



## **ACIP**

Woodstock 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?**

Woodstock Elementary School is located in the Town of Woodstock in the Northern region of Bibb County. The Town of Woodstock was formally named in 2000 and is a small rural area with a population of 986 living in an area of 2.8 square miles. The elementary school also serves families living in the Green Pond area which is not incorporated. Woodstock has convenient access to the Tuscaloosa and Birmingham areas, and is within close proximity to Mercedes Benz in Vance. Woodstock is home of Bibb Industrial Park, a newly developed area for attracting production business with railroad access. However, most of the available jobs in Woodstock are with small business, community servants, and timber related jobs. Many of the residents commute approximately 30 minutes to Birmingham or Tuscaloosa to fulfill a wider variety of work opportunities.

Based on Census data from 2000, the population of Woodstock is predominately white 98.38%, One or More Races 1.62% and Hispanic residents .30%. The median income of families in Woodstock is \$42,727. The average family size for Woodstock is 3 with 69% of 355 families being married. 9% of families had a female as head of household with no husband, and 18% of households were non families.

Families in Woodstock have access to Health Care Facilities such as Woodstock Dentistry and Woodstock Health for family medicine, grocery shopping, and convenience stores. Volunteer fire department and rescue squads serve our area along with the Woodstock Police Dept. to keep our residents safe. Residents may seek leisure and recreational activities at the Green Pond Library and Park, Woodstock Dixie Youth Park, nearby Tannehill State Park, and the nearby Cahaba River.

Over the past three years, the school has experienced many changes, including standardized assessment changes, improvements to school facilities, and a slight but noticeable increase of ELL students. The transition of assessment programs from ACT Aspire to Performance Series will greatly influence classroom instruction and teacher planning. The school continues to examine curriculum, teaching strategies, and student data to make continued growth. Our school has used Performance Series informally to guide instruction but has not used the assessment formally. This year students will complete the Performance Series assessment in a standardized setting.

WES has also worked very hard to maintain and upgrade its facilities. Recent updates have been to paint the exterior of the school, install playground fencing and swings to accommodate specialized needs, and construct a 1.5 mile natural walking trail. Currently, the school is in the midst of having an awning constructed to connect the main building to the storm shelter to allow students to remain dry while traveling back and forth on rainy days. The school is beginning to experience an increased number of students who are English Language Learners. The existing faculty has limited capability to interpret or translate information for these students without the use of a translation app. Candidates with ELL capabilities for any future teaching positions will certainly be highly considered.

## 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.**

Woodstock Elementary School is committed to providing opportunities for students to learn with the guidance and leadership of committed teachers, caring parents, and a contributing community. It is a partnership that allows our students to value educational attainment. The citizens of our school and community are the driving force to maintain excellence and continually seek improvements.

### Mission

Woodstock Elementary School students are encouraged to take a personal responsibility for their education and become life-long learners in order to become contributing members of society in our ever changing world.

### Beliefs

- \*Every child is entitled to a classroom and school environment that is safe and conducive to learning.
- \*Education shapes students future and should be a shared responsibility among students, teachers, parents, and the community.
- \*Schools, which foster competence, cooperation, and excellence encourage students to develop a sense of pride by doing their best.
- \*Opportunities for success, regardless of individual differences, are provided for all students through the use of assessment and a variety of innovative teaching methods.
- \*Students who appreciate the diversity of others will be more tolerant citizens in the global economy.
- \*A child's motivation, confidence, academic, and social success is developed in part by parents' degree of interest and school involvement.

The students mission and beliefs statements can be found on first entry into the school building, displayed in the front foyer. Our mission and beliefs can also be found in each classroom for continuous reference. The mission and beliefs are located on the school website for visitors to see, as well as the front cover of student handbooks/agenda.

## 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.**

Within the last three years, Woodstock Elementary has worked to provide our students with technology supported instruction throughout the school day. Each classroom has access to a smartboard and projector, 3 to 4 student computers, iPads for teacher and student use, and Chromebooks for upper grades. The school views technology as an effective way to enhance instruction and improve communication between the family and school. A new website was introduced in the Spring of 2015 and continues to be an area of growth and improvement. We are moving toward planning and implementing a 1:1 (device to student ratio) initiative in each classroom. A long term goal for our school is for every classroom to have an iPad. We want to have our teachers trained on how to use and implement these devices in our classrooms so that students can be technologically literate.

As a school, faculty and staff strive to meet the individual needs of all learners while implementing rigorous common core standards. Through ongoing formative assessments, RTI (Response to Instruction), and regularly held data meetings, teachers are constantly adjusting instruction to meet the needs of their students to ensure academic success.

Teachers and students at WES will continue to use a new math curriculum, Engage NY, to coordinate its efforts to provide a continuous and systematic math curriculum for grade PK-4. The program provides consistent daily routines and a wealth of practice materials for teachers to choose from each day. This is an improvement from the former math program, which was great at providing mathematical strategies, but had limited materials, requiring teachers to heavily supplement. Now teachers can spend more time implementing mathematical instruction versus looking for materials. WES hopes to show continual math progress for its students, noting that the school was above National Average based on 2016-2017 ACT Aspire Math results.

Other notable improvements for the school include the clearing of a 1.5 mile natural walking and running trail. This trail provides a great walking path for our students and community. It also is purposed for use by the West Blocton Cross Country team for training and hosting Cross Country Meets. This trail was constructed solely by volunteer workers and community donations of equipment. It is certain to have a lasting impact of student and community wide health and wellness.

Also, playground upgrades have been started to replace old timbers, place fresh mulch and new timbers, pave the existing walking track, and erect fencing around the play area. Installation of 2 new swing bays were added in August 2015, including an adaptive swing for students with disabilities.

One of our proudest achievements is becoming a recipient of the Alabama's First Pre-K Grant for the 2015-2016 school year. This grant has allowed us to start up a Pre-K program for 4 year olds for the first time ever. This year we received a second Pre-K grant and will be able to house up to thirty-six 4 year olds.

The biggest area of need for academic improvement for Woodstock Elementary is reading. With the recent change of standardized testing, WES students have fallen just short of meeting readiness levels on the ACT Aspire. The school scores are below National Percentiles in reading, and we looking for ways to prepare students for a more rigorous testing format. Currently teachers are working to improve students' comprehension performance by implementing lessons from Making Meaning and Comprehension Toolkit. The school will also be hiring a SY 2017-2018

new reading coach this year, due to the recent transfer of the former reading coach.

## Additional Information

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

Woodstock Elementary School has offered after school programs with the assistance of Dependent Care Grants or 21st Century Grants for over 10 years. The after school program allows our teachers to provide affordable care and services for students needing a safe place to stay while their parents work. Activities offered for our students include a snack, homework and tutoring, art, music, enrichment activities, and time to just be a kid while participating in recreational and social activities. The program also is able to provide extended services during the summer time including a one day per week tutoring and enrichment program, two weeks of summer day camp with fun field trips, and a Kindergarten transition program to help new students adjust to a new school environment before their first day of school.

The Physical Education Department at Woodstock Elementary strives to provide activities that promote strong, healthy bodies. The school has been recognized by the Alabama Governor's Commission for Physical Fitness for the past three years in a row. This award is presented to the top school in the state as compared to schools of comparable size. The award is based on overall physical fitness of each student based on required standards to be submitted by each PE teacher. WES is proud of this award and continues to provide activities such as the annual Wellness Walk and Workout Wednesdays for teachers and students to get up and get moving.

Our school math scores were found to be meeting and exceeding the National Average, something we are very proud of. The principal met with the town council at their August meeting to discuss and recognize the school's accomplishments in exceeding the National Average.

The WES Student Council is an active student organization, promoting student responsibility for citizenship. The students work on many activities throughout the year, encouraging the student body to participate in acts of kindness and compassion. Activities include supporting local Red Cross blood drives, collecting items for the needy at Thanksgiving and Christmas, fundraising for a cure for cancer with Relay for Life activities, recognizing local Fire and Police Officers, and supporting our troops. WES is proud of the leadership of our young students and the support they have for our community.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The Woodstock Elementary Leadership Team, composed of the principal, faculty, staff, parents, students and community stakeholders, participated in the planning process. Stakeholder members were selected by the principal and committee leaders. Stakeholders are given a copy of the plan for them to review and provide feedback to the Leadership Team. A summary of the compiled data determining school needs and the proposed focus areas were presented to the Woodstock Elementary faculty, staff and stakeholders for discussion. Opportunities were given to answer questions, listen to suggestions and make possible revisions to the Advance Ed/SACS Plan. The School-Wide Planning Team uses faculty and stakeholder feedback to amend the improvement plan and re-submit the document to the faculty and stakeholders for final approval. A Title I Annual Parenting Meeting is held at the beginning of each school year to provide updates and changes in the WES Advance Ed/SACS Plan to the parents, community members and the public to present the overall goals of the current school year plan.

The process of continuous monitoring of the school-wide improvement goals will take place throughout the year by the school-wide team members, committee members, faculty and staff, as well as support from the Bibb County Board of Education. In addition to the Annual Fall Title I Parent Meeting, another Annual Title I Parent Meeting is scheduled in the Spring for WES parents to help evaluate the current year's plan and to assist in planning the school improvement project for the next school year. Data is collected through multi-measures, including the evaluation results of the effectiveness of the previous year's CIP, an analysis of student assessment information and the computation results compiled from distribution of surveys to teachers, staff, parents, students and community stakeholders

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

The faculty, staff, and stakeholders are presented with a copy of the previous years CIP to review and offer their suggestions for revisions to the plan. The leadership team compiles all of the suggestions and findings from the review and revises the CIP to reflect current needs.

**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 plan is communicated in the following ways:

- \*Title I Annual Meeting
- \*School and District websites
- \*Copies available upon request
- \*Spring Title I Meeting

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**Monitoring:**

\*Regular scheduled walk-throughs (local school and board level)

# 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.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		WES ACT Aspire Longitudinal WES Data Evaluation and Summary of Goals

## 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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

## Areas of Notable Achievement

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

3rd Grade Math is well above expected performance. Students in this grade increased 21% from the prior year.

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

Each grade level showed positive gains in reading, meeting the schoolwide goal, as measured by ACT ASpire in 3rd and 4th grades, and Performance Series in grades K-2. However, the schoolwide reading score on ACT Aspire is still significantly lower than desired.

