesses.	Community Engagement, Academic Support Program, Parent Involvement	02/22/2018	02/22/2018	$1000	Other	Principal, reading specialist, teachers, staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Night	West Blocton Elementary teachers and staff will provide a hub of activity for students and their families. WBES is always a place you can find active learning going on but none more so than this night. All participants will enjoy a host of activities in a carnival-type atmosphere geared toward reading and math literacy. Grade level specific games will include a Book Walk, Character BINGO, and Dr. Seuss Twister. Other activities will include Dr. Seuss birthday party, music literacy, Public Library card registration, Author visit, and ARI/AMSTI practice stations. Each student will receive a free t-shirt, grade-level appropriate trade book, and multiple prizes. The idea for a Literacy Lollapalooza came about after discussions on how to help students develop a deeper love of reading and math in a setting other than a traditional classroom and the need to get parents involved in this effort. This is an exciting way to get parents involved in motivating their children to be lifelong readers. Local accomplished high school students will be on hand to talk to elementary students about the importance of education. Other volunteers will include ARI/AMSTI reading and math specialists, West Blocton Public Librarian, Published Authors, Dr. Seuss characters, and local businesses.	Community Engagement, Academic Support Program, Parent Involvement	02/22/2018	02/22/2018	$1000	Principal, reading specialist, teachers, staff
Multi-Sensory Training	Various teachers will participate in multi-sensory training provided by BrainSpring.	Professional Learning	06/12/2017	06/16/2017	$7200	Principal, reading coach, various teachers, outside consultants ARI funding BCBOE funding
				Total	$8200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	Principal, Instructional Coach, ALSDE Resource staff, Faculty
Process Writing	K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0	K-4 teachers Instructional Coach Principal
Reading Data Meetings	Teachers will actively participate in bi-monthly reading data meetings to analyze student progress. The bi-monthly data meetings will be lead by the principal and instructional coach.	Academic Support Program	08/07/2017	05/24/2018	$0	K-4 teachers, Instructional Coach, Principal
Incorporate Comprehension ToolKit and Making Meaning	Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0	K - 4 teachers, Principal Instructional Coach
School Day Snapshot	Parents will be invited to participate in a teacher-led discussion and simulation of specific instruction and activities anticipated during a typical school day.	Policy and Process, Community Engagement, Academic Support Program, Parent Involvement	09/05/2017	09/05/2017	$0	Principal, teachers, and paraprofessionals
Bi-Monthly Grade Level Math Data Meetings	Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results. An AMSTI representative with be responsible for leading these meetings.	Academic Support Program	08/03/2017	05/25/2018	$0	K - 4th grade teachers Principal AMSTI representative
Identify and List At-Risk Students	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	Principal, ALSDE Resource Staff, Faculty
SAMUEL Training	Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0	EL Building Representative
Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	Principal, Instructional Coach, ALSDE Resource Staff, Faculty
Plan for RTI Students	Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0	K - 4th grade teachers Instructional aide Principal
Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	09/04/2017	05/24/2018	$0	Principal, Instructional Coach, ALSDE Resource staff, Faculty
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engage New York	K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0	Teachers Principal
District New Teacher / Mentor Training	Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management and curriculum throughout the year.	Recruitment and Retention, Professional Learning	07/03/2017	05/25/2018	$0	New Teachers Teacher Mentors Principal
ARI - AMSTI Training	Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative Training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Recruitment and Retention, Professional Learning	07/31/2017	05/25/2018	$0	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists

District Math Teacher Leader Program	All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$0	Third grade teachers AMSTI specialists Principal
Saxon Phonics	Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950	Kindergarten, first and second grade teachers Principal Instructional Coach
				Total	$2950	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will participate in ACT Aspire and Scranton Performance data analysis to improve the rigor of CCRS implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$780	Principal, Instructional Coach, Teachers
Teacher Training	Teachers will participate in ACT Aspire and Scantron Performance data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Academic Support Program, Professional Learning	08/03/2017	05/25/2018	$780	Principal, Instructional Coach, Outside Professional Consultants, Teachers
				Total	$1560	

2017-2018 WBES ACIP

Overview

Plan Name

2017-2018 WBES ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Math -- Increase the percentage of K-4 students scoring proficient on math assessments	Objectives: 1 Strategies: 2 Activities: 9	Academic	$651
2	Reading--Increase the percentage of students scoring proficient on reading assessments.	Objectives: 1 Strategies: 3 Activities: 8	Academic	$3602
3	School Culture--Increase parent awareness of community services outside the school	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	English Language Learners--Identified EL students will improve their performance on the ACCESS assessment	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
5	Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: Math -- Increase the percentage of K-4 students scoring proficient on math assessments

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by showing an increase   in Mathematics by 05/24/2018 as measured by grade appropriate Fluency Checks, Primary Numbers and Operations Assessment (PNOA), Scantron Performance Series, ACT ASPIRE assessment results.

Strategy 1:

Math Curriculum Map - K-4 teachers will work collaboratively to implement the District Wide Math Curriculum Map that will include College and Career-Ready

Standards using AMSTI Investigations as a supplement, and other research-based strategies including Engage New York.

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

Research Cited: Alabama Math, Science, Technology Instruction research documents

Activity - Implement the District-Wide Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2016-2017 school year, various teachers will implement the district-wide math Curriculum Map including the College and Career-Ready Standards using AMSTI Investigations and other research-based strategies, focusing on math fluency.	Direct Instruction	08/10/2016	05/26/2017	$0	No Funding Required	Various teachers, principal

Activity - District Math Teacher Leader Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$0	District Funding	Third grade teachers AMSTI specialists Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ACT Aspire data analysis to improve the rigor of CCRS implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$651	Title II Part A	Principal, Instructional Coach, Teachers

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	Principal, Instructional Coach, ALSDE Resource Staff, Faculty

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0	District Funding	Teachers Principal

Strategy 2:

Analyze and Monitor Student Performance - Math data will be analyzed and student performance will be monitored bi-monthly to track individual student achievement toward meeting grade level math proficiency.

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

Research Cited: Alabama Math, Science, Technology Instruction (AMSTI) Research-Based Strategies

Activity - Identify and List At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0	No Funding Required	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Activity - Bi-Monthly Grade Level Math Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	K - 4th grade teachers Principal

Activity - Plan for RTI Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0	No Funding Required	K - 4th grade teachers Instructional aide Principal

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	Principal, ALSDE Resource Staff, Faculty

Goal 2: Reading--Increase the percentage of students scoring proficient on reading assessments.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency to show an increase on grade level appropriate DIBELS Next, ACT Aspire, Scantron Performance Series in Reading by 05/24/2018 as measured by progress monitoring and benchmark assessments.

Strategy 1:

Increase Comprehension - Students will use a wide range of strategies and skills to increase their comprehension.

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

Research Cited: Alabama Reading Initiative Research

Activity - Incorporate Comprehension ToolKit and Making Meaning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0	No Funding Required	K - 4 teachers, Principal Instructional Coach

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	09/04/2017	05/24/2018	$0	No Funding Required	Principal, Instructional Coach, ALSDE Resource staff, Faculty

Activity - Improve Student Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will generate and answer questions, use graphic organizers and anchor charts, recognize story structure, and summarize weekly in all classrooms to improve comprehension, and to meet the ELA CCRS.	Direct Instruction	08/07/2017	05/24/2018	$0	No Funding Required	All teachers Principal Instructional Coach

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950	District Funding	Kindergarten, first and second grade teachers Principal Instructional Coach

Strategy 2:

Assess Instruction of K-4 Reading Standards - Teachers will pace, monitor, and incrementally assess instruction of all reading standards using district ELA curriculum map.

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

Research Cited: Alabama Reading Initiative

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively participate in bi-monthly reading data meetings to analyze student progress.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	K-4 teachers, Instructional Coach, Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ACT Aspire data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Academic Support Program, Professional Learning	08/03/2017	05/25/2018	$652	Title I Part A	Principal, Instructional Coach, Outside Professional Consultants, Teachers

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	Principal, Instructional Coach, ALSDE Resource staff, Faculty

Strategy 3:

Writing Across the Curriculum - Teachers will work to implement intensive writing instruction across the curriculum and throughout the day to meet CCRS writing standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Process Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	K-4 teachers Instructional Coach Principal

Goal 3: School Culture--Increase parent awareness of community services outside the school

Measurable Objective 1:

demonstrate a behavior that reflects our collaboration with parents to increase parent awareness of community services outside the school by 05/25/2018 as measured by 2017-2018 Parent Survey data.

Strategy 1:

Parent Training - During PTO meetings and other parent attended events, a portion of the meetings will include an emphasis on community services offered outside the

school.

Category: Implement Community Based Support and Intervention System

Activity - Parent Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During parent-attended events, a special emphasis will be placed on community services such as help for Domestic Violence, Adult Literacy Programs (GED), Adult Career Development, Health/Mental Health Services	Parent Involvement	08/07/2017	05/25/2018	$0	No Funding Required	Principal, counselor, community service organizations

Goal 4: English Language Learners--Identified EL students will improve their performance on the ACCESS assessment

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency showing progress on ACCESS assessment in English Language Arts by 05/24/2018 as measured by ACCESS test.

Strategy 1:

Identify Weaknesses of EL students - Identify student weaknesses in the "Can Do Descriptors" from the WIDA plan. The team will review all relevant information and

determine appropriate services for the students. WBES follows the Bibb County EL District Plan.

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

Research Cited: WIDA plan

Activity - Daily Language Objective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implement a daily language objective for all EL students with a composite score below 4.8 on ACCESS to address academic language deficiencies.	Direct Instruction	08/09/2017	05/24/2018	$0	No Funding Required	Teachers of EL students, district EL tutor

Activity - One-on-One Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the district EL tutor weekly, or as needed, to provide one-on-one assistance focusing on the relevant Can Do Descriptors (WIDA plan).	Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	Teachers of EL students, district EL tutor

Activity - Individualized English Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff of identified EL students will follow their IELP accommodations.	Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	Principal, classroom teachers, EL support staff

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0	No Funding Required	EL Building Representative (Mr. Bamberg)

Goal 5: Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/25/2018 as measured by 100% new teacher attendance..