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

Overall, ACT Aspire results continue to show that Math scores reflect a higher performance rate than Reading scores.

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

#### School Math Results

Overall 3rd Grade ACT Aspire indicate overall 71% meeting or exceeding expectations.

Females scored 65%

Males scored 78%.

Economically Disadvantaged scored 71%

Female students in this group will need intentional instruction to close the gap between male and female students in math.

Overall 4th Grade ACT Aspire indicate overall 54% meeting or exceeding expectations.

Females scored 46%

Males scored 62%.

Economically Disadvantaged scored 56%

Female students in this group will also need intentional instruction to close the gap between male and female students in math.

#### School Reading Results

Overall 3rd Grade ACT Aspire Reading indicate overall 39% meeting or exceeding expectations.

Females scored 36%

Males scored 43%.

Economically Disadvantaged scored 38%

Female students in this group will need intentional instruction to close the small gap between male and female students in reading.

Overall 4th Grade ACT Aspire Reading indicate overall 46% meeting or exceeding expectations.

Females scored 54%

Males scored 38%.

Economically Disadvantaged scored 44%

Male and Economically disadvantaged students in this group will need intentional instruction to close the gap between male and female students in reading.

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

Economically disadvantaged students are performing as well as the school as a whole, with the exception of 4th grade reading.

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

Student results from ACT Interim administrations at the beginning of the year, mid year, and end of year are not consistent with the results on the state mandated ACT Aspire. In fact, school scores show student s performing better in reading according to Interim results, however the ACT Aspire shows that students perform better in math.

These results are confusing and make instructional decisions hard to determine..

## Areas in Need of Improvement

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

4th Grade math scores were 5% lower than the previous year. However, the same group of students improved slightly from 3rd grade to 4th, an improvement of 2%.

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

Student scores on Scantron Performance series show a significant decline in the percentage of students performing at high average or above average each year. The average decline is around 10% per grade level. This negative trend must be addressed in the 17-18 school year. One contributing factor could be that 3rd and 4th grade students were "overtested". These groups had to take ACT ASpire Interim, ACT Aspire, and Performance Series. Students will only be tested on Performance Series in 17-18.

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

Reading is the area that is demonstrating the lowest areas of performance according to ACT Aspire results.

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

Female students are not performing as well as their male peer in math in third and fourth grade. Females are also behind their male classmates in 3rd grade reading.

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

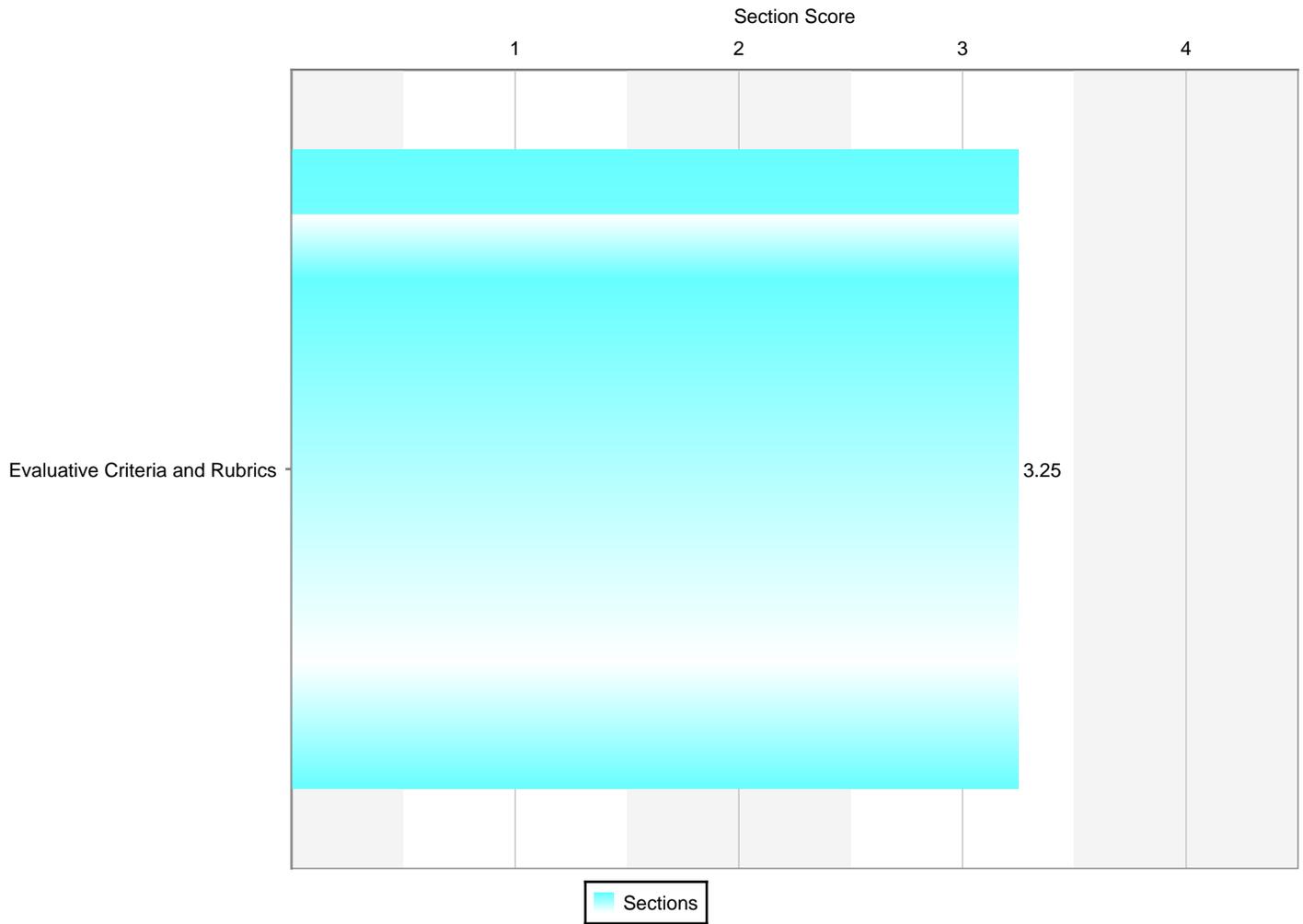
The greatest achievement gap is between male and female students in mathematics.

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

Both DIBELS and Performance Series show a negative trend for students as they progress from lower to upper grades. The percentage of students meeting grade level expectations declines each year.

## Report Summary

### Scores By Section



# **2017-2018 ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

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

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		Non-Discrimination Letter

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		Employee Designated to Carry Out Non-Discrimination Responsibilities

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		WES Parent Involvement Policy

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	Upload New Compact	WES Compact

# **2017-2018 Goals and Plans**

## **Overview**

### **Plan Name**

2017-2018 Goals and Plans

### **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	Reading 2017-2018	Objectives: 1 Strategies: 6 Activities: 19	Organizational	\$21931
2	Math 2017-2018	Objectives: 1 Strategies: 6 Activities: 18	Organizational	\$1384
3	2017-2018 Professional Development	Objectives: 1 Strategies: 6 Activities: 14	Organizational	\$325
4	2017-2018 ELL Support	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
5	Technology 2017-2018	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$5085
6	Woodstock Elementary School desires to form a strong partnership with parents, helping each other help our children.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$100
7	WES will provide transition activities to better assist students entering our school for the first time, or students progressing to Middle school.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$2150
8	2017-2018 School Safety	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

## Goal 1: Reading 2017-2018

### Measurable Objective 1:

increase student growth on Reading Scantron Performance Series by 5%, comparing the end of year scores from 2017 to the end of year scores in 2018 for each grade level tested by 05/24/2018 as measured by comparing the end of year reading Scantron Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested.

### Strategy 1:

Formative Assessments - Teachers will research, develop, and utilize ongoing formative assessment to evaluate student performance and guide daily instructional practice, review, and intervention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf)

Activity - Reading Coach/ Principal Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal/Reading Coach will provide professional development for teachers to become more knowledgeable about the various forms of formative assessment, technology resources, and ways to implement	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, reading Coach, Teachers

Activity - Scantron Achievement Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Representatives attending District Training during the Summer of 2017 will provide turn around training and support for teachers to enter into a beginner level of utilizing Scantron Achievement Series to assess grade level curriculum standards.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Grade level Representatives, Homeroom Teachers

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be held quarterly to review current reading assessments and make instructional decisions to support specific students, groups of students with deficit skills.	Other - Data Analysis	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Reading Coach, Grade Level Teachers

Activity - Implementation of Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will purposely plan formative assessments each week to monitor student acquisition of introduced skills. Assessments will be documented in weekly lesson plans.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Homeroom Teachers

Activity - Monitoring of Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor the implementation of formative assessments and provide needed support. Monitoring can occur during weekly lesson plan review, classroom walkthroughs, and observations. Samples of formative assessments will be collected along with results.	Other - Monitoring	08/09/2017	05/24/2018	\$0	No Funding Required	Principal

**Strategy 2:**

Implement Making Meaning Reading Program K-4 - All grade levels will utilize Making Meaning as the core reading program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.collaborativeclassroom.org/research-making-meaning>

Activity - Reading Coach Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The reading Coach will support teachers with the implementation of Making Meaning through professional development activities and modeled lessons/coaching support,	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Reading Coach/ Homeroom Teachers/ Resource Teachers
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Activity - Making Meaning Classroom Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A classroom kit will be made available for each homeroom teacher. Current Needs: (\$2,384)</p> <p>K - 1 kit \$596 1st - 1 kit \$596 2nd 1 kit \$596 3rd - xx 4th 1 kit \$596</p> <p>Trade book Sets will be provided for each grade level/classroom as funds become available: ( Total \$10, 314)</p> <p>4th XX 3rd XX 2nd - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 1 - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 K - 3 sets of 6 (\$191 per set x 6 x 3) \$3438</p>	Other - Materials	10/02/2017	10/31/2017	\$12698	State Funds	Principal, Textbook Rep

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each homeroom teacher will implement Making Meaning lessons on a weekly basis. Collaborative planning among grade level teachers is expected to plan effective lessons and assessment of comprehension skills taught throughout the week. Special Education teachers will collaborate with homeroom teachers to support the academic needs of resource students.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Homeroom teachers, Special Education Staff

Activity - Program Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principal will be responsible for monitoring the effective implementation of Making Meaning in grades K-4. Monitoring of the program will occur through lesson plan review, classroom walkthroughs and observations. The principal will also engage in grade level planning meetings to participate in teacher collaboration and planning.	Other - Principal Walkthroughs /Observations	08/09/2017	05/24/2018	\$0	No Funding Required	Principal
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**Strategy 3:**

Implement Comprehension Toolkit (Small Group Instruction) - Teachers will utilize Comprehension Toolkit to develop small group lesson plans to further support comprehension instruction of non fiction texts.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.heinemann.com/comprehensiontoolkit/assets/toolkit%20research%20base.pdf>

Activity - Reading Coach Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading Coach will provide professional learning and individual teaching support in the form of Coaching for grade levels, teachers requesting support of small group instruction.	Professional Learning, Academic Support Program, Other - Coaching	08/09/2017	05/24/2018	\$0	No Funding Required	Reading Coach

Activity - Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Comprehension Toolkit as a resource for planning small group guided reading lessons.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Homeroom teachers

Activity - Program Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Woodstock Elementary School

he principal will be responsible for monitoring the effective implementation of Comprehension Toolkit in grades K-4. Monitoring of the program will occur through lesson plan review, classroom walkthroughs and observations. The principal will also engage in grade level planning meetings to participate in teacher collaboration and planning.	Other - Monitoring	08/09/2017	05/24/2018	\$0	No Funding Required	Principal
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**Strategy 4:**

Tier II/ Tier III Instruction - Tier II Instruction will be implemented daily for students identified through RTI/PST committee.

Category: Develop/Implement Learning Supports

Activity - RTI/PST Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Regularly scheduled RTI/PST meetings will be held for each classroom teacher to receive support for implementing specialized instruction for students struggling in reading based on data collection.</p> <p>Two substitute teachers will be needed for each meeting date to supervise classrooms while teachers attend the PST meeting. 9 meetings x 2 teachers x \$56 = \$1008.00</p> <p>Team Members: Principal Reading Coach Counselor Teacher Rep (1 upper/1 lower) Classroom Teacher (Speech/SpEd teacher upon request)</p>	Academic Support Program	08/09/2017	05/24/2018	\$1008	District Funding	Principal Reading Coach Counselor Teacher Representatives ( 1 upper/1 lower) Classroom teacher  Speech/Special Ed

Activity - Daily Tier II Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II instruction will be administered daily by homeroom teachers during time allotted on master schedule. Teachers will use formative assessment data to determine instructional activities to focus on a double dose/review of taught skills.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Classroom teachers

**ACIP**

Woodstock Elementary School

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III instruction will be implemented through the coordination of the master schedule and existing employees ( reading coach/counselor/resource teachers/library). Fountais and Pinnell Leveled Literacy System will be used for Tier III instruction.	Academic Support Program	08/16/2017	05/18/2018	\$0	No Funding Required	Reading Coach Library Specialist Counselor Resource Teachers (as needed)

**Strategy 5:**

Saxon Phonics - Teachers in grades K-2 will implement Saxon Phonics throughout daily reading instruction, both whole group/small group. The phonics lessons will help to support weekly spelling patterns a, instruction and assessment. The program will also be utilized as daily word study and practice for decoding, blending, and word formation.

Category: Develop/Implement Learning Supports

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be offered during the Summer of 2017 to introduce and train 2nd grade teachers how to effectively implement Saxon Phonics. The training is also available to teachers new to Kindergarten or First Grade who have never taught Saxon Phonics.	Professional Learning	07/17/2017	09/29/2017	\$400	District Funding	\$100 stipend for teachers attending training

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-2 will implement Saxon Phonics during daily reading/spelling/language instruction.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$7400	State Funds	K-2 Teachers

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Woodstock Elementary School

Activity - Monitoring of Saxon Phonics Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor Saxon Phonics Implementation and provide needed support by reviewing weekly lesson plans, classroom walkthroughs, and observations.	Other - Monitoring	08/09/2017	05/24/2018	\$0	No Funding Required	Principal

**Strategy 6:**

Reading Quarterly Review - Grade Level Teachers will meet quarterly to review program implementation and effectiveness as well as make instructional adjustments for the next quarter.

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development Day (1/2 day)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning time will be made available for a half day at the end of each quarter for teachers to review reading programs and plan for the upcoming nine weeks.	Professional Learning	08/09/2017	05/24/2018	\$425	State Funds	Grade Level Teachers. Principal, Reading Coach

**Goal 2: Math 2017-2018****Measurable Objective 1:**

increase student growth on Math Scantron Performance Series by 5% by 05/24/2018 as measured by comparing the end of year Math Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested..

**Strategy 1:**

Formative Assessments - Teachers will research, develop, and utilize ongoing formative assessment to evaluate student performance and guide daily instructional practice, review, and intervention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf)

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Training for teacher to recognize the numerous forms of formative assessment, selection, implementation, analysis, and instructional impacts.  Training will also consist of a review of current weekly assessments/unit assessments to review depth of learning. teachers will work together to analyze and improve existing assessments to ensure a balanced approach of using Tier I, Tier II, Tier III questioning during assessments and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Instructional Coach.

Activity - Monitor Implementation of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor implementation of formative assessments during math through lesson plan review, classroom walkthroughs, observations, and grade level discussions.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Principal

### Strategy 2:

Implement Engage New York Mathematics Program ( K-4) - All grade levels will utilize Engage New York as the core mathematics program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: <https://www.engageny.org/resource/role-research-common-core-instruction>

Activity - Math Pacing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will work together as a team to review information turned around from the grade level representative from district pacing guide meetings. The grade level will use this information to plan implementation of Engage NY.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Grade Level Teams, Principal

Activity - Quarterly Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>At the end of each nine weeks, teachers will be provided with a half day grade level planning and professional development time to review pacing and implementation of Engage NewYork in relation to student mastery and progress.</p> <p>Approx Funding:            Kindergarten 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168            1st Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168            2nd Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168            3rd Grade 2 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$112            4th Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168</p> <p>Total \$ 784</p>	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$784	State Funds	Principal, Homeroom teachers

Activity - Materials Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for gathering any materials needed for photocopying and send to district courier for copying.	Other - Materials	08/09/2017	05/24/2018	\$0	District Funding	Homeroom teachers, Courier

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The new 2nd grade unit will need a math manipulative kit for implementation of Engage New York.	Other - Materials	08/09/2017	05/24/2018	\$600	Title I Part A	Principal to order kit for Ellison

**ACIP**

Woodstock Elementary School

Activity - Implementation of Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Grades K-4 will implement Engage New York as the core mathematics program for students.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	K-4 Teachers

Activity - Program Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage NY will be monitored by the principal for effective implementation and needed support. Monitoring will occur through weekly lesson plan review, classroom walkthroughs, and observations.	Other - Monitoring	08/09/2017	05/24/2018	\$0	No Funding Required	Principal

**Strategy 3:**

Supplemental Math Instruction - Teachers will supplement the existing Engage New York Math Program to provide additional supports for mathematical concepts, test taking strategies, concentrated focus on specific standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource:

file:///C:/Users/essmana/Downloads/001M13\_C3\_Math\_White\_Paper.pdf

Activity - Performance Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3rd & 4th Grade teachers will supplement math instruction using existing Triumph Learning Performance Coach materials.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	3rd & 4th Grade Teachers.

Activity - Daily Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Woodstock Elementary School

Teachers will implement daily number talks to help build mental math strategies for students.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Homeroom Teachers K-4
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Activity - Counting Collections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use counting collections activities to increase student knowledge of counting and place value in grades K-2.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	K-2 Teachers

**Strategy 4:**

Math Fact Fluency - Daily practice utilizing technology will be implemented for each student Kindergarten through Fourth Grade. The free, online program, Xtra Math will be used in each classroom in addition to concentrated focus on conceptual understanding of math facts leading to automaticity/math fact fluency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource:

<https://sites.google.com/site/bestnextcommoncoremath/xtra-math>

Activity - Daily Xtra Math Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete daily math fact fluency practice using Xtra Math.	Technology	08/09/2017	05/24/2018	\$0	No Funding Required	Homeroom teachers K-4.

Activity - Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Woodstock Elementary School

Teachers submit percentage of student mastery each month to monitor the progress of each student, A data collection sheet will be created using Google Sheets.	Other - Data Monitoring	08/09/2017	05/24/2018	\$0	No Funding Required	Homeroom Teachers K-4. Principal, Instructional Coach,
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**Strategy 5:**

Tier II and II Instruction - Tier II Instruction will be implemented daily for students identified through RTI/PST committee.

Category: Develop/Implement Learning Supports

Activity - RTI/PST Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regularly scheduled RTI/PST meetings will be held for each classroom teacher to receive support for implementing specialized instruction for students struggling in reading based on data collection. Two substitute teachers will be needed for each meeting date to supervise classrooms while teachers attend the PST meeting. 9 meetings x 2 teachers x \$56 = \$1008.00 Team Members: Principal Reading Coach Counselor Teacher Rep (1 upper/1 lower) Classroom Teacher (Speech/SpEd teacher upon request)	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	RTI Committee, Principal, Counselor, Homeroom teachers

Activity - Tier II Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II instruction will be administered daily by homeroom teachers during time allotted on master schedule. Teachers will use formative assessment data to determine instructional activities to focus on a double dose/review of taught skills.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	K-4 Teachers

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Moby Max to make Tier III intervention assignments for identified Tier III math students.	Academic Support Program	09/01/2017	05/24/2018	\$0	No Funding Required	K-4 Teachers

**Strategy 6:**

TAG - Woodstock Elementary will work to provide instruction to challenge students who are identified as gifted/higher achieving students.

Category: Develop/Implement Learning Supports

Activity - TAG Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified through the screening process (in 2nd grade) will receive weekly services provided by the district's gifted education teachers.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Gifted Ed Teachers

Activity - Differentiated Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers plan and provide small group differentiated instruction for students performing above grade level to meet their individual needs.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Homeroom Teachers

**Goal 3: 2017-2018 Professional Development****Measurable Objective 1:**

collaborate to fulfill professional development activities to support teacher learning and growth by 05/25/2018 as measured by 100% of teachers participating in Educate Alabama PLP development and completion of supporting evidence relating to their individual PLP.