Strategy 1:

New Hire Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - ARI - AMSTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative Training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Recruitment and Retention, Professional Learning	07/31/2017	05/25/2018	$0	District Funding	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists

Activity - District New Teacher / Mentor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management and curriculum throughout the year.	Recruitment and Retention, Professional Learning	07/03/2017	05/25/2018	$0	District Funding	New Teachers Teacher Mentors Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will participate in ACT Aspire data analysis to improve the rigor of CCRS implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$651	Principal, Instructional Coach, Teachers
				Total	$651	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bi-Monthly Grade Level Math Data Meetings	Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results.	Academic Support Program	08/03/2017	05/25/2018	$0	K - 4th grade teachers Principal
Improve Student Comprehension	Students will generate and answer questions, use graphic organizers and anchor charts, recognize story structure, and summarize weekly in all classrooms to improve comprehension, and to meet the ELA CCRS.	Direct Instruction	08/07/2017	05/24/2018	$0	All teachers Principal Instructional Coach
Reading Data Meetings	Teachers will actively participate in bi-monthly reading data meetings to analyze student progress.	Academic Support Program	08/07/2017	05/24/2018	$0	K-4 teachers, Instructional Coach, Principal
Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	Principal, Instructional Coach, ALSDE Resource staff, Faculty
SAMUEL Training	Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0	EL Building Representative (Mr. Bamberg)

Plan for RTI Students	Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0	K - 4th grade teachers Instructional aide Principal
Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	Principal, ALSDE Resource Staff, Faculty
Daily Language Objective	Implement a daily language objective for all EL students with a composite score below 4.8 on ACCESS to address academic language deficiencies.	Direct Instruction	08/09/2017	05/24/2018	$0	Teachers of EL students, district EL tutor
Parent Training	During parent-attended events, a special emphasis will be placed on community services such as help for Domestic Violence, Adult Literacy Programs (GED), Adult Career Development, Health/Mental Health Services	Parent Involvement	08/07/2017	05/25/2018	$0	Principal, counselor, community service organizations
One-on-One Assistance	Utilize the district EL tutor weekly, or as needed, to provide one-on-one assistance focusing on the relevant Can Do Descriptors (WIDA plan).	Academic Support Program	08/09/2017	05/24/2018	$0	Teachers of EL students, district EL tutor
Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	09/04/2017	05/24/2018	$0	Principal, Instructional Coach, ALSDE Resource staff, Faculty
Individualized English Learning Plan	Teachers and support staff of identified EL students will follow their IELP accommodations.	Academic Support Program	08/09/2017	05/24/2018	$0	Principal, classroom teachers, EL support staff
Identify and List At-Risk Students	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor
Incorporate Comprehension ToolKit and Making Meaning	Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0	K - 4 teachers, Principal Instructional Coach

Implement the District-Wide Curriculum Map	During the 2016-2017 school year, various teachers will implement the district-wide math Curriculum Map including the College and Career-Ready Standards using AMSTI Investigations and other research-based strategies, focusing on math fluency.	Direct Instruction	08/10/2016	05/26/2017	$0	Various teachers, principal
Process Writing	K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0	K-4 teachers Instructional Coach Principal
Administrative Technical Assistance	Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0	Principal, Instructional Coach, ALSDE Resource Staff, Faculty
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District New Teacher / Mentor Training	Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management and curriculum throughout the year.	Recruitment and Retention, Professional Learning	07/03/2017	05/25/2018	$0	New Teachers Teacher Mentors Principal
ARI - AMSTI Training	Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative Training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Recruitment and Retention, Professional Learning	07/31/2017	05/25/2018	$0	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists
District Math Teacher Leader Program	All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Academic Support Program, Professional Learning	08/03/2017	05/24/2018	$0	Third grade teachers AMSTI specialists Principal
Engage New York	K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0	Teachers Principal

Saxon Phonics	Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950	Kindergarten, first and second grade teachers Principal Instructional Coach
				Total	$2950	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will participate in ACT Aspire data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Academic Support Program, Professional Learning	08/03/2017	05/25/2018	$652	Principal, Instructional Coach, Outside Professional Consultants, Teachers
				Total	$652	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Our LEA administered the accreditation stakeholder survey online and reviewed our response rates. During Parent Day, we invited parents and stakeholders to complete the surveys online in our computer lab. Staff members were encouraged to complete the surveys through emails and staff meeting reminders. Students completed surveys during their computer lab time.	

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Spring 2017 Parent Surveys indicated out of 24 respondents, or 9%, of parents surveyed:

A high level of overall satisfaction for:

--Do you understand your child's report card and test scores?

Out of 24 survey responses, 100% indicated they understood their child's report card and test scores.

--When you need to contact your child's teachers, are you able to reach them?--

Out of 24 survey responses, 100% indicated they could contact their child's teachers.

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

When comparing survey 2015-2016 to survey 2016-2017 survey there was an increase from 90% to 96% for parents feeling welcome in our school. There was an increase from 81% to 88% of parents knowing our academic school goals and how they can be involved. There in an increase from 77% to 91% of parents who know about volunteer work at our school. There was an increase from 68% to 74% of parents saying they know how additional help with reading and/or mathematics is given to students through the Title I program. There was an increase from 77% to 88% of parents that know what their child should know and be able to do in reading and mathematics for the grade he/she is in. There was an increase from 94% to 100% of parents who understand their child's report card and test scores. An increase from 94% to 100% of parents who feel that when they need to contact their child's teacher they are able to reach them. There was an increase from 94% to 96% of parents who feel that teachers in the school are interested when they discuss their child's academic progress or other concerns.

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

Discussions in parent group meetings and informal conversations with various stakeholders at school functions such as our Veterans Day program, Awards Days, and Parent Days indicate a higher level of satisfaction in the areas addressed on the Advanc-Ed surveys.

Areas in Need of Improvement

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

Spring 2017 Parent Survey results indicated:

A low level of overall satisfaction:

--Do you know about the school's referral program to community services outside of the school?--

(such services may be adult literacy programs, social services, health services, GED, adult career development, etc.)

Out of 24 survey responses, only 58.33% indicated that they know about these programs. This was a decrease from 65% in 2016.

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

When comparing survey 2015-2016 to survey 2016-2017 survey there was a decrease from 97% to 96% of parents who feel the school encourages them to be involved in their child's education. There was a decrease from 65% to 63% of parents who know how they can be involved in school planning/review committees. There was a decrease from 77% to 75% of of parents who know what it means to be a Title I school and what their rights are. There was a decrease from 81% to 79% of parents who feel the Title I School-Parent Compact helps to remind them about things they can do to help their child do better in schools.

What are the implications for these stakeholder perceptions?

 Most of these decreases were slight. However, through the Title I meeting, PTO meetings, Parent Days, and numerous avenues used to share information with parents about our school, these areas of needed improvement will be addressed throughout the school year.

In reviewing the survey data, we were already aware of the staff communicating that upgrades were needed in the area of technology infrastructure. Our LEA and administration have continued to work to secure additional infrastructure supports for our building, updates to desktop computers, and new additional one-to-one devices in upper grade classrooms. Also, a new wireless system has been installed in our building since the last administration of the survey,

The early elementary data which indicated 2.85/3.0 for engaging families in meaningful ways is a concern to be addressed. Weekly folders

are sent home with each student in grades 1-4, and daily folders are sent home with kindergarten students. Progress reports are sent home during each grading period. We have an open-door policy for parents; parents are encouraged to set appointments for one-on-one conferences with their child's teacher. Parents are encouraged to communicate with teachers through email, and REMIND messaging system, as well as other communication avenues. We have Open House, Title I meeting, Parent Days, Literacy Night, Awards Days, Field Day, PTO, Breakfast with Parents, Breakfast with Grandparents, and many opportunities for families to be engaged in meaningful ways in their child's education and to keep them informed of their children's learning progress. The students surveyed are considered Early Elementary; therefore, we need to explain to students the purpose of our home communications, and emphasize that they are used to invite parents and caregivers to participate in the education of their students.

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

Through discussions with stakeholders concerning the school's referral program to community services outside of the school, we have determined this to be an area of needed improvement. These conversations mirror the information gathered from the survey where only 58.33 % of stakeholders indicated they were aware of these programs.

During the school year we plan to make stakeholders aware of community services through providing pamphlets during the Title I meeting, Parent Days, PTO meetings, WBES One-Call, Social Media, Student Weekly Folders, and Parent/Teacher conferences.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4
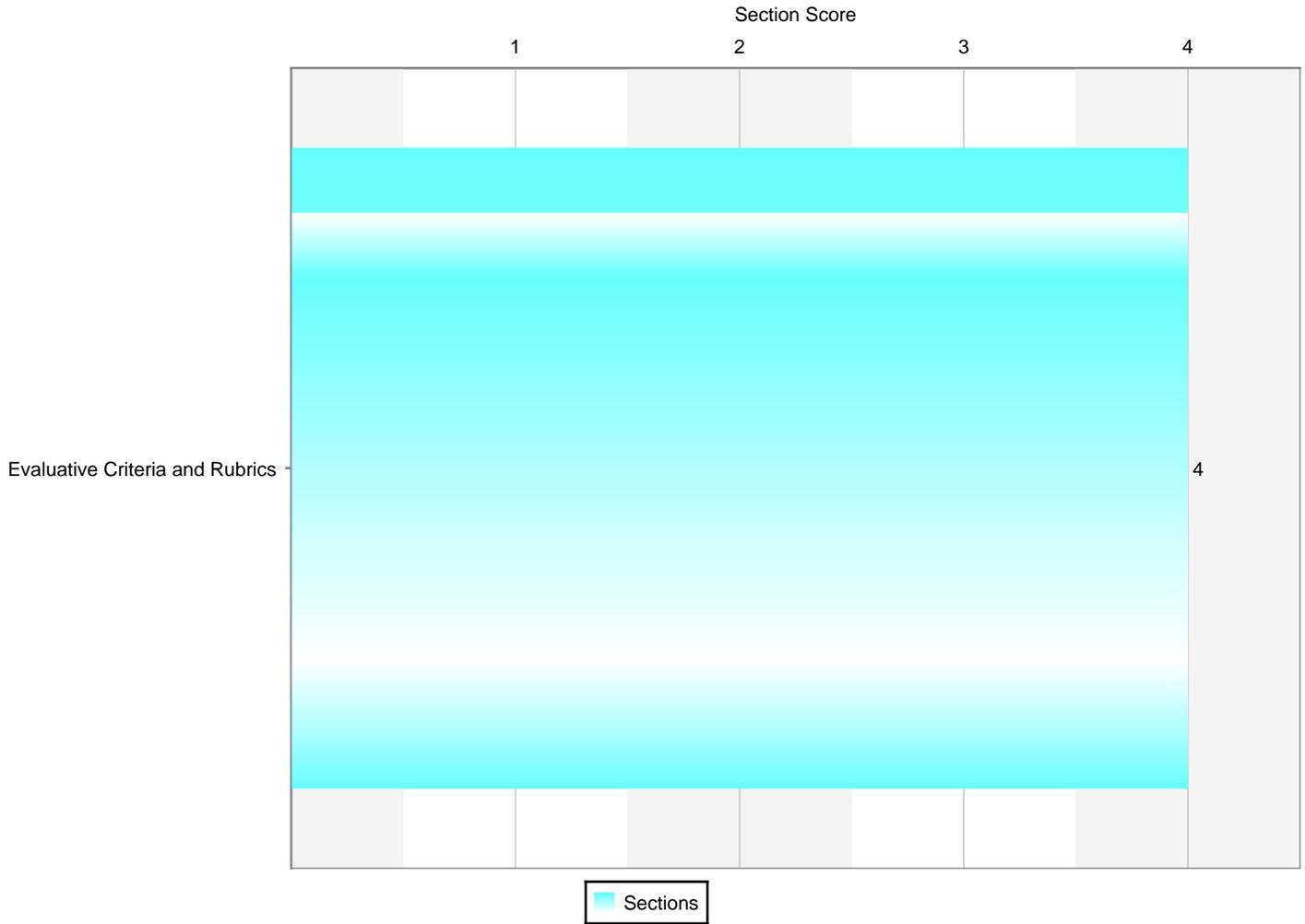
Sections