**Strategy 1:**

Making Meaning Professional Development - The school reading coach will conduct ongoing professional development activities to support teacher understanding and implementation of Making meaning lessons, with an emphasis on grades K-2.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific Grade Level Professional Learning Communities will be established with the support of the reading coach for teachers to collaborate, plan, and discuss teaching strategies for the implementation of Making Meaning lessons to support reading comprehension of fictional texts.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	Reading Coach, Homeroom teachers

Activity - Coaching Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading coach will conduct modeled lessons, side by side lessons, and reflective practice for teachers requesting further support as a follow up to PLC discussions and Making Meaning implementation.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	Reading Coach, Homeroom teachers

Activity - Faculty Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading coach and principal will facilitate faculty professional development where classroom teachers share best practices relating to Making Meaning implementation.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	Principal, Reading Coach

Activity - Neighboring School Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training from teachers who have effectively implemented Making Meaning, particularly in grades K-2, will be asked to provide collaborative support for teachers at WES who request outside assistance. Particular areas of growth requested by teachers include time management, and assessment practices.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	Principal, Reading Coach

**Strategy 2:**

Comprehension Toolkit - The school reading coach will provide professional development and support for the implementation of Comprehension Toolkit lessons, particularly in small groups, to promote reading comprehension of non-fiction texts.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will work together with the support of the reading coach to plan effective reading lessons using Comprehension Toolkit.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	Reading Coach, Homeroom teachers

Activity - Coaching Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading coach will provide coaching support to teachers requesting assistance. This support will consist of modeled lessons, side by side support, or reflective practice.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	Reading Coach, Homeroom Teachers

**Strategy 3:**

Engage New York - Professional Learning Communities within each grade level will be established to research effective math practices, plan and implement effective lessons to support mathematical reasoning and concept development.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Woodstock Elementary School

The principal will help to establish grade level professional learning opportunities throughout the year for teachers to become more knowledgeable in the implementation of Engage New York and development of effective math lessons, particularly in grades K and 4.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	Principal, Homeroom teachers
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**Strategy 4:**

ELL Support - An increasing number of teachers will receive professional development activities to support their understanding of ELL students and effective practices to promote cultural awareness, social & emotional support, language acquisition, and academic support, particularly in language and vocabulary development in expressive and receptive communication, oral and written.

Category: Develop/Implement Professional Learning and Support

Activity - Assessment Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of ELL students will participate in an ELL data meeting to understand their individual student's current level of English acquisition based in the WIDA screener, or Assess assessment results.	Professional Learning	08/03/2017	09/15/2017	\$0	No Funding Required	School principal, ELL School representative

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three teachers from WES will travel to the Shelby County resource center in Alabaster on September 13 to participate in training for ELL learners. These three teachers will provide turn around training and support to coworkers withing three weeks of training.	Professional Learning	09/13/2017	10/04/2017	\$325	District Funding	Kayla Ford, Stacie Gulley, Emily Ellison

Activity - SAMUEL Turn Around Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attending SAMUEL training will conduct turn around training for coworkers with ELL students.	Professional Learning	09/18/2017	10/04/2017	\$0	No Funding Required	Ford, Gulley, Ellison, Teachers of ELL students.

**Strategy 5:**

Webpage Development - Edlio - The web page master for the school will conduct training for teachers to create classroom web pages to facilitate communication of class assignments, activities, and event to parents and family

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development Session - Faculty Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web Page Development will be introduced at the beginning of the school year for teachers to learn how to use the new Edlio platform.	Professional Learning	08/03/2017	09/29/2017	\$0	Other	School Web Page Master

Activity - Continued Web Page Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school web page master will monitor classroom page updates and provide ongoing support to teachers needing assistance.	Professional Learning	10/02/2017	05/25/2018	\$0	No Funding Required	WEb Page Master, All teachers

**Strategy 6:**

Technology Integration - CCC Learning Hub - Teachers will receive assistance on learning how to utilize CCC Learning Hub to support reading comprehension utilizing technology.

Category: Develop/Implement Professional Learning and Support

Activity - Introduction to CCS Learning Hub	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive a brief overview on how to access CCC Learning Hub and available resources during the beginning of the year faculty meeting.	Professional Learning	08/03/2017	08/08/2017	\$0	No Funding Required	Principal, 4th Grade teacher representative

Activity - Faculty Meeting Professional Developemtn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be encouraged and allowed time to share best practices using resources from CCC Learning Hub to support reading comprehension and technological resources.	Professional Learning	08/03/2017	05/24/2018	\$0	No Funding Required	Principal, Homeroom teachers

## Goal 4: 2017-2018 ELL Support

### Measurable Objective 1:

75% of Kindergarten, First, Second, Third and Fourth grade Hispanic or Latino and English Learners students will demonstrate a proficiency individual increase on Access testing from prior testing results in English Language Arts by 05/25/2018 as measured by using test results from the 2017 WIDA screener and/or 2017 access testing results compared to 2018 Access testing results..

### Strategy 1:

Analyze Current Student Results - Teachers of ELL students will analyze current student data, noting individual strengths and areas of improvement for the 2017-2018 school year.

Category: Develop/Implement Professional Learning and Support

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze all areas of student data including Access/Wida screener results, current reading level, math level, etc. at the beginning of the year and at each subsequent RTI meeting.	Other - Data analysis	08/03/2017	05/25/2018	\$0	No Funding Required	ELL representative, Homeroom teachers, PST/RTI committee

**Strategy 2:**

Develop Individualized Learning Plans - Teachers will use information based on analysis of student data to determine individual learning goals and instructional supports needed within the classroom to support ELL acquisition of language and academic tasks.

Category: Develop/Implement Learning Supports

Activity - ELL Individualized Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with parents of ELL parents to review current student progress, establish goals, and communicate how the student will be supported in acquiring language and academic tasks.	Academic Support Program	08/03/2017	05/25/2018	\$0	No Funding Required	ELL Representative, LEA Representative, Homeroom teacher, Parents, Interpreter

**Strategy 3:**

Implement Best Practices for ELL Learners - Teachers will implement best practices for supporting ELL students in their classrooms.

Category: Develop/Implement Learning Supports

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three teachers will participate in state department SAMUEL training in September. They will then conduct turn around training for coworkers with ELL students.	Professional Learning	09/13/2017	09/29/2017	\$0	District Funding	Ford, Gulley, Ellison, Homeroom teachers of ELL students

Activity - Professional Learning Community - ELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Woodstock Elementary School

Teachers of ELL students will be encouraged to schedule professional learning community sessions at a time determined by the participants to offer support and collaboration of best practice. The committee may elect to choose their own learning goals which could include but are not limited to cultural awareness, language and vocabulary acquisition, supporting ELL learners in academic content areas, supporting ELL students social and emotional growth.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	ELL Rep, Principal, Homeroom teachers of ELL students.
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**Strategy 4:**

Parental Engagement - Parents of ELL students deserve to have open communication regarding their child concerning academics, school events, parental involvement opportunities, etc. Activities will focus on parent information and communication being disseminated to ELL families.

Category: Other - Parental Support

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and classroom communications shall be translated for ELL parents in their most comfortable language as noted by Home Language surveys. Computer programs for translation will be utilized, and a translator will be asked to proof as available.	Parent Involvement	08/03/2017	05/25/2018	\$0	No Funding Required	Office Staff, District Support Staff, Homeroom teachers

Activity - ELL Parent Support Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly meetings will be offered to parents at the end of each grading period to discuss student progress and address any parental concerns or needs.	Parent Involvement, Community Engagement	08/03/2017	05/25/2018	\$0	No Funding Required	Counselor, ELL Rep, Homeroom teacher, Interpreter

**Goal 5: Technology 2017-2018**

**Measurable Objective 1:**

collaborate to provide instruction to promote enhancement of content subject areas using technological resources for both instruction and individual student use by 05/25/2018 as measured by documentation of technology instruction with weekly lesson plans and yearly standards pacing guide.

**Strategy 1:**

Increase Student Access to Technology - Integration of technology will be reviewed. Materials will be provided and professional development will be offered for teachers to implement technology into the core curriculum.

Category: Develop/Implement Learning Supports

Activity - Cromebook Purchase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twenty additional cromebooks will be purchased with state technology funds to increase the number of devices for one on one access.	Technology	10/01/2017	10/31/2017	\$3800	State Funds	School Budget Committee

Activity - Implement Supplemental Technology in Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will purchase MobyMax online program to enhance instruction in reading and math through the use of technology.	Technology	08/30/2017	05/25/2018	\$1285	General Fund	Classroom Teachers

Activity - Scantron Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from Scantron Performance Series assessments to adjust instruction as needed as well as create formative assessments.	Technology	09/01/2017	05/25/2018	\$0	No Funding Required	Classroom Teachers

Activity - Review Technology Scope and Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the technology scope and sequence to plan technology lessons. Teachers will utilize the scope and sequence as a guide in daily technology instruction.	Technology	08/09/2017	05/25/2018	\$0	No Funding Required	Classroom Teachers

## Goal 6: Woodstock Elementary School desires to form a strong partnership with parents, helping each other help our children.

### Measurable Objective 1:

demonstrate a behavior to provide opportunities for parents to become active participants in their child's education by 05/25/2018 as measured by completion of at least 3 service activities or participation in parent workshops.

### Strategy 1:

Parent Workshops - At least three parent workshops will be offered at varying times to help parents help their child with math, reading, and test taking skills.

Category: Develop/Implement Learning Supports

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will schedule a Math Night for parents to attend and learn about the current math curriculum for their child's grade level. Teachers will review mathematical concepts and strategies for parents to be able to understand how to help their child at home. The event is scheduled in the evening for working parents to be able to attend. Dinner will be offered for families to be able to better balance family responsibilities. Information will be posted on the school website for parents that are unable to attend.	Parent Involvement	09/21/2017	09/21/2017	\$0	No Funding Required	All certified teachers and staff

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Literacy Evening will be held during the second semester to promote reading motivation as well as ways parents can help their children with reading at home. In younger grades, this will consist of phonemic awareness and phonics, in older grades it will consist of a book review and comprehension activities. This event will happen in the evening in order to allow parents who work to be able to attend. The school will coordinate with local restaurants to provide dinner at a nominal price to help families be able to attend without worrying about how to balance family responsibilities. Alternate ways to communicate reading information to families unable to attend will be posted on the school website. Document Goal By: sign in sheet, survey of parents, pictures, uploaded reading information.	Parent Involvement	01/23/2018	01/23/2018	\$0	No Funding Required	All certified teachers and staff.

Activity - Test Prep Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An informational parent workshop on how to help students be successful on Formal Assessments will be held on the Schoolwide Parent Day in February. This workshop will help parents of second, third and fourth grade students be able to understand the purpose of standardized tests. This will include data interpretation, test taking strategies, and testing expectations (good breakfast, sitting still, good night sleep, punctuality). Document Goal By: sign in sheet, pictures	Parent Involvement	02/15/2018	02/15/2018	\$0	No Funding Required	All certified teachers and staff.

**Strategy 2:**

Parent Visitation Days - Two school days will be designated for parents to come and join their child in the classroom. Parents may participate in classroom activities with their child, eat lunch, and attend special workshops and programs to help them become an active participant in their child's education.

Category: Develop/Implement Learning Supports

Activity - Parent Day - First Semester	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Woodstock Elementary School

WES will have two parent days during the school year where parents come and watch their children in the school setting. Students will complete a task alongside their parents or showcase an activity already completed. Additionally, parent information sessions will be scheduled during these parent days to meet current parent interests. These days are in the Fall and Spring. Document Goal By: sign in sheet, survey of parent, pictures	Parent Involvement	10/17/2017	10/17/2017	\$0	No Funding Required	All teachers and staff.
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Activity - Parent Day - Second Semester	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WES will have two parent days during the school year where parents come and watch their children in the school setting. Students will complete a task alongside their parents or showcase an activity already completed. Additionally, parent information sessions will be scheduled during these parent days to meet current parent interests. These days are in the Fall and Spring. Document Goal By: sign in sheet, survey of parent, pictures	Parent Involvement	02/15/2018	02/15/2018	\$0	No Funding Required	All teachers and staff.

**Strategy 3:**

Increased Communication - WES will strive to provide relevant and current information to parents to help them remain informed of current events, activities, and what is happening within the school.

Category: Develop/Implement Learning Supports

Activity - Monthly Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To keep parents aware of school happenings, a monthly newsletter will be provided by the school counselor that includes the following: upcoming school events with dates and times, activities that parents can do with children at home, parent education spotlight, celebration of student accomplishments, showing off student work, and recognition of parent involvement. This newsletter will also be placed on the school website. Document Goal By: newsletter, uploaded to website.	Parent Involvement	08/03/2017	05/25/2018	\$100	State Funds	Counselor

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Activity - WEbsite	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website will be kept up to date to inform parents of important information throughout the school year.	Parent Involvement	08/03/2017	05/25/2018	\$0	No Funding Required	School Website Coordinator

Activity - PTO Facebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and PTO Officers will work together to post important events, activities, and information using the PTO Facebook Page to help improve instantaneous communication with parents subscribing to Facebook.	Parent Involvement	08/03/2017	05/25/2018	\$0	No Funding Required	PTO Officers and Principal

## **Goal 7: WES will provide transition activities to better assist students entering our school for the first time, or students progressing to Middle school.**

**Measurable Objective 1:**

demonstrate a behavior to assist students new to our school, or students leaving our school progressing to Middle School, by 05/24/2018 as measured by completion of specified transition activities.

**Strategy 1:**

Assist 4th Grade Students Transition to the Middle School - Activities will be provided for 4th grade students to help ease their transition to West Blocton Middle School.

Category: Other - Transition Program

Activity - Fourth Grade Students Visitation Day @ WBMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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4th grade students will travel to WBMS to participate in introductory activities to familiarize them with WBMS.	Field Trip	04/02/2018	05/18/2018	\$150	General Fund	Principal, Counselor, 4th Grade Teachers
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Activity - Student Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orientation Day is scheduled during the summer to allow students to get class assignment and receive academic information	Behavioral Support Program, Academic Support Program, Other	07/30/2018	08/10/2018	\$0	No Funding Required	WBMS Principal/Counselor

**Strategy 2:**

Kindergarten Transition - Assist new students entering into WES Kindergarten

Category: Other - Transition Program

Activity - Communication with Local Daycares/PreK Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Efforts will be made to maintain communication with the local feeder day cares. The school will work collaboratively with these facilities to provide continuity of expectations and instructional techniques	Behavioral Support Program, Academic Support Program	08/01/2017	07/31/2018	\$0	No Funding Required	WES Kindergarten Teachers, Principal, Counselor

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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:Kindergarten registration will be held in early spring prior to the child beginning in fall. Parents and children are encouraged to attend the registration sessions. During the registration session participants will meet the kindergarten teachers and -fill out registration forms for enrollment -students will be screened for vision/hearing problems -be given handouts for school supplies, student dress code, school rules. -tour facility	Recruitment and Retention	03/19/2018	04/20/2018	\$0	No Funding Required	WES Kindergarten Teachers, Principal, Counselor
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Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will be given the opportunity to attend a free 1-week program scheduled for 5 days from 8:00-12:00 (free breakfast and lunch are provided for participants) Students will be introduced to the school and their classroom, meet Kindergarten teachers and classmates. Students will be gradually introduced into the school by learning basic routines and procedures while participating in Kindergarten readiness activities.	Behavioral Support Program, Recruitment and Retention, Academic Support Program	07/16/2018	07/20/2018	\$2000	Other	Principal, Kindergarten Teachers

Activity - Kindergarten Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduled prior to 1st day of school to meet the teacher, review school policy, answer questions, and hold Title One Annual Meeting	Parent Involvement	08/01/2018	08/10/2018	\$0	No Funding Required	Principal, Counselor, Kindergarten Teachers

**Goal 8: 2017-2018 School Safety****Measurable Objective 1:**

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collaborate to identify school safety concerns and develop a plan of action to make our school environment safer. by 05/25/2018 as measured by completion of identified school safety projects. .

**Strategy 1:**

Traffic Flow - The principal will meet with the county engineer and transportation director to review current traffic flow pattern and to develop a more effective traffic plan.

Category: Other - School Safety

Activity - Traffic Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will form a committee to review ways to eliminate congestion.	Other - School Safety	07/31/2017	08/04/2017	\$0	No Funding Required	Principal

Activity - Develop a New Traffic Pattern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After traffic meeting principal will develop school traffic map with new traffic flow patterns.	Other - Traffic Pattern	07/31/2017	08/04/2017	\$0	No Funding Required	Principal

Activity - Communicate New Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will communicate the new traffic flow pattern to teachers and staff, teachers responsible for traffic dismissal, and parents. Implement the plan.	Other - Communicate New Plan	08/03/2017	08/08/2017	\$0	No Funding Required	Principal

Activity - Implement Traffic Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal, faculty, and staff will implement and revise the new traffic plan as needed. Front sidewalk extension needed to ensure safety.	Other - Implement and Revise As Needed	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Faculty, Staff
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Manipulatives	The new 2nd grade unit will need a math manipulative kit for implementation of Engage New York.	Other - Materials	08/09/2017	05/24/2018	\$600	Principal to order kit for Ellison
<b>Total</b>					\$600	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fourth Grade Students Visitation Day @ WBMS	4th grade students will travel to WBMS to participate in introductory activities to familiarize them with WBMS.	Field Trip	04/02/2018	05/18/2018	\$150	Principal, Counselor, 4th Grade Teachers
Implement Supplemental Technology in Reading and Math	School will purchase MobyMax online program to enhance instruction in reading and math through the use of technology.	Technology	08/30/2017	05/25/2018	\$1285	Classroom Teachers
<b>Total</b>					\$1435	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Camp	Kindergarten students will be given the opportunity to attend a free 1-week program scheduled for 5 days from 8:00-12:00 (free breakfast and lunch are provided for participants) Students will be introduced to the school and their classroom, meet Kindergarten teachers and classmates. Students will be gradually introduced into the school by learning basic routines and procedures while participating in Kindergarten readiness activities.	Behavioral Support Program, Recruitment and Retention, Academic Support Program	07/16/2018	07/20/2018	\$2000	Principal, Kindergarten Teachers
Professional Development Session - Faculty Meeting	Web Page Development will be introduced at the beginning of the school year for teachers to learn how to use the new Edlio platform.	Professional Learning	08/03/2017	09/29/2017	\$0	School Web Page Master
<b>Total</b>					\$2000	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cromebook Purchase	Twenty additional cromebooks will be purchased with state technology funds to increase the number of devices for one on one access.	Technology	10/01/2017	10/31/2017	\$3800	School Budget Committee
Professional Development Day (1/2 day)	Professional Learning time will be made available for a half day at the end of each quarter for teachers to review reading programs and plan for the upcoming nine weeks.	Professional Learning	08/09/2017	05/24/2018	\$425	Grade Level Teachers. Principal, Reading Coach
Implementation	Teachers in grades K-2 will implement Saxon Phonics during daily reading/spelling/language instruction.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$7400	K-2 Teachers
Monthly Newsletters	To keep parents aware of school happenings, a monthly newsletter will be provided by the school counselor that includes the following: upcoming school events with dates and times, activities that parents can do with children at home, parent education spotlight, celebration of student accomplishments, showing off student work, and recognition of parent involvement. This newsletter will also be placed on the school website. Document Goal By: newsletter, uploaded to website.	Parent Involvement	08/03/2017	05/25/2018	\$100	Counselor
Quarterly Review Meetings	<p>At the end of each nine weeks, teachers will be provided with a half day grade level planning and professional development time to review pacing and implementation of Engage NewYork in relation to student mastery and progress.</p> <p>Approx Funding:            Kindergarten 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168            1st Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168            2nd Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168            3rd Grade 2 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$112            4th Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168</p> <p>Total \$ 784</p>	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$784	Principal, Homeroom teachers