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?

The needs assessment portion of the plan was developed through the collaboration of several committees. Data is studied throughout the school year; however, data meetings held during the fall by the grade level teams determine needs of the school and form specific reform strategies to address those needs. Data used is based on assessments that include DIBELS Next (K-2nd grade), additive math fluency checks (K-4th grade), multiplicative math fluency checks (4th grade), Scantron Performance Series (K-4th grade). Results are compiled to formulate a plan to address those needs. The plan utilizes the school's current teaching strategies and priorities as well as new strategies provided by professional development. In addition to academic data, other areas of need are also addressed, i.e. parent, teacher, and student surveys, and attendance reports for students.

What were the results of the comprehensive needs assessment?

Areas of Strengths according to DIBELS were 1st and 2nd grade nonsense word fluency correct letter sounds. First grade had 71% core, 19% strategic and 10% intensive. Second grade had 85% core, 8% strategic and 7% strategic. Reading Scantron Performance Series strengths were 2nd grade overall reading. These students scored high average in all areas. In Math all students at WBES scored high average in the area of data analysis and probability.

Areas in Need of Improvement according to DIBELS were kindergarten due to the fact only 41% scored core, 12% strategic and 46% intensive. Math Scantron Performance Series areas of improvement were geometry, numbers and operations in grades K-4.

What conclusions were drawn from the results?

Assessment results show our areas of strength to be the 2nd grade class in their overall reading score which was high average. In math, the students at WBES scores high average in the areas are data analysis and probability in grades K-4.

Assessment results show our areas in need of improvement in math are geometry, numbers and operations in grades K-4. In reading, the DIBELS next assessment for Kindergarten only 46% of students scored core, 22% strategic and 32%intensive.

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

As a result of analyzing perception, it was determined:
Parent surveys indicate a high level of satisfaction for Standard 1 of the AdvancED Accreditation Standards and Indicators:
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
Parent surveys indicate a low level of satisfaction of parent awareness of community services outside the school.

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

As a result of analyzing school programs/process, it was determined:

Increased Math scores on assessments resulted in continuing Engage New York, a research based math program, and requiring all classroom teachers to implement the program.

Additional ARI and AMSTI support is being provided to address these areas of need.

Low scores on Scantron Performance Series indicated our lowest area in 1st grade in 2016 was Phonics; therefore, we are continuing to implemented Saxon. Second grade has implemented Saxon in 2017-2018, and third grade in 2018-2019.

57% of our students receive free lunch.

8% of our students receive reduced price lunch.

35% of our students pay full price for lunch.

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

Our school goals are developed based on our needs assessments. All goals are based on student performance results, stakeholder surveys and feedback, student surveys, staff surveys and professional development needs.

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

Our goals are based directly on our needs assessments which include a thorough review of our student performance on several types of data. Performance data from DIBELS Next and Scantron Performance Series are included. Other types of data include Fountas and Pinnell, math fluency assessments, and progress monitoring. The needs assessment portion of the plan was developed through the collaboration of several committees. Data is studied throughout the school year; however, data meetings held by the grade level teams help determine needs of the school and form specific reform strategies to address those needs. Needs based on DIBELS Next, math fluency checks, and Scantron Performance Series data are compiled to formulate a plan to address those needs. The plan utilizes the school's current teaching strategies and priorities as well as new strategies which are taught through professional development. In addition to academic data, other areas of need are also addressed. Parent surveys, health fair results, and attendance reports are also reviewed.

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

The members of the West Blocton Elementary School faculty developed the Continuous Improvement Plan goals that are currently in place. Common academic assessments used to identify struggling students include DIBELS Next, math fluency, and Scantron Performance Series. During grade level meetings teachers discuss assessment data and research based strategies to determine any needed changes in instruction. The classroom teachers determine pacing of curriculum using the College and Career Ready Standards and make decisions regarding the needs of students through the assessment of all students within the first
month of school. Teachers use the assessment data to determine professional needs, the purchase of teacher resources, and textbooks. Teachers developed the CCRS curriculum map for each grade level and meet weekly as a grade level for planning. Assessment data is used to determine students who will be referred to RTI/PST. The PST develops an intervention plan for all referred students. Students will have

access to extended day opportunities. These opportunities include tutoring, homework help, snack, and physical activities.

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:

Math -- Increase the percentage of K-4 students scoring proficient on math assessments

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by showing an increase   in Mathematics by 05/24/2018 as measured by grade appropriate Fluency Checks, Primary Numbers and Operations Assessment (PNOA), Scantron Performance Series assessment results.

Strategy1:

Math Curriculum Map - K-4 teachers will work collaboratively to implement the District Wide Math Curriculum Map that will include College and Career-Ready Standards using AMSTI Investigations as a supplement, and other research-based strategies including Engage New York.

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

Research Cited: Alabama Math, Science, Technology Instruction research documents

Activity - District Math Teacher Leader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Professional Learning Academic Support Program	08/03/2017	05/24/2018	$0 - District Funding	Third grade teachers AMSTI specialists Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scranton Performance data analysis to improve the rigor of CCRS implementation.	Professional Learning Academic Support Program	08/03/2017	05/24/2018	$780 - Title I Part A	Principal, Instructional Coach, Teachers

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0 - District Funding	Teachers Principal

Strategy2:

Analyze and Monitor Student Performance - Math data will be analyzed and student performance will be monitored bi-monthly to track

individual student achievement toward meeting grade level math proficiency.

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

Research Cited: Alabama Math, Science, Technology Instruction (AMSTI) Research-Based Strategies

Activity - Bi-Monthly Grade Level Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results. An AMSTI representative with be responsible for leading these meetings.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Principal AMSTI representative

Activity - Identify and List At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0 - No Funding Required	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Activity - Plan for RTI Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Instructional aide Principal

Goal 2:

Reading--Increase the percentage of students scoring proficient on reading assessments.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency to show an increase on grade level

appropriate DIBELS Next, Scantron Performance Series in Reading by 05/24/2018 as measured by progress monitoring and benchmark

assessments.

Strategy1:

Increase Comprehension - Students will use a wide range of strategies and skills to increase their comprehension.

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

Research Cited: Alabama Reading Initiative Research

Activity - Multi-Sensory Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers will participate in multi-sensory training provided by BrainSpring.	Professional Learning	06/12/2017	06/16/2017	$7200 - Other	Principal, reading coach, various teachers, outside consultants ARI funding BCBOE funding

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950 - District Funding	Kindergarten, first and second grade teachers Principal Instructional Coach

Activity - Incorporate Comprehension ToolKit and Making Meaning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	K - 4 teachers, Principal Instructional Coach

Strategy2:

Assess Instruction of K-4 Reading Standards - Teachers will pace, monitor, and incrementally assess instruction of all reading standards using district ELA curriculum map.

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

Research Cited: Alabama Reading Initiative

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively participate in bi-monthly reading data meetings to analyze student progress. The bi-monthly data meetings will be lead by the principal and instructional coach.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	K-4 teachers, Instructional Coach, Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scantron Performance data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Professional Learning Academic Support Program	08/03/2017	05/25/2018	$780 - Title I Part A	Principal, Instructional Coach, Outside Professional Consultants, Teachers

Strategy3:

Writing Across the Curriculum - Teachers will work to implement intensive writing instruction across the curriculum and throughout the day to meet CCRS writing standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Process Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	K-4 teachers Instructional Coach Principal

Goal 3:

School Culture--Increase parent awareness of community services outside the school

Measurable Objective 1:

demonstrate a behavior that reflects our collaboration with parents to increase parent awareness of community services outside the school

by 05/25/2018 as measured by 2017-2018 Parent Survey data.

Strategy1:

Parent Training - During PTO meetings and other parent attended events, a portion of the meetings will include an emphasis on community

services offered outside the school.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During parent-attended events, a special emphasis will be placed on community services such as help for Domestic Violence, Adult Literacy Programs (GED), Adult Career Development, Health/Mental Health Services	Parent Involvement	08/07/2017	05/25/2018	$0 - No Funding Required	Principal, counselor, community service organizations

Goal 4:

English Language Learners--Identified EL students will improve their performance on the ACCESS assessment

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency showing progress on ACCESS assessment in English Language Arts by

05/24/2018 as measured by ACCESS test.

Strategy1:

Identify Weaknesses of EL students - Identify student weaknesses in the "Can Do Descriptors" from the WIDA plan. The team will review all

relevant information and determine appropriate services for the students. WBES follows the Bibb County EL District Plan.

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

Research Cited: WIDA plan

Activity - One-on-One Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district EL tutor weekly, or as needed, to provide one-on-one assistance focusing on the relevant Can Do Descriptors (WIDA plan).	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	EL Building Representative

Activity - Daily Language Objective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a daily language objective for all EL students with a composite score below 4.8 on ACCESS to address academic language deficiencies.	Direct Instruction	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Activity - Individualized English Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support staff of identified EL students will follow their IELP accommodations.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, classroom teachers, EL support staff

Goal 5:

Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/25/2018 as measured by 100% new teacher attendance..

Strategy1:

New Hire Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - District New Teacher / Mentor Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management and curriculum throughout the year.	Recruitment and Retention Professional Learning	07/03/2017	05/25/2018	$0 - District Funding	New Teachers Teacher Mentors Principal

Goal 6:

Parent Engagement

Measurable Objective 1:

demonstrate a behavior to encourage parents to participate in non-traditional school functions that support their child's education by 05/24/2018 as measured by at least 20% of parents attending school functions..

Strategy1:

Parent Outreach - WBES faculty and staff will promote parental engagement by publicizing all school function through the following resources.

School Marquee

Weekly/Daily Student Folders

Teacher Newsletters

Remind Messages

One-Call Phone Messaging System (Text, Phone Calls, E-mails)

WBES Webpage

Social Media

Centreville Press

Category: Other - Parent Engagement

Research Cited: ALSDE

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Blocton Elementary teachers and staff will provide a hub of activity for students and their families. WBES is always a place you can find active learning going on but none more so than this night. All participants will enjoy a host of activities in a carnival-type atmosphere geared toward reading and math literacy. Grade level specific games will include a Book Walk, Character BINGO, and Dr. Seuss Twister. Other activities will include Dr. Seuss birthday party, music literacy, Public Library card registration, Author visit, and ARI/AMSTI practice stations. Each student will receive a free t-shirt, grade-level appropriate trade book, and multiple prizes. The idea for a Literacy Lollapalooza came about after discussions on how to help students develop a deeper love of reading and math in a setting other than a traditional classroom and the need to get parents involved in this effort. This is an exciting way to get parents involved in motivating their children to be lifelong readers. Local accomplished high school students will be on hand to talk to elementary students about the importance of education. Other volunteers will include ARI/AMSTI reading and math specialists, West Blocton Public Librarian, Published Authors, Dr. Seuss characters, and local businesses.	Community Engagement Academic Support Program Parent Involvement	02/22/2018	02/22/2018	$1000 - Other	Principal, reading specialist, teachers, staff

Activity - School Day Snapshot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to participate in a teacher-led discussion and simulation of specific instruction and activities anticipated during a typical school day.	Policy and Process Community Engagement Academic Support Program Parent Involvement	09/05/2017	09/05/2017	$0 - No Funding Required	Principal, teachers, and paraprofessionals

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:

Math -- Increase the percentage of K-4 students scoring proficient on math assessments

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by showing an increase   in Mathematics by 05/24/2018 as measured by grade

appropriate Fluency Checks, Primary Numbers and Operations Assessment (PNOA), Scantron Performance Series assessment results.

Strategy1:

Math Curriculum Map - K-4 teachers will work collaboratively to implement the District Wide Math Curriculum Map that will include College and Career-Ready Standards using AMSTI Investigations as a supplement, and other research-based strategies including Engage New York.

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

Research Cited: Alabama Math, Science, Technology Instruction research documents

Activity - District Math Teacher Leader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Professional Learning Academic Support Program	08/03/2017	05/24/2018	$0 - District Funding	Third grade teachers AMSTI specialists Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scranton Performance data analysis to improve the rigor of CCRS implementation.	Academic Support Program Professional Learning	08/03/2017	05/24/2018	$780 - Title I Part A	Principal, Instructional Coach, Teachers

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0 - District Funding	Teachers Principal

Strategy2:

Analyze and Monitor Student Performance - Math data will be analyzed and student performance will be monitored bi-monthly to track individual student achievement toward meeting grade level math proficiency.

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

Research Cited: Alabama Math, Science, Technology Instruction (AMSTI) Research-Based Strategies

Activity - Identify and List At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0 - No Funding Required	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Activity - Bi-Monthly Grade Level Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results. An AMSTI representative with be responsible for leading these meetings.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Principal AMSTI representative

Activity - Plan for RTI Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Instructional aide Principal

Goal 2:

Reading--Increase the percentage of students scoring proficient on reading assessments.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency to show an increase on grade level appropriate DIBELS Next, Scantron Performance Series in Reading by 05/24/2018 as measured by progress monitoring and benchmark assessments.

Strategy1:

Assess Instruction of K-4 Reading Standards - Teachers will pace, monitor, and incrementally assess instruction of all reading standards using district ELA curriculum map.

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

Research Cited: Alabama Reading Initiative

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scantron Performance data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Academic Support Program Professional Learning	08/03/2017	05/25/2018	$780 - Title I Part A	Principal, Instructional Coach, Outside Professional Consultants, Teachers

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively participate in bi-monthly reading data meetings to analyze student progress. The bi-monthly data meetings will be lead by the principal and instructional coach.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	K-4 teachers, Instructional Coach, Principal

Strategy2:

Writing Across the Curriculum - Teachers will work to implement intensive writing instruction across the curriculum and throughout the day to

meet CCRS writing standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Process Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	K-4 teachers Instructional Coach Principal

Strategy3:

Increase Comprehension - Students will use a wide range of strategies and skills to increase their comprehension.

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

Research Cited: Alabama Reading Initiative Research

Activity - Incorporate Comprehension ToolKit and Making Meaning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	K - 4 teachers, Principal Instructional Coach

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950 - District Funding	Kindergarten, first and second grade teachers Principal Instructional Coach

Activity - Multi-Sensory Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers will participate in multi-sensory training provided by BrainSpring.	Professional Learning	06/12/2017	06/16/2017	$7200 - Other	Principal, reading coach, various teachers, outside consultants ARI funding BCBOE funding

Goal 3:

School Culture--Increase parent awareness of community services outside the school

Measurable Objective 1:

demonstrate a behavior that reflects our collaboration with parents to increase parent awareness of community services outside the school by 05/25/2018 as measured by 2017-2018 Parent Survey data.

Strategy1:

Parent Training - During PTO meetings and other parent attended events, a portion of the meetings will include an emphasis on community services offered outside the school.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During parent-attended events, a special emphasis will be placed on community services such as help for Domestic Violence, Adult Literacy Programs (GED), Adult Career Development, Health/Mental Health Services	Parent Involvement	08/07/2017	05/25/2018	$0 - No Funding Required	Principal, counselor, community service organizations

Goal 4:

English Language Learners--Identified EL students will improve their performance on the ACCESS assessment

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency showing progress on ACCESS assessment in English Language Arts by 05/24/2018 as measured by ACCESS test.

Strategy1:

Identify Weaknesses of EL students - Identify student weaknesses in the "Can Do Descriptors" from the WIDA plan. The team will review all relevant information and determine appropriate services for the students. WBES follows the Bibb County EL District Plan.

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

Research Cited: WIDA plan

Activity - Individualized English Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support staff of identified EL students will follow their IELP accommodations.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, classroom teachers, EL support staff

Activity - One-on-One Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district EL tutor weekly, or as needed, to provide one-on-one assistance focusing on the relevant Can Do Descriptors (WIDA plan).	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	EL Building Representative

Activity - Daily Language Objective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a daily language objective for all EL students with a composite score below 4.8 on ACCESS to address academic language deficiencies.	Direct Instruction	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Goal 5:

Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/25/2018 as measured by 100% new teacher attendance..

Strategy1:

New Hire Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - ARI - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative Training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Professional Learning Recruitment and Retention	07/31/2017	05/25/2018	$0 - District Funding	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists

Activity - District New Teacher / Mentor Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management and curriculum throughout the year.	Recruitment and Retention Professional Learning	07/03/2017	05/25/2018	$0 - District Funding	New Teachers Teacher Mentors Principal

Goal 6:

Parent Engagement

Measurable Objective 1:

demonstrate a behavior to encourage parents to participate in non-traditional school functions that support their child's education by

05/24/2018 as measured by at least 20% of parents attending school functions..

Strategy1:

Parent Outreach - WBES faculty and staff will promote parental engagement by publicizing all school function through the following resources.

School Marquee

Weekly/Daily Student Folders

Teacher Newsletters

Remind Messages

One-Call Phone Messaging System (Text, Phone Calls, E-mails)

WBES Webpage

Social Media

Centreville Press

Category: Other - Parent Engagement

Research Cited: ALSDE

Activity - School Day Snapshot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to participate in a teacher-led discussion and simulation of specific instruction and activities anticipated during a typical school day.	Policy and Process Community Engagement Parent Involvement Academic Support Program	09/05/2017	09/05/2017	$0 - No Funding Required	Principal, teachers, and paraprofessionals

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Blocton Elementary teachers and staff will provide a hub of activity for students and their families. WBES is always a place you can find active learning going on but none more so than this night. All participants will enjoy a host of activities in a carnival-type atmosphere geared toward reading and math literacy. Grade level specific games will include a Book Walk, Character BINGO, and Dr. Seuss Twister. Other activities will include Dr. Seuss birthday party, music literacy, Public Library card registration, Author visit, and ARI/AMSTI practice stations. Each student will receive a free t-shirt, grade-level appropriate trade book, and multiple prizes. The idea for a Literacy Lollapalooza came about after discussions on how to help students develop a deeper love of reading and math in a setting other than a traditional classroom and the need to get parents involved in this effort. This is an exciting way to get parents involved in motivating their children to be lifelong readers. Local accomplished high school students will be on hand to talk to elementary students about the importance of education. Other volunteers will include ARI/AMSTI reading and math specialists, West Blocton Public Librarian, Published Authors, Dr. Seuss characters, and local businesses.	Academic Support Program Parent Involvement Community Engagement	02/22/2018	02/22/2018	$1000 - Other	Principal, reading specialist, teachers, staff

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:

Reading--Increase the percentage of students scoring proficient on reading assessments.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency to show an increase on grade level

appropriate DIBELS Next, Scantron Performance Series in Reading by 05/24/2018 as measured by progress monitoring and benchmark assessments.