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Making Meaning Classroom Materials	A classroom kit will be made available for each homeroom teacher. Current Needs: (\$2,384) K - 1 kit \$596 1st - 1 kit \$596 2nd 1 kit \$596 3rd - xx 4th 1 kit \$596  Trade book Sets will be provided for each grade level/classroom as funds become available: ( Total \$10,314) 4th XX 3rd XX 2nd - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 1 - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 K - 3 sets of 6 (\$191 per set x 6 x 3) \$3438	Other - Materials	10/02/2017	10/31/2017	\$12698	Principal, Textbook Rep
<b>Total</b>					<b>\$25207</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Xtra Math Practice	Students complete daily math fact fluency practice using Xtra Math.	Technology	08/09/2017	05/24/2018	\$0	Homeroom teachers K-4.
Continued Web Page Support	The school web page master will monitor classroom page updates and provide ongoing support to teachers needing assistance.	Professional Learning	10/02/2017	05/25/2018	\$0	WEb Page Master, All teachers
Scantron Performance Series	Teachers will analyze data from Scantron Performance Series assessments to adjust instruction as needed as well as create formative assessments.	Technology	09/01/2017	05/25/2018	\$0	Classroom Teachers
Program Monitoring	he principal will be responsible for monitoring the effective implementation of Comprehension Toolkit in grades K-4. Monitoring of the program will occur through lesson plan review, classroom walkthroughs and observations. The principal will also engage in grade level planning meetings to participate in teacher collaboration and planning.	Other - Montioring	08/09/2017	05/24/2018	\$0	Principal
Reading Coach Support	The reading Coach will support teachers with the implementation of Making Meaning through professional development activities and modeled lessons/coaching support,	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Reading Coach/ Homeroom Teachers/Resource Teachers
Differentiated Small Group Instruction	Teachers plan and provide small group differentiated instruction for students performing above grade level to meet their individual needs.	Academic Support Program	08/09/2017	05/24/2018	\$0	Homeroom Teachers

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Classroom Implementation	Each homeroom teacher will implement Making Meaning lessons on a weekly basis. Collaborative planning among grade level teachers is expected to plan effective lessons and assessment of comprehension skills taught throughout the week. Special Education teachers will collaborate with homeroom teachers to support the academic needs of resource students.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$0	Homeroom teachers, Special Education Staff
Program Monitoring	The principal will be responsible for monitoring the effective implementation of Making Meaning in grades K-4. Monitoring of the program will occur through lesson plan review, classroom walkthroughs and observations. The principal will also engage in grade level planning meetings to participate in teacher collaboration and planning.	Other - Principal Walkthroughs /Observations	08/09/2017	05/24/2018	\$0	Principal
Grade Level Professional Learning Communities	The principal will help to establish grade level professional learning opportunities throughout the year for teachers to become more knowledgeable in the implementation of Engage New York and development of effective math lessons, particularly in grades K and 4.	Professional Learning	08/03/2017	05/25/2018	\$0	Principal, Homeroom teachers
Coaching Support	The reading coach will conduct modeled lessons, side by side lessons, and reflective practice for teachers requesting further support as a follow up to PLC discussions and Making Meaning implementation.	Professional Learning	08/03/2017	05/25/2018	\$0	Reading Coach, Homeroom teachers
Data Analysis	Teachers will analyze all areas of student data including Access/Wida screener results, current reading level, math level, etc. at the beginning of the year and at each subsequent RTI meeting.	Other - Data analysis	08/03/2017	05/25/2018	\$0	ELL representative , Homeroom teachers, PST/RTI committee
PTO Facebook	The principal and PTO Officers will work together to post important events, activities, and information using the PTO Facebook Page to help improve instantaneous communication with parents subscribing to Facebook.	Parent Involvement	08/03/2017	05/25/2018	\$0	PTO Officers and Principal
Implementation of Formative Assessment	Teachers will purposely plan formative assessments each week to monitor student acquisition of introduced skills. Assessments will be documented in weekly lesson plans.	Direct Instruction	08/09/2017	05/24/2018	\$0	Homeroom Teachers
Reading Coach Support	The reading Coach will provide professional learning and individual teaching support in the form of Coaching for grade levels, teachers requesting support of small group instruction.	Professional Learning, Academic Support Program, Other - Coaching	08/09/2017	05/24/2018	\$0	Reading Coach
Tier III Instruction	Teachers will utilize Moby Max to make Tier III intervention assignments for identified Tier III math students.	Academic Support Program	09/01/2017	05/24/2018	\$0	K-4 Teachers

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Implementation of Engage New York	Teachers in Grades K-4 will implement Engage New York as the core mathematics program for students.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$0	K-4 Teachers
SAMUEL Turn Around Training	Teachers attending SAMUEL training will conduct turn around training for coworkers with ELL students.	Professional Learning	09/18/2017	10/04/2017	\$0	Ford, Gulley, Ellison, Teachers of ELL students.
Monitor Implementation of Formative Assessments	The principal will monitor implementation of formative assessments during math through lesson plan review, classroom walkthroughs, observations, and grade level discussions.	Academic Support Program	08/09/2017	05/24/2018	\$0	Principal
Data Meetings	Data meetings will be held quarterly to review current reading assessments and make instructional decisions to support specific students, groups of students with deficit skills.	Other - Data Analysis	08/09/2017	05/24/2018	\$0	Principal, Reading Coach, Grade Level Teachers
Student Orientation	Orientation Day is scheduled during the summer to allow students to get class assignment and receive academic information	Behavioral Support Program, Academic Support Program, Other	07/30/2018	08/10/2018	\$0	WBMS Principal/Counselor
Data Collection	Teachers submit percentage of student mastery each month to monitor the progress of each student, A data collection sheet will be created using Google Sheets.	Other - Data Monitoring	08/09/2017	05/24/2018	\$0	Homeroom Teachers K-4. Principal, Instructional Coach,
Reading Coach/ Principal Support	Principal/Reading Coach will provide professional development for teachers to become more knowledgeable about the various forms of formative assessment, technology resources, and ways to implement	Professional Learning	08/09/2017	05/24/2018	\$0	Principal, reading Coach, Teachers
Coaching Support	The reading coach will provide coaching support to teachers requesting assistance. This support will consist of modeled lessons, side by side support, or reflective practice.	Professional Learning	08/03/2017	05/25/2018	\$0	Reading Coach, Homeroom Teachers
Faculty Meeting Professional Developemtn	Teachers will be encouraged and allowed time to share best practices using resources from CCC Learning Hub to support reading comprehension and technological resources.	Professional Learning	08/03/2017	05/24/2018	\$0	Principal, Homeroom teachers
Monitoring of Formative Assessment	The principal will monitor the implementation of formative assessments and provide needed support. Monitoring can occur during weekly lesson plan review, classroom walkthroughs, and observations. Samples of formative assessments will be collected along with results.	Other - Monitoring	08/09/2017	05/24/2018	\$0	Principal

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Teacher Training	<p>Provide Training for teacher to recognize the numerous forms of formative assessment, selection, implementation, analysis, and instructional impacts.</p> <p>Training will also consist of a review of current weekly assessments/unit assessments to review depth of learning. teachers will work together to analyze and improve existing assessments to ensure a balanced approach of using Tier I, Tier II, Tier III questioning during assessments and instruction.</p>	Professional Learning	08/09/2017	05/24/2018	\$0	Principal, Instructional Coach.
Parent Day - Second Semester	<p>WES will have two parent days during the school year where parents come and watch their children in the school setting. Students will complete a task alongside their parents or showcase an activity already completed. Additionally, parent information sessions will be scheduled during these parent days to meet current parent interests. These days are in the Fall and Spring. Document Goal By: sign in sheet, survey of parent, pictures</p>	Parent Involvement	02/15/2018	02/15/2018	\$0	All teachers and staff.
Grade Level Professional Learning Communities	<p>Grade level teams will work together with the support of the reading coach to plan effective reading lessons using Comprehension Toolkit.</p>	Professional Learning	08/03/2017	05/25/2018	\$0	Reading Coach, Homeroom teachers
Introduction to CCS Learning Hub	<p>Teachers will receive a brief overview on how to access CCC Learning Hub and available resources during the beginning of the year faculty meeting.</p>	Professional Learning	08/03/2017	08/08/2017	\$0	Principal, 4th Grade teacher representative
Daily Number Talks	<p>Teachers will implement daily number talks to help build mental math strategies for students.</p>	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$0	Homeroom Teachers K-4
ELL Parent Support Meetings	<p>Quarterly meetings will be offered to parents at the end of each grading period to discuss student progress and address any parental concerns or needs.</p>	Parent Involvement, Community Engagement	08/03/2017	05/25/2018	\$0	Counselor, ELL Rep, Homeroom teacher, Interpreter
Parent Day - First Semester	<p>WES will have two parent days during the school year where parents come and watch their children in the school setting. Students will complete a task alongside their parents or showcase an activity already completed. Additionally, parent information sessions will be scheduled during these parent days to meet current parent interests. These days are in the Fall and Spring. Document Goal By: sign in sheet, survey of parent, pictures</p>	Parent Involvement	10/17/2017	10/17/2017	\$0	All teachers and staff.

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RTI/PST Meetings	Regularly scheduled RTI/PST meetings will be held for each classroom teacher to receive support for implementing specialized instruction for students struggling in reading based on data collection. Two substitute teachers will be needed for each meeting date to supervise classrooms while teachers attend the PST meeting. 9 meetings x 2 teachers x \$56 = \$1008.00 Team Members: Principal Reading Coach Counselor Teacher Rep (1 upper/1 lower) Classroom Teacher (Speech/SpEd teacher upon request)	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	RTI Committee, Principal, Counselor, Homeroom teachers
Assessment Review	Teachers of ELL students will participate in an ELL data meeting to understand their individual student's current level of English acquisition based in the WIDA screener, or Assess assessment results.	Professional Learning	08/03/2017	09/15/2017	\$0	School principal, ELL School representative
Math Pacing	Grade level teachers will work together as a team to review information turned around from the grade level representative from district pacing guide meetings. The grade level will use this information to plan implementation of Engage NY.	Academic Support Program	08/09/2017	05/24/2018	\$0	Grade Level Teams, Principal
Daily Tier II Instruction	Tier II instruction will be administered daily by homeroom teachers during time allotted on master schedule. Teachers will use formative assessment data to determine instructional activities to focus on a double dose/review of taught skills.	Academic Support Program	08/09/2017	05/24/2018	\$0	Classroom teachers
Professional Learning Community - ELL	Teachers of ELL students will be encouraged to schedule professional learning community sessions at a time determined by the participants to offer support and collaboration of best practice. The committee may elect to choose their own learning goals which could include but are not limited to cultural awareness, language and vocabulary acquisition, supporting ELL learners in academic content areas, supporting ELL students social and emotional growth.	Professional Learning	08/03/2017	05/25/2018	\$0	ELL Rep, Principal, Homeroom teachers of ELL students.
WEBSITE	The school website will be kept up to date to inform parents of important information throughout the school year.	Parent Involvement	08/03/2017	05/25/2018	\$0	School Website Coordinator
Literacy Night	A Literacy Evening will be held during the second semester to promote reading motivation as well as ways parents can help their children with reading at home. In younger grades, this will consist of phonemic awareness and phonics, in older grades it will consist of a book review and comprehension activities. This event will happen in the evening in order to allow parents who work to be able to attend. The school will coordinate with local restaurants to provide dinner at a nominal price to help families be able to attend without worrying about how to balance family responsibilities. Alternate ways to communicate reading information to families unable to attend will be posted on the school website. Document Goal By: sign in sheet, survey of parents, pictures, uploaded reading information.	Parent Involvement	01/23/2018	01/23/2018	\$0	All certified teachers and staff.