Strategy1:

Increase Comprehension - Students will use a wide range of strategies and skills to increase their comprehension.

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

Research Cited: Alabama Reading Initiative Research

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950 - District Funding	Kindergarten, first and second grade teachers Principal Instructional Coach

Activity - Multi-Sensory Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers will participate in multi-sensory training provided by BrainSpring.	Professional Learning	06/12/2017	06/16/2017	$7200 - Other	Principal, reading coach, various teachers, outside consultants ARI funding BCBOE funding

Activity - Incorporate Comprehension ToolKit and Making Meaning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	K - 4 teachers, Principal Instructional Coach

Strategy2:

Writing Across the Curriculum - Teachers will work to implement intensive writing instruction across the curriculum and throughout the day to meet CCRS writing standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Process Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	K-4 teachers Instructional Coach Principal

Strategy3:

Assess Instruction of K-4 Reading Standards - Teachers will pace, monitor, and incrementally assess instruction of all reading standards using district ELA curriculum map.

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

Research Cited: Alabama Reading Initiative

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scantron Performance data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Academic Support Program Professional Learning	08/03/2017	05/25/2018	$780 - Title I Part A	Principal, Instructional Coach, Outside Professional Consultants, Teachers

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively participate in bi-monthly reading data meetings to analyze student progress. The bi-monthly data meetings will be lead by the principal and instructional coach.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	K-4 teachers, Instructional Coach, Principal

Goal 2:

Math -- Increase the percentage of K-4 students scoring proficient on math assessments

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by showing an increase   in Mathematics by 05/24/2018 as measured by grade

appropriate Fluency Checks, Primary Numbers and Operations Assessment (PNOA), Scantron Performance Series assessment results.

Strategy1:

Analyze and Monitor Student Performance - Math data will be analyzed and student performance will be monitored bi-monthly to track

individual student achievement toward meeting grade level math proficiency.

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

Research Cited: Alabama Math, Science, Technology Instruction (AMSTI) Research-Based Strategies

Activity - Plan for RTI Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Instructional aide Principal

Activity - Bi-Monthly Grade Level Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results. An AMSTI representative with be responsible for leading these meetings.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Principal AMSTI representative

Activity - Identify and List At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0 - No Funding Required	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Strategy2:

Math Curriculum Map - K-4 teachers will work collaboratively to implement the District Wide Math Curriculum Map that will include College and Career-Ready Standards using AMSTI Investigations as a supplement, and other research-based strategies including Engage New York.

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

Research Cited: Alabama Math, Science, Technology Instruction research documents

Activity - District Math Teacher Leader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Professional Learning Academic Support Program	08/03/2017	05/24/2018	$0 - District Funding	Third grade teachers AMSTI specialists Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scranton Performance data analysis to improve the rigor of CCRS implementation.	Academic Support Program Professional Learning	08/03/2017	05/24/2018	$780 - Title I Part A	Principal, Instructional Coach, Teachers

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0 - District Funding	Teachers Principal

Activity - Implement the District-Wide Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2016-2017 school year, various teachers will implement the district-wide math Curriculum Map including the College and Career-Ready Standards using AMSTI Investigations and other research-based strategies, focusing on math fluency.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Various teachers, principal

Goal 3:

School Culture--Increase parent awareness of community services outside the school

Measurable Objective 1:

demonstrate a behavior that reflects our collaboration with parents to increase parent awareness of community services outside the school by 05/25/2018 as measured by 2017-2018 Parent Survey data.

Strategy1:

Parent Training - During PTO meetings and other parent attended events, a portion of the meetings will include an emphasis on community services offered outside the school.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During parent-attended events, a special emphasis will be placed on community services such as help for Domestic Violence, Adult Literacy Programs (GED), Adult Career Development, Health/Mental Health Services	Parent Involvement	08/07/2017	05/25/2018	$0 - No Funding Required	Principal, counselor, community service organizations

Goal 4:

Local Indicator - Third and fourth grade students at West Blocton Elementary will show an increase in proficiency in mathematics for Primary Numbers and Operations.

Measurable Objective 1:

increase student growth of third and fourth grade students in mathematics by 05/25/2017 as measured by increasing the number of 3rd and 4th grade students scoring proficient (50% or above) from 5% (6/114 students) on Beginning-of-Year ACT Aspire Assessment to 10% (11/114 students) on the ACT Aspire Interim End-of-Year Assessment..

Strategy1:

Primary Numbers and Operations Support - 3rd and 4th grade students will follow the Primary Numbers and Operations Support Tools each day as part of mathematics practice.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Flex Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on the identified deficits in the foundations of mathematics affecting 3rd and 4th grade by addressing College and Career-Ready Standards through the use of the Primary Numbers and Operations Support Materials.	Academic Support Program	09/19/2016	05/25/2017	$0 - No Funding Required	3rd and 4th grade teachers, AMSTI Specialists, Principal

Goal 5:

Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/25/2018 as measured by 100% new teacher attendance..

Strategy1:

New Hire Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - ARI - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly employed teachers will attend appropriate training according to their job description. Alabama Reading Initiative and Alabama Math Science and Technology Initiative Training in order to gain knowledge and teach effectively in their curriculum and grade level areas.	Professional Learning Recruitment and Retention	07/31/2017	05/25/2018	$0 - District Funding	AMSTI Specialists, ARI Specialists, Local Lead Teachers and Curriculum Specialists

Activity - District New Teacher / Mentor Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management and curriculum throughout the year.	Professional Learning Recruitment and Retention	07/03/2017	05/25/2018	$0 - District Funding	New Teachers Teacher Mentors Principal

Goal 6:

English Language Learners--Identified EL students will improve their performance on the ACCESS assessment

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency showing progress on ACCESS assessment in English Language Arts by 05/24/2018 as measured by ACCESS test.

Strategy1:

Identify Weaknesses of EL students - Identify student weaknesses in the "Can Do Descriptors" from the WIDA plan. The team will review all relevant information and determine appropriate services for the students. WBES follows the Bibb County EL District Plan.

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

Research Cited: WIDA plan

Activity - Daily Language Objective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a daily language objective for all EL students with a composite score below 4.8 on ACCESS to address academic language deficiencies.	Direct Instruction	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	EL Building Representative

Activity - Individualized English Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support staff of identified EL students will follow their IELP accommodations.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, classroom teachers, EL support staff

Activity - One-on-One Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district EL tutor weekly, or as needed, to provide one-on-one assistance focusing on the relevant Can Do Descriptors (WIDA plan).	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Goal 7:

Parent Engagement

Measurable Objective 1:

demonstrate a behavior to encourage parents to participate in non-traditional school functions that support their child's education by 05/24/2018 as measured by at least 20% of parents attending school functions..

Strategy1:

Parent Outreach - WBES faculty and staff will promote parental engagement by publicizing all school function through the following resources.

School Marquee

Weekly/Daily Student Folders

Teacher Newsletters

Remind Messages

One-Call Phone Messaging System (Text, Phone Calls, E-mails)

WBES Webpage

Social Media

Centreville Press

Category: Other - Parent Engagement

Research Cited: ALSDE

Activity - School Day Snapshot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to participate in a teacher-led discussion and simulation of specific instruction and activities anticipated during a typical school day.	Academic Support Program Policy and Process Parent Involvement Community Engagement	09/05/2017	09/05/2017	$0 - No Funding Required	Principal, teachers, and paraprofessionals

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Blocton Elementary teachers and staff will provide a hub of activity for students and their families. WBES is always a place you can find active learning going on but none more so than this night. All participants will enjoy a host of activities in a carnival-type atmosphere geared toward reading and math literacy. Grade level specific games will include a Book Walk, Character BINGO, and Dr. Seuss Twister. Other activities will include Dr. Seuss birthday party, music literacy, Public Library card registration, Author visit, and ARI/AMSTI practice stations. Each student will receive a free t-shirt, grade-level appropriate trade book, and multiple prizes. The idea for a Literacy Lollapalooza came about after discussions on how to help students develop a deeper love of reading and math in a setting other than a traditional classroom and the need to get parents involved in this effort. This is an exciting way to get parents involved in motivating their children to be lifelong readers. Local accomplished high school students will be on hand to talk to elementary students about the importance of education. Other volunteers will include ARI/AMSTI reading and math specialists, West Blocton Public Librarian, Published Authors, Dr. Seuss characters, and local businesses.	Academic Support Program Community Engagement Parent Involvement	02/22/2018	02/22/2018	$1000 - Other	Principal, reading specialist, teachers, staff

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

Goal 1:

Reading--Increase the percentage of students scoring proficient on reading assessments.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency to show an increase on grade level appropriate DIBELS Next, Scantron Performance Series in Reading by 05/24/2018 as measured by progress monitoring and benchmark assessments.

Strategy1:

Writing Across the Curriculum - Teachers will work to implement intensive writing instruction across the curriculum and throughout the day to meet CCRS writing standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Process Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	K-4 teachers Instructional Coach Principal

Strategy2:

Assess Instruction of K-4 Reading Standards - Teachers will pace, monitor, and incrementally assess instruction of all reading standards using district ELA curriculum map.

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

Research Cited: Alabama Reading Initiative

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively participate in bi-monthly reading data meetings to analyze student progress. The bi-monthly data meetings will be lead by the principal and instructional coach.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	K-4 teachers, Instructional Coach, Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scantron Performance data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Academic Support Program Professional Learning	08/03/2017	05/25/2018	$780 - Title I Part A	Principal, Instructional Coach, Outside Professional Consultants, Teachers

Strategy3:

Increase Comprehension - Students will use a wide range of strategies and skills to increase their comprehension.

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

Research Cited: Alabama Reading Initiative Research

Activity - Incorporate Comprehension ToolKit and Making Meaning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	K - 4 teachers, Principal Instructional Coach

Activity - Multi-Sensory Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers will participate in multi-sensory training provided by BrainSpring.	Professional Learning	06/12/2017	06/16/2017	$7200 - Other	Principal, reading coach, various teachers, outside consultants ARI funding BCBOE funding

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950 - District Funding	Kindergarten, first and second grade teachers Principal Instructional Coach

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	09/04/2017	05/24/2018	$0 - No Funding Required	Principal, Instructional Coach, ALSDE Resource staff, Faculty

Goal 2:

Math -- Increase the percentage of K-4 students scoring proficient on math assessments

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by showing an increase in Mathematics by 05/24/2018 as measured by grade

appropriate Fluency Checks, Primary Numbers and Operations Assessment (PNOA), Scantron Performance Series assessment results.

Strategy1:

Math Curriculum Map - K-4 teachers will work collaboratively to implement the District Wide Math Curriculum Map that will include College

and Career-Ready Standards using AMSTI Investigations as a supplement, and other research-based strategies including Engage New

York.

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

Research Cited: Alabama Math, Science, Technology Instruction research documents

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scranton Performance data analysis to improve the rigor of CCRS implementation.	Academic Support Program Professional Learning	08/03/2017	05/24/2018	$780 - Title I Part A	Principal, Instructional Coach, Teachers

Activity - Implement the District-Wide Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2016-2017 school year, various teachers will implement the district-wide math Curriculum Map including the College and Career-Ready Standards using AMSTI Investigations and other research-based strategies, focusing on math fluency.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Various teachers, principal

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0 - District Funding	Teachers Principal

Activity - District Math Teacher Leader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Academic Support Program Professional Learning	08/03/2017	05/24/2018	$0 - District Funding	Third grade teachers AMSTI specialists Principal

Strategy2:

Analyze and Monitor Student Performance - Math data will be analyzed and student performance will be monitored bi-monthly to track

individual student achievement toward meeting grade level math proficiency.

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

Research Cited: Alabama Math, Science, Technology Instruction (AMSTI) Research-Based Strategies

Activity - Plan for RTI Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Instructional aide Principal

Activity - Administrative Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Request administrative technical assistance in reviewing data. Request administrative technical assistance in continuation of strategic teaching professional development.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	Principal, ALSDE Resource Staff, Faculty

Activity - Bi-Monthly Grade Level Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results. An AMSTI representative with be responsible for leading these meetings.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Principal AMSTI representative

Activity - Identify and List At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0 - No Funding Required	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Goal 3:

English Language Learners--Identified EL students will improve their performance on the ACCESS assessment

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency showing progress on ACCESS assessment in English Language Arts by 05/24/2018 as measured by ACCESS test.

Strategy1:

Identify Weaknesses of EL students - Identify student weaknesses in the "Can Do Descriptors" from the WIDA plan. The team will review all relevant information and determine appropriate services for the students. WBES follows the Bibb County EL District Plan.

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

Research Cited: WIDA plan

Activity - One-on-One Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district EL tutor weekly, or as needed, to provide one-on-one assistance focusing on the relevant Can Do Descriptors (WIDA plan).	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Activity - SAMUEL Training	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	EL Building Representative

Activity - Individualized English Learning Plan	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers and support staff of identified EL students will follow their IELP accommodations.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, classroom teachers, EL support staff

Activity - Daily Language Objective	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Implement a daily language objective for all EL students with a composite score below 4.8 on ACCESS to address academic language deficiencies.	Direct Instruction	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Goal 4:

Parent Engagement

Measurable Objective 1:

demonstrate a behavior to encourage parents to participate in non-traditional school functions that support their child's education by 05/24/2018 as measured by at least 20% of parents attending school functions..

Strategy1:

Parent Outreach - WBES faculty and staff will promote parental engagement by publicizing all school function through the following resources.

School Marquee

Weekly/Daily Student Folders

Teacher Newsletters

Remind Messages

One-Call Phone Messaging System (Text, Phone Calls, E-mails)

WBES Webpage

Social Media

Centreville Press

Category: Other - Parent Engagement

Research Cited: ALSDE

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Blocton Elementary teachers and staff will provide a hub of activity for students and their families. WBES is always a place you can find active learning going on but none more so than this night. All participants will enjoy a host of activities in a carnival-type atmosphere geared toward reading and math literacy. Grade level specific games will include a Book Walk, Character BINGO, and Dr. Seuss Twister. Other activities will include Dr. Seuss birthday party, music literacy, Public Library card registration, Author visit, and ARI/AMSTI practice stations. Each student will receive a free t-shirt, grade-level appropriate trade book, and multiple prizes. The idea for a Literacy Lollapalooza came about after discussions on how to help students develop a deeper love of reading and math in a setting other than a traditional classroom and the need to get parents involved in this effort. This is an exciting way to get parents involved in motivating their children to be lifelong readers. Local accomplished high school students will be on hand to talk to elementary students about the importance of education. Other volunteers will include ARI/AMSTI reading and math specialists, West Blocton Public Librarian, Published Authors, Dr. Seuss characters, and local businesses.	Academic Support Program Parent Involvement Community Engagement	02/22/2018	02/22/2018	$1000 - Other	Principal, reading specialist, teachers, staff

Activity - School Day Snapshot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to participate in a teacher-led discussion and simulation of specific instruction and activities anticipated during a typical school day.	Academic Support Program Parent Involvement Community Engagement Policy and Process	09/05/2017	09/05/2017	$0 - No Funding Required	Principal, teachers, and paraprofessionals

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.

When needed, information on all academic achievement results will be sent to parents in their known language. In addition, our school system has an EL aid that assists in communicating with the student and parents as needed, and also works with EL students weekly. Parents with limited English will be provided a full opportunity for participation and (if needed) information will be disbursed to them in their native language.

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

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

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

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

In order to ensure the hiring of highly qualified personnel the Central Office is contacted for applications for the vacant teaching position(s). The applications have been checked for accuracy and authenticity at the Central Office.

- Appointments are scheduled for interviewing. During the interview, prospective teachers are asked if they are highly qualified, and if they are Alabama Reading Initiative trained. If they are not ARI trained, they must be willing to be trained immediately if hired.

- The grade level personnel that will work with the new applicant are invited to participate in the interview process. The applicant is asked specific questions dealing with assessment, curriculum, instruction, and discipline. Teaching assignments are determined by area of certification, school need, and experience. The grade level preference of the teacher is also given a high priority when making teaching assignments.

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?

We have six new staff members: Four general education classroom teachers (two 3rd grade, one 4th grade, and one 1st grade) and two paraprofessionals. One special education teacher was hired mid-year (January, 2017) due to the previous special education teacher transferring within the district. New hires were due to retirements/transfers, one leave of absence, and special education aide needs.

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

WBES has 240 years of combined experience of key teaching and learning personnel.

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).

There is not typically a high turnover rate at this institute. New hires are almost always due to faculty retirement. An occasional in district transfer has been noted due to family needs. One non-renewal is also noted from the last two years.

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

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

Reading scores obtained from Scantron Performance Series and DIBELS were analyzed and indicated a need in phonics training for teachers. Training for Saxon Phonics has since been provided for teachers grades K-2.

Scantron Preformance Series is our new state testing assessment. Training will be provided on how to best analysis data.

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

Scantron Training
AMSTI Training
District Training for Social Studies Weekly K-4th grade
AMSTI Training K-4th grade; Science Summer Training
Planning for Making Meaning 1st-4th grades
ARI Training
Math and Writing Resource Sharing K-4th grade
Fountas & Pinnell Guidelines Update k-4th grade
Saxon Phonics Training K-2nd grade
LEA professional development activities for Library Media, Counselors, Special Education, and Reading Specialist

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

-Collaborate to ensure that new teachers are assisted and understand fully the daily functions at WBES by 05/2018 as measured by observations, daily schedules, routines and procedures.
-New Teacher Mentors - New teachers are assigned local school mentors that attend mentor training. Mentors assist new teachers throughout the school year as the need arises. Mentors demonstrate daily routines and procedures so that the new teacher will understand fully the daily functions at WBES.
-School mentors for new teachers attend training that is provided by the LEA.

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

Professional development at WBES is sustained and ongoing throughout the school year through planning and scheduling. It is driven by assessment data that is reviewed throughout the school year. A program called STI-PD helps teachers track their PD, as well as be informed of new PD opportunities.

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:

Reading--Increase the percentage of students scoring proficient on reading assessments.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency to show an increase on grade level appropriate DIBELS Next, Scantron Performance Series in Reading by 05/24/2018 as measured by progress monitoring and benchmark assessments.

Strategy1:

Writing Across the Curriculum - Teachers will work to implement intensive writing instruction across the curriculum and throughout the day to meet CCRS writing standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Process Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4 teachers will implement research-based writing programs including Being a Writer and Portland Oregon Writing.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	K-4 teachers Instructional Coach Principal

Strategy2:

Assess Instruction of K-4 Reading Standards - Teachers will pace, monitor, and incrementally assess instruction of all reading standards using district ELA curriculum map.

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

Research Cited: Alabama Reading Initiative

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scantron Performance data analysis and Saxon Phonics training to improve the rigor of CCRS implementation.	Professional Learning Academic Support Program	08/03/2017	05/25/2018	$780 - Title I Part A	Principal, Instructional Coach, Outside Professional Consultants, Teachers

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively participate in bi-monthly reading data meetings to analyze student progress. The bi-monthly data meetings will be lead by the principal and instructional coach.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	K-4 teachers, Instructional Coach, Principal

Strategy3:

Increase Comprehension - Students will use a wide range of strategies and skills to increase their comprehension.

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

Research Cited: Alabama Reading Initiative Research

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first and second grade teachers will implement Saxon phonics in whole group and small group instruction. Saxon Phonics is the chosen research-based phonics progression for Bibb County School District.	Direct Instruction	08/09/2017	05/24/2018	$2950 - District Funding	Kindergarten, first and second grade teachers Principal Instructional Coach

Activity - Incorporate Comprehension ToolKit and Making Meaning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Comprehension ToolKit/Making Meaning lessons in small group and whole group instruction.	Direct Instruction	08/07/2017	05/24/2018	$0 - No Funding Required	K - 4 teachers, Principal Instructional Coach

Activity - Multi-Sensory Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers will participate in multi-sensory training provided by BrainSpring.	Professional Learning	06/12/2017	06/16/2017	$7200 - Other	Principal, reading coach, various teachers, outside consultants ARI funding BCBOE funding

Goal 2:

Math -- Increase the percentage of K-4 students scoring proficient on math assessments

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by showing an increase   in Mathematics by 05/24/2018 as measured by grade

appropriate Fluency Checks, Primary Numbers and Operations Assessment (PNOA), Scantron Performance Series assessment results.