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Tier III Instruction	Tier III instruction will be implemented through the coordination of the master schedule and existing employees ( reading coach/counselor/resource teachers/library). Fountais and Pinnell Leveled Literacy System will be used for Tier III instruction.	Academic Support Program	08/16/2017	05/18/2018	\$0	Reading Coach Library Specialist Counselor Resource Teachers (as needed)
Scantron Achievement Series	Grade Level Representatives attending District Training during the Summer of 2017 will provide turn around training and support for teachers to enter into a beginner level of utilizing Scantron Achievement Series to assess grade level curriculum standards.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Grade level Representatives, Homeroom Teachers
Kindergarten Open House	Scheduled prior to 1st day of school to meet the teacher, review school policy, answer questions, and hold Title One Annual Meeting	Parent Involvement	08/01/2018	08/10/2018	\$0	Principal, Counselor, Kindergarten Teachers
Neighboring School Collaboration	Training from teachers who have effectively implemented Making Meaning, particularly in grades K-2, will be asked to provide collaborative support for teachers at WES who request outside assistance. Particular areas of growth requested by teachers include time management, and assessment practices.	Professional Learning	08/03/2017	05/25/2018	\$0	Principal, Reading Coach
Traffic Meeting	Principal will form a committee to review ways to eliminate congestion.	Other - School Safety	07/31/2017	08/04/2017	\$0	Principal
Faculty Professional Development	The reading coach and principal will facilitate faculty professional development where classroom teachers share best practices relating to Making Meaning implementation.	Professional Learning	08/03/2017	05/25/2018	\$0	Principal, Reading Coach
TAG Class	Students who have been identified through the screening process (in 2nd grade) will receive weekly services provided by the district's gifted education teachers.	Academic Support Program	08/09/2017	05/25/2018	\$0	Gifted Ed Teachers
Grade Level Professional Learning Communities	Specific Grade Level Professional Learning Communities will be established with the support of the reading coach for teachers to collaborate, plan, and discuss teaching strategies for the implementation of Making Meaning lessons to support reading comprehension of fictional texts.	Professional Learning	08/03/2017	05/25/2018	\$0	Reading Coach, Homeroom teachers
Communication with Local Daycares/PreK Programs	Efforts will be made to maintain communication with the local feeder day cares. The school will work collaboratively with these facilities to provide continuity of expectations and instructional techniques	Behavioral Support Program, Academic Support Program	08/01/2017	07/31/2018	\$0	WES Kindergarten Teachers, Principal, Counselor
Communicate New Plan	The principal will communicate the new traffic flow pattern to teachers and staff, teachers responsible for traffic dismissal, and parents. Implement the plan.	Other - Communicate New Plan	08/03/2017	08/08/2017	\$0	Principal

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Tier II Instruction	Tier II instruction will be administered daily by homeroom teachers during time allotted on master schedule. Teachers will use formative assessment data to determine instructional activities to focus on a double dose/review of taught skills.	Academic Support Program	08/09/2017	05/24/2018	\$0	K-4 Teachers
Program Implementation	Teachers will utilize Comprehension Toolkit as a resource for planning small group guided reading lessons.	Academic Support Program	08/09/2017	05/24/2018	\$0	Homeroom teachers
Develop a New Traffic Pattern	After traffic meeting principal will develop school traffic map with new traffic flow patterns.	Other - Traffic Pattern	07/31/2017	08/04/2017	\$0	Principal
Math Night	The school will schedule a Math Night for parents to attend and learn about the current math curriculum for their child's grade level. Teachers will review mathematical concepts and strategies for parents to be able to understand how to help their child at home. The event is scheduled in the evening for working parents to be able to attend. Dinner will be offered for families to be able to better balance family responsibilities. Information will be posted on the school website for parents that are unable to attend.	Parent Involvement	09/21/2017	09/21/2017	\$0	All certified teachers and staff
Review Technology Scope and Sequence	Teachers will review the technology scope and sequence to plan technology lessons. Teachers will utilize the scope and sequence as a guide in daily technology instruction.	Technology	08/09/2017	05/25/2018	\$0	Classroom Teachers
Test Prep Workshop	An informational parent workshop on how to help students be successful on Formal Assessments will be held on the Schoolwide Parent Day in February. This workshop will help parents of second, third and fourth grade students be able to understand the purpose of standardized tests. This will include data interpretation, test taking strategies, and testing expectations (good breakfast, sitting still, good night sleep, punctuality). Document Goal By: sign in sheet, pictures	Parent Involvement	02/15/2018	02/15/2018	\$0	All certified teachers and staff.
Performance Coach	3rd & 4th Grade teachers will supplement math instruction using existing Triumph Learning Performance Coach materials.	Academic Support Program	08/09/2017	05/24/2018	\$0	3rd & 4th Grade Teachers.
Program Monitoring	Engage NY will be monitored by the principal for effective implementation and needed support. Monitoring will occur through weekly lesson plan review, classroom walkthroughs, and observations.	Other - Monitoring	08/09/2017	05/24/2018	\$0	Principal
Monitoring of Saxon Phonics Implementation	The principal will monitor Saxon Phonics Implementation and provide needed support by reviewing weekly lesson plans, classroom walkthroughs, and observations.	Other - Monitoring	08/09/2017	05/24/2018	\$0	Principal
Communications	School and classroom communications shall be translated for ELL parents in their most comfortable language as noted by Home Language surveys. Computer programs for translation will be utilized, and a translator will be asked to proof as available.	Parent Involvement	08/03/2017	05/25/2018	\$0	Office Staff, District Support Staff, Homeroom teachers

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ELL Individualized Meetings	Teachers will meet with parents of ELL parents to review current student progress, establish goals, and communicate how the student will be supported in acquiring language and academic tasks.	Academic Support Program	08/03/2017	05/25/2018	\$0	ELL Representative, LEA Representative, Homeroom teacher, Parents, Interpreter
Implement Traffic Plan	Principal, faculty, and staff will implement and revise the new traffic plan as needed. Front sidewalk extension needed to ensure safety.	Other - Implement and Revise As Needed	08/09/2017	05/25/2018	\$0	Principal, Faculty, Staff
Counting Collections	Teachers will use counting collections activities to increase student knowledge of counting and place value in grades K-2.	Academic Support Program	08/09/2017	05/24/2018	\$0	K-2 Teachers
Kindergarten Registration	:Kindergarten registration will be held in early spring prior to the child beginning in fall. Parents and children are encouraged to attend the registration sessions. During the registration session participants will meet the kindergarten teachers and -fill out registration forms for enrollment -students will be screened for vision/hearing problems -be given handouts for school supplies, student dress code, school rules. -tour facility	Recruitment and Retention	03/19/2018	04/20/2018	\$0	WES Kindergarten Teachers, Principal, Counselor
<b>Total</b>					<b>\$0</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAMUEL Training	Three teachers will participate in state department SAMUEL training in September. They will then conduct turn around training for coworkers with ELL students.	Professional Learning	09/13/2017	09/29/2017	\$0	Ford, Gulley, Ellison, Homeroom teachers of ELL students
Professional Development	Professional Development will be offered during the Summer of 2017 to introduce and train 2nd grade teachers how to effectively implement Saxon Phonics. The training is also available to teachers new to Kindergarten or First Grade who have never taught Saxon Phonics.	Professional Learning	07/17/2017	09/29/2017	\$400	\$100 stipend for teachers attending training
SAMUEL Training	Three teachers from WES will travel to the Shelby County resource center in Alabaster on September 13 to participate in training for ELL learners. These three teachers will provide turn around training and support to coworkers withing three weeks of training.	Professional Learning	09/13/2017	10/04/2017	\$325	Kayla Ford, Stacie Gulley, Emily Ellison

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Materials Preparation	Teachers will be responsible for gathering any materials needed for photocopying and send to district courier for copying.	Other - Materials	08/09/2017	05/24/2018	\$0	Homeroom teachers, Courier
RTI/PST Meetings	<p>Regularly scheduled RTI/PST meetings will be held for each classroom teacher to receive support for implementing specialized instruction for students struggling in reading based on data collection.</p> <p>Two substitute teachers will be needed for each meeting date to supervise classrooms while teachers attend the PST meeting. 9 meetings x 2 teachers x \$56 = \$1008.00</p> <p>Team Members: Principal Reading Coach Counselor Teacher Rep (1 upper/1 lower) Classroom Teacher (Speech/SpEd teacher upon request)</p>	Academic Support Program	08/09/2017	05/24/2018	\$1008	Principal Reading Coach Counselor Teacher Representatives ( 1 upper/1 lower) Classroom teacher  Speech/Special Ed
<b>Total</b>					<b>\$1733</b>	

# **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.

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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		WES Title I Survey 2016-2017 Student Survey Early Elem WES Student Survey Elementary WES Parent Survey WES Staff Survey Summary of Stakeholder Results

## 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?

#### Areas of Notable Achievement

##### Staff Survey:

Indicator 2.4 ( Scored 4.56/5) Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 2.2 (Scored 4.55/5) The governing body operates responsibly and functions effectively.

Indicator 1.3 ( Scored 4.53/5) The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

##### Parent Survey

Indicator 4.3 ( Scored 4.5/5) The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4 ( Scored 4.34/5) Students and school personnel use a range of media and information resources to support the school's educational programs

Indicator 3.8 ( Scored 4.32/5) The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

##### Student Survey

Indicator 3.4 ( Scored 2.95/3) School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Indicator 5.4 ( Scored 2.94/3) The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Indicator 5.5 (Scored 2.93/3) Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Indicator 1.1 ( Scored 2.93/3) The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

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

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

The school provides and coordinates learning support services to meet the unique learning needs of students.