Strategy1:

Math Curriculum Map - K-4 teachers will work collaboratively to implement the District Wide Math Curriculum Map that will include College

and Career-Ready Standards using AMSTI Investigations as a supplement, and other research-based strategies including Engage New

York.

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

Research Cited: Alabama Math, Science, Technology Instruction research documents

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K - 4 teachers will implement Engage New York to teach math skills to meet CCRS.	Direct Instruction	08/09/2017	05/24/2018	$0 - District Funding	Teachers Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ACT Aspire and Scranton Performance data analysis to improve the rigor of CCRS implementation.	Professional Learning Academic Support Program	08/03/2017	05/24/2018	$780 - Title I Part A	Principal, Instructional Coach, Teachers

Activity - Implement the District-Wide Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2016-2017 school year, various teachers will implement the district-wide math Curriculum Map including the College and Career-Ready Standards using AMSTI Investigations and other research-based strategies, focusing on math fluency.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Various teachers, principal

Activity - District Math Teacher Leader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade teachers will participate in 3-4 meetings throughout the school year facilitated by AMSTI specialists, focusing on curriculum map revision, deeper knowledge of CCRS, and evaluate/revise math common assessments. Teachers will provide turn-around training to other grade level teachers after classroom strategy implementation.	Professional Learning Academic Support Program	08/03/2017	05/24/2018	$0 - District Funding	Third grade teachers AMSTI specialists Principal

Strategy2:

Analyze and Monitor Student Performance - Math data will be analyzed and student performance will be monitored bi-monthly to track

individual student achievement toward meeting grade level math proficiency.

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

Research Cited: Alabama Math, Science, Technology Instruction (AMSTI) Research-Based Strategies

Activity - Bi-Monthly Grade Level Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level math data meetings will be scheduled bi-monthly for teachers to analyze math data and student performance based on multiple assessment results. An AMSTI representative with be responsible for leading these meetings.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Principal AMSTI representative

Activity - Identify and List At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor will identify and list at-risk students based on Scantron/Global Scholar, Math Fluency, PNOA, and ACT ASPIRE data during the month of September.	Academic Support Program	09/01/2017	09/29/2017	$0 - No Funding Required	All kindergarten through fourth grade teachers, principal, instructional coach, and school counselor

Activity - Plan for RTI Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in bi-monthly RTI meetings to address math interventions and next steps, including small group math intervention weekly from the classroom teacher and instructional aide.	Academic Support Program	09/01/2017	05/25/2018	$0 - No Funding Required	K - 4th grade teachers Instructional aide Principal

Goal 3:

School Culture--Increase parent awareness of community services outside the school

Measurable Objective 1:

demonstrate a behavior that reflects our collaboration with parents to increase parent awareness of community services outside the school

by 05/25/2018 as measured by 2017-2018 Parent Survey data.

Strategy1:

Parent Training - During PTO meetings and other parent attended events, a portion of the meetings will include an emphasis on community

services offered outside the school.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During parent-attended events, a special emphasis will be placed on community services such as help for Domestic Violence, Adult Literacy Programs (GED), Adult Career Development, Health/Mental Health Services	Parent Involvement	08/07/2017	05/25/2018	$0 - No Funding Required	Principal, counselor, community service organizations

Goal 4:

English Language Learners--Identified EL students will improve their performance on the ACCESS assessment

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency showing progress on ACCESS assessment in English Language Arts by

05/24/2018 as measured by ACCESS test.

Strategy1:

Identify Weaknesses of EL students - Identify student weaknesses in the "Can Do Descriptors" from the WIDA plan. The team will review all relevant information and determine appropriate services for the students. WBES follows the Bibb County EL District Plan.

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

Research Cited: WIDA plan

Activity - Daily Language Objective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a daily language objective for all EL students with a composite score below 4.8 on ACCESS to address academic language deficiencies.	Direct Instruction	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Activity - One-on-One Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district EL tutor weekly, or as needed, to provide one-on-one assistance focusing on the relevant Can Do Descriptors (WIDA plan).	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers of EL students, district EL tutor

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our building EL representative will attend SAMUEL training by Alabama State Department of Education. SAMUEL is School Assistance Meetings for Understanding English Learners.	Academic Support Program	08/03/2017	05/25/2018	$0 - No Funding Required	EL Building Representative

Activity - Individualized English Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support staff of identified EL students will follow their IELP accommodations.	Academic Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, classroom teachers, EL support staff

Goal 5:

Parent Engagement

Measurable Objective 1:

demonstrate a behavior to encourage parents to participate in non-traditional school functions that support their child's education by 05/24/2018 as measured by at least 20% of parents attending school functions..

Strategy1:

Parent Outreach - WBES faculty and staff will promote parental engagement by publicizing all school function through the following resources.

School Marquee

Weekly/Daily Student Folders

Teacher Newsletters

Remind Messages

One-Call Phone Messaging System (Text, Phone Calls, E-mails)

WBES Webpage

Social Media

Centreville Press

Category: Other - Parent Engagement

Research Cited: ALSDE

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Blocton Elementary teachers and staff will provide a hub of activity for students and their families. WBES is always a place you can find active learning going on but none more so than this night. All participants will enjoy a host of activities in a carnival-type atmosphere geared toward reading and math literacy. Grade level specific games will include a Book Walk, Character BINGO, and Dr. Seuss Twister. Other activities will include Dr. Seuss birthday party, music literacy, Public Library card registration, Author visit, and ARI/AMSTI practice stations. Each student will receive a free t-shirt, grade-level appropriate trade book, and multiple prizes. The idea for a Literacy Lollapalooza came about after discussions on how to help students develop a deeper love of reading and math in a setting other than a traditional classroom and the need to get parents involved in this effort. This is an exciting way to get parents involved in motivating their children to be lifelong readers. Local accomplished high school students will be on hand to talk to elementary students about the importance of education. Other volunteers will include ARI/AMSTI reading and math specialists, West Blocton Public Librarian, Published Authors, Dr. Seuss characters, and local businesses.	Community Engagement Parent Involvement Academic Support Program	02/22/2018	02/22/2018	$1000 - Other	Principal, reading specialist, teachers, staff

Activity - School Day Snapshot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to participate in a teacher-led discussion and simulation of specific instruction and activities anticipated during a typical school day.	Policy and Process Community Engagement Parent Involvement Academic Support Program	09/05/2017	09/05/2017	$0 - No Funding Required	Principal, teachers, and paraprofessionals

Narrative:

In the Spring, parents bring children to WBES who will be entering kindergarten the following Fall to register. During their visit, teachers administer general assessments of reading and math skills and conduct a hearing screening on the students. Parents and students meet kindergarten teachers and visit classrooms. Parents are given information on needed school supplies, rules, and how to prepare their child to be successful in kindergarten. A phonics/phonemic awareness folder is sent home which contains games, flash cards, and a book for the students and parents to use together. An orientation for parents and students is held prior to the first day of school for grades K-4. Grade level teachers discuss academic and behavioral expectations and answer any questions that parents may have regarding the new school year. All WBES students are given a Student Handbook containing policies and procedures for our school. In the Spring, fourth grade students visit West Blocton Middle School. They tour the school and have an assembly that includes middle school personnel who present expectations and opportunities for involvement.

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?

The members of the WBES faculty and parents developed the CIP that is currently in place. This plan relies on common academic assessments in identifying struggling students such as DIBELS Next, Scantron Performance Series, and math fluency checks. During grade level meetings teachers discuss assessment data and research based strategies to determine any needed changes in instruction to meet the College and Career Ready Standards. The classroom teachers determine the curriculum map and make decisions regarding the needs of students through the assessment of all students within the first month of school. Teachers use the assessment data to determine professional needs, the purchase of teacher resources, and textbooks. Teachers revise the Reading Assessment Plan yearly per grade level and develop reading grids accordingly. Assessment data is used to determine students who will be referred to PST. The PST develops an RTI plan for all referred students.

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

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

Students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level are identified through a process beginning a referral with supporting documentation from their classroom teacher. The student is referred to the PST team who reviews the documentation and through professional conversation, determines the best intervention path to support the student's academic needs. Tier two intervention with the classroom teacher is first implemented, and, if unsuccessful, the student moves to tier three where an teacher outside the general education classroom intervenes. The student is monitored and his/her progress is followed to determine if the interventions are working or if they need to be revised. If the PST team sees fit, a special education referral can be made once tier three intervention has been in place for at least eight weeks.

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?

If the student ended the previous school year on the PST list, they will begin the next school year on the list to ensure timely, effective, and additional assistance. After assessments, the students who no longer need support will be removed from the list. Any student who is referred to the PST team with supporting documentation from the current classroom teacher will be considered by the team. The team will review the documentation and through professional conversation, determine the best intervention path to support the student's academic needs. The student is monitored and his/her progress is followed to determine if the interventions are working or if they need to be revised.

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.

The West Blocton Elementary Community Learning Center, also known as CUBS--Children + You = Better Schools, offers the students additional learning opportunities throughout the school year, after school hours, and during the summer. The students receive daily homework assistance and reading and math tutoring, as needed. In addition, our program offers students daily enrichment opportunities such as art, music, and computer instruction. Other key components of the program include social interaction, character education, and physical education activities.

We also offer struggling students the opportunity to attend 'morning lab' where they go to the computer lab before the school day begins to work on reading and math deficits as defined by the faculty/staff members that work most closely with the students.

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

Each student registering at WBES is given an enrollment packet. The packet contains forms that indicate to the school administrator, counselor and teacher if the student could be considered as Migrant, English Language Learner, Economically Disadvantaged, or Homeless. All students are closely monitored by their homeroom teachers for any areas of need. As appropriate, students are enrolled in Free/Reduced lunch, assessed by the local EL coordinator, referred to community services such as DHR, and/or recommended to our PST/RTI team. Students who are EL are served as soon as they are identified. Students who are identified for Special Education are served as required in their IEP. Students identified as Neglected and/or Delinquent and Homeless students are referred to the school counselor who then contacts the appropriate authorities and social services for assistance.

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

N/A for Elementary Schools

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

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

State, Federal and Local Programs include:

Free/Reduced Breakfast and Lunch program serve qualified students

AMSTI professional development and support are scheduled and implemented

ARI professional development and support are scheduled and implemented

LEA professional development is offered for the support of our CIP

Our local school PTO enhances and supports our parental involvement to increase student performance through parent education and providing support for school programs and school staff

Pre-school grant resources are utilized to implement our Pre-K program during the school year

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)?