Leadership engages stakeholders effectively in support of the school's purpose and direction.

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

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Students and school personnel use a range of media and information resources to support the school's educational programs

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.



## Areas in Need of Improvement

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

#### Areas in Need of Improvement

##### Staff Surveys

Indicator 3.7 ( Score 3.93/5) Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Indicator 3.10 ( Scored 4.17/5) Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Indicator 3.6 (Scored (4.22/10) Teachers implement the school's instructional process in support of student learning.

##### Parent Surveys

Indicator 3.12 ( Scored 3.84) The school provides and coordinates learning support services to meet the unique learning needs of students.

Indicator 2.3 (Scored 3.96/5) The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 3.9 ( Scored 3.98/5) The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

##### Student Surveys

Indicator 2.1 ( Score 2.7/3): The governing body establishes policies and supports practices that ensure effective administration of the school.

Indicator 4.3 ( Scored 2.73/3) The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 2.4 ( Score 2.8/3) Leadership and staff foster a culture consistent with the school's purpose and direction.

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

Parent survey results indicate a need for improvement in the following areas:

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

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

#### Summary of Needs

Although there is not one particular area identified by each of the groups, WES will concentrate on making improvements in the following areas identified by teachers and parents:

Communicate mentor program practices, especially when there are new teachers. Currently there is very little turnover, meaning there is  
SY 2017-2018

rarely more than one new teacher per school year.

Better communicate the types of learning supports available for students with specific needs, including intervention, 504 services, special education, speech, and language support.

Begin to explore current grading procedures and establish consistent grading practices among grade levels, communicating information both horizontally and vertically.

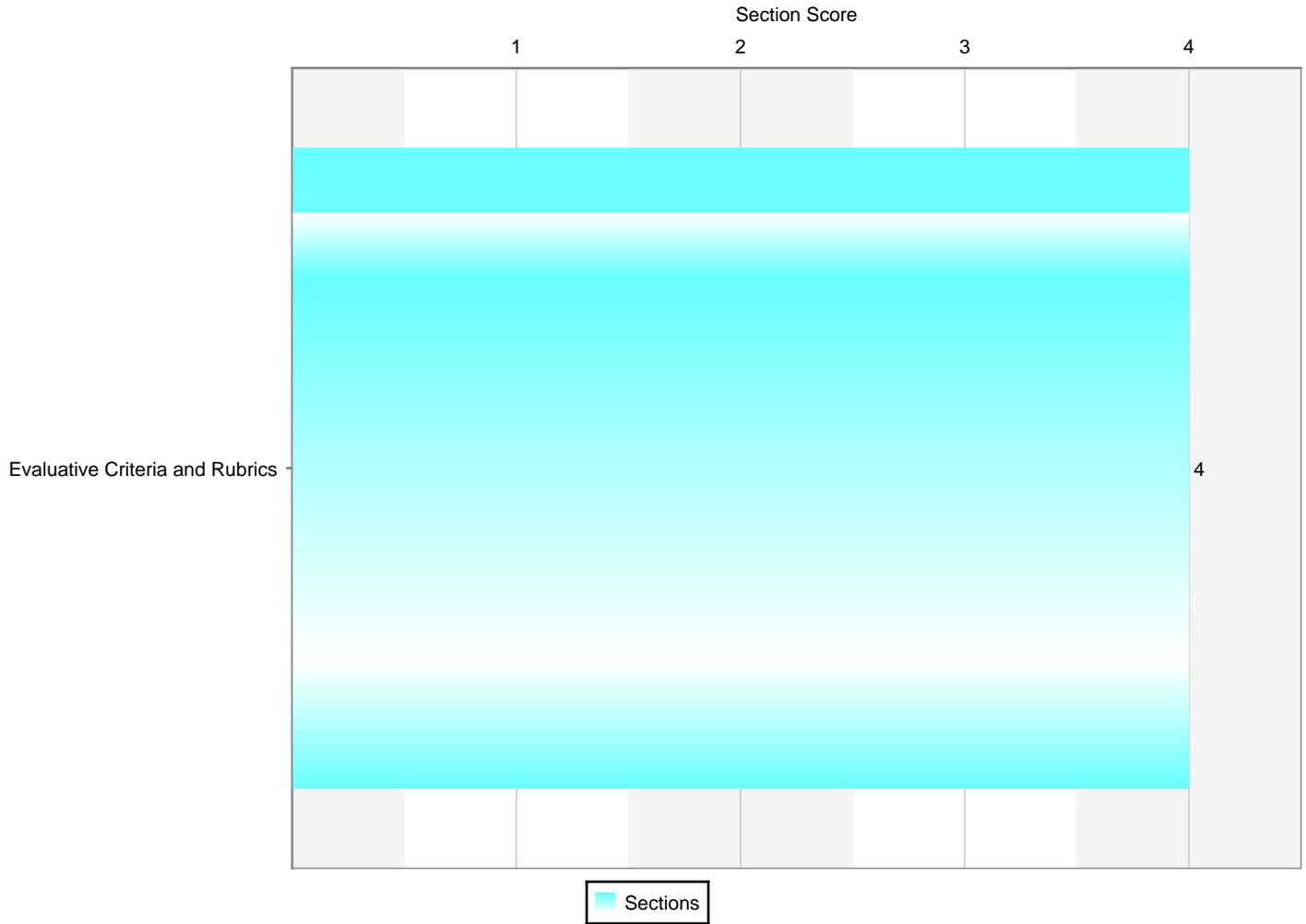
Create school beautification program that actively involves students in helping to keep the school clean and attractive.

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

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. A recent PTO meeting involved meaningful conversation with parent, and concerns about their child's progress in math. There are concerns about math standards and problem solving strategies. Parents indicated a need for teachers to show them how to help their child with these new strategies.

## Report Summary

### Scores By Section



# 2017-2018 Title I Schoolwide Diagnostic

## Introduction

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

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

### **How was the comprehensive needs assessment conducted?**

The School-Wide Leadership Planning Team along with faculty, staff, students, parents, and stakeholders participated in the planning process. Meetings were scheduled to analyze current data collected from various sources, including students' academic achievement data and multiple surveys (both needs and opinion). A summary of the compiled data identified the strengths and weaknesses of the school program. The list of weaknesses were prioritized and used to determine school improvement needs and focus areas. Opportunities were given to answer questions, listen to suggestions, and make possible revisions to the CIP Plan. If revisions are needed, the School-Wide Leadership Team will amend the improvement plan and re-submit the document to the faculty, staff, parents, and stakeholders for review. A Title I Annual Parent Meeting is held at the beginning of each school year to communicate information, updates, and changes in the Woodstock Elementary CIP/SACS Plan along with presenting the overall goals of the current year plan to the parents, community members and the public.

### **What were the results of the comprehensive needs assessment?**

WES identified specific areas of need within the school and continued areas of improvement. Celebrations included a substantial increase in mathematics scores according to 3rd grade ACT Aspire results. The school intends to expand the math curriculum, Engage NY and supplemental program Performance Series, to Kindergarten and Fourth Grades. The school continues to show a need for improvement in the area of math, particularly comprehension. Making Meaning will be incorporated into all grade levels in an effort to improve comprehension of Fiction text. Comprehension Toolkit will be utilized for improving NonFiction comprehension. Other identified areas of improvement include helping parents to better understand the mathematical strategies being introduced to our students, as well as ways to help their child become a better reader, and enjoy reading.

The school has identified 2 areas of improvement to increase student safety. One area is to expand the concreted area in front of the school to allow better visibility of pedestrians in the front drive. Currently there is a blind spot at the front crosswalk, that could potentially lead to an accident occurring. The second safety concern is access to the storm shelter/gym. There is currently a keypad, but there is not a buzz in entry access that would allow the front office to view any visitors or students needing access to the building, to be allowed to buzz in.

Parent concerns for traffic flow in the afternoon and mornings are an area of improvement. The school will be implementing proposed solutions for relieving congestion on the main road.

### **What conclusions were drawn from the results?**

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

The school improvement team has identified areas of improvement in the following areas: reading, math, school safety, and ELL strategies. Reading and math will be the main focus of school goals as well as writing and comprehension being an area of focus for our ELL population. The school also has identified a need for safety goals to include improvements in traffic and pedestrian areas.

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

The school goals are directly related to areas identified as priority for improvement. The school will work to increase student achievement in the areas of reading, math, and ELL assessments. Teachers will be utilizing Engage New York and Making Meaning to improve reading and math. Teachers of ELL students will attend training or turn around SAMUEL training in an effort to implement effective strategies for our growing ELL population.

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

The goals identified in the school improvement plan reflect a variety of student needs ranging from academic goals in reading & math, goals for ELL students, and cultural goals to assist all students in the areas of attendance, behavior, motivation and achievement. Teachers and leaders use multiple sources of data throughout the school year to monitor student progress leading to school-wide improvement.

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

The plan incorporates consistent monitoring on a monthly basis for all students including disadvantaged children. Grade Level Teams are responsible for looking at students who are considered to be typical learners, students with intervention needs, students with IEP's or 504's and ELL students. The plan allows for immediate adjustment of instruction for students and provides professional support to help teachers identify student needs and adjust instruction accordingly.

## 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:

Reading 2017-2018

### Measurable Objective 1:

increase student growth on Reading Scantron Performance Series by 5%, comparing the end of year scores from 2017 to the end of year scores in 2018 for each grade level tested by 05/24/2018 as measured by comparing the end of year reading Scantron Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested.

### Strategy1:

Tier II/ Tier III Instruction - Tier II Instruction will be implemented daily for students identified through RTI/PST committee.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - RTI/PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Regularly scheduled RTI/PST meetings will be held for each classroom teacher to receive support for implementing specialized instruction for students struggling in reading based on data collection.</p> <p>Two substitute teachers will be needed for each meeting date to supervise classrooms while teachers attend the PST meeting. 9 meetings x 2 teachers x \$56 = \$1008.00</p> <p>Team Members: Principal Reading Coach Counselor Teacher Rep (1 upper/1 lower) Classroom Teacher (Speech/SpEd teacher upon request)</p>	Academic Support Program	08/09/2017	05/24/2018	\$1008 - District Funding	Principal Reading Coach Counselor Teacher Representatives