WBES coordinates and integrates a violence prevention programs through our character education program provided by the school counselor who meets with all grade level classes monthly. Our qualifying students participate in the free/reduced lunch program. We collaborate with Bibb County Preschool which is directly across the street from our school with school picture day, and a tour of our school for those students in the spring; they also utilize the community storm shelter located on our campus during inclement weather.

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

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

WBES evaluates the implementation of the school-wide program periodically throughout the school year by reviewing lesson plans, observations, and professional conversations. The LEA monitors the implementation of the program with periodic walk-throughs and checkpoint meetings. We revisit and review the strategies and activities, focusing on determining if the strategies and activities are moving our students forward based on formal and informal assessments.

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?

WBES evaluates the results achieved by the schoolwide program using data from DIBELS Next, Performance Series, and math fluency. Other forms of assessment are used more frequently to determine student progress such as progress monitoring, math assessments, and unit assessments. DIBELS Next and Performance Series assessments are administered at the beginning of the school year, in the winter, and in the spring. Grade levels are required to have monthly data meetings where the reading specialist and the principal attend and analyze data. This data drives instruction throughout the school 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?

WBES determines whether the school-wide program has been effective in increasing the achievement of students who are furthest from achieving the standards by: analyzing the students individual growth by looking at data gathered for IEP or PST plan development; developing and sharing a school-wide At-Risk list of struggling students with need to know personnel; reviewing and analyzing their performance results monthly; consulting with their classroom teachers and other highly qualified staff who engage with those students to determine their individual progress; determining which strategies are working best to meet the needs of those students and which are not.

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?

WBES reviews and revises the plan as necessary in the fall, winter, and spring of the school year based on the evaluation to ensure continuous improvement of students in the school-wide program.

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.	17.61

Provide the number of classroom teachers.

17.61

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1022439.0

Total   1,022,439.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total   0.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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.	50.0

Provide the number of Counselors.

050

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

Total   0.00

Librarian

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

Provide the number of Librarians.

1.0

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

Total   0.00

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 Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4254.0

Total   4,254.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1560.0

Total   1,560.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	8477.0

Total   8,477.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	612.0

Total   612.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	76234.91

Provide a brief explanation and breakdown of expenses.

INSTRUCTION-TEACHER 48042.00

INSTRUCTION-SUBSTITUTES 810.00

INSTRUCTION -STATE INSURANCE 11808.00

INSTRUCTION -STATE RETIREMENT 5880.00

INSTRUCTION-SOCIAL SECURITY 2595.00

INSTRUCTION-FEDERAL MEDICARE 607.00

INSTRUCTION-SOFTWARE MAINT AGREE 5243.00

INSTRUCTION=STUDENT CLASSRM SUPP 286.75

OTHER STUDENT SUPP OTHER INST SUPPLIES 963.16

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	16854.0

Provide a brief explanation and a breakdown of expenses.

INSTRUCTION-TEACHER 11809.00

INSTRUCTION-SUBSTITUTES 100.00

INSTRUCTION-STATE INSURANCE 2688.00

INSTRUCTION-STATE RETIREMENT 1445.00

INSTRUCTION-SOCIAL SECURITY 658.00

INSTRUCTION-FEDERAL MEDICARE 154.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

West Blocton Elementary School receives no funding for English learners.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable.

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.

West Blocton Elementary School receives no funding for rural and low-income schools.

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.

Not applicable.

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.

Not applicable

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

Provide a brief explanation and breakdown of expenses.

Not applicable.

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.

No applicable.

Local Funds

Label	Question	Value
1.	Provide the total	177805.0

Provide a brief explanation and breakdown of expenses.

Local Funding Examples:

Concession/ Revenue/Public---$15,350.00

Fundraisers- $30,900.00

Donations-$2,500.00

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))

The Title I Annual Meeting is held during the first Open House of the school year to acquaint parents with the Title I program and their right to have input into the decision-making process. Title I requirements, including the 1% set-aside, and the right of parents involved are explained. Parents are informed of this meeting through various publicity measures including flyers in the student take-home folders (upon request, flyers may be sent home in different languages), the school newsletter, local newspaper, school marquee, call-outs, emails, and text messages (through "One Call Now") and the school website. During this meeting parents are encouraged to participate in the planning, review, and improvement of the school-wide program.

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. Parent meetings and workshops are scheduled throughout the school year and are provided during the day on topics relating to student achievement, family literacy, and other areas of interest that reflect surveyed parental needs.
2. During its Annual Meeting and Open House, West Blocton Elementary School will acquaint students and parents with school teachers, administration, curriculum, and rules of student conduct and related policies. In addition, the school hosts Parent Visitation Days during the fall and the spring. Various workshops are offered during the school day in addition to musicians and other entertainment. Parents are invited to visit their child's classrooms and eat lunch with their child. Parents will be made aware of their rights to participate in decisions related to the education of their child and are urged to schedule regular conferences with their child's teachers to receive additional information on subjects they teach and how their child will be assessed on an individual basis. When needed, information on all school meetings, parent notices, etc., will be sent to parents in their known language. In addition, our school system has an EL aid that assists in communicating with the student and parents as needed and also works with EL students weekly. Parents with limited English or disabilities will be provided a full opportunity for participation and (if needed) information will be disbursed to them in their native language. During Open
House, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Our school will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to speak with their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.
3. At West Blocton Elementary School, Parental Involvement Funds will be expended based on the needs presented by the Parental Involvement group and school administration. Title I funds provide a portion of a teacher's salary, supplement professional development, and supplement instructional supplies.

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))

WBES provides parents of participating children timely information in a uniform format and in an understandable language. Parents are given a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used. If a parent so requests, opportunities for regular meetings are created to formulate suggestions and participate as appropriate in decisions related to the education of their children.

During its Annual Meeting and Open House, West Blocton Elementary School will acquaint students and parents with school teachers, administration, curriculum, and rules of student conduct and related policies. In addition, the school hosts Parent Visitation Days during the fall and the spring. Various workshops are offered during the school day in addition to musicians and other entertainment. Parents are invited to visit their child's classrooms and eat lunch with their child. Parents will be made aware of their rights to participate in decisions related to the education of their child and be urged to schedule regular conferences with their child's teachers to receive additional information on subjects they teach and how their child will be assessed on an individual basis.

Any EL student at West Blocton Elementary School will be monitored and assessed for their English proficiency. A plan will be developed based on each EL students' individual needs. When needed, information on all school meetings, parent notices, etc., will be sent to parents in their known language. In addition, our school system has an EL tutor that assists in communicating with the students and parents as needed, and also works with EL students weekly. Information is disseminated to parents in an easily understood format and if necessary in a language the parents can understand. Parents with limited English or disabilities will be provided a full opportunity for participation.

During Open House, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Our school will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to speak with their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

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))

Parents, WBES staff, and students are a team and share responsibility for improved student academic achievement. The School-Parent Compact is jointly developed, revised, and updated with parent's input.

-Parents are given the opportunity to jointly develop and annually review a school-parent compact. The compact outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the state's high standards. The School-Parent Compact describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state's student academic achievement standards, and the ways in which parents will be responsible for supporting their child's learning. Parents and school personnel reviewed the proposed School-Parent compact for the 2017-18 school year and approved it as written.

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

Parents can submit comments of dissatisfaction with the Continuous Improvement Plan. Input is solicited from parents regarding their satisfaction or dissatisfaction with the school-wide plan. Parents may communicate their opinions and/or ideas through the comment form on the school website, email, suggestion box located in the office, written communications in the take-home folders, telephone, or informal conversations with school administrators, faculty, and staff at any time during the school year. Parents are encouraged to express their concerns in writing to the school, and the school will submit their concerns to the central office.

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)

WBES will provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
-There are numerous opportunities throughout the school year to provide materials and training to help parents to work with their children to improve their child's achievement. Parents are invited to participate as a team member in the Problem-Solving Team (PST) process. Other school events, such as Kindergarten registration, Open House, Orientation Day, parent-teacher conferences, and other flexible meetings, provide training, materials, and child care (if needed). Our school has a parenting resource center. Parents have the opportunity to attend workshops on various topics including, but not limited to, using technology, literacy training, understanding State and local academic assessments and standards, reading with your child, creating a home learning environment, working as a partner with your child's teacher, and health and safety tips.

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)

WBES will 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.
-West Blocton Elementary School strives daily to reinforce the critical relationship between the school, parents, and community. This is

facilitated through active parent volunteer programs, weekly student progress folders, ACT Aspire test scores home reports, messages left on our automated "all call" communication system, messages on the school marquee, and informational newsletters.

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)

WBES will (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. Our school, when feasible and appropriate, will coordinate activities with other federal programs and has a parent resource center that encourages and supports parents in more fully participating in the education of their children. Our school coordinates its parent involvement program for all parents. For EL parents (if needed), we have an EL building representative that works in meeting the needs of these parents.

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)

WBES will 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. WBES will send information home to parents in the language they best understand. In addition, our school system has an EL building representative that assists in communicating with students and parents as needed. Parents with limited English are provided a full opportunity for participation.

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 encouraged to become involved in their child's education, and the school makes every attempt to follow a parent's reasonable requests. Every parent receives a copy of the school district's code of conduct and WBES handbook. Parents are informed of student progress through weekly folders. Notification is made regarding students who are not reaching proficiency standards on their grade level. Teachers request a parent conference for all students having difficulty mastering standards. A plan to strengthen the student's area(s) of difficulty is developed. The plan includes suggestions and/or strategies for parents to follow to assist the teacher in improving student performance. Students considered "at risk" are monitored daily and the plan will be adjusted as needed to ensure timely and effective intervention. If intervention strategies are not successful, then the teacher arranges another conference with the parent and the student is referred to the Problem-Solving Team (PST), which will work to develop a plan to help improve the student's academic performance.

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))

WBES will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students by sending school information home in an understandable format and, to the extent practicable, in a language the parents best understand. In addition, our school system has an EL tutor that assists in communicating with students and parents as needed, and also works with EL students weekly. Parents with limited English proficiency or with disabilities, and parents of migratory students are provided a full opportunity for participation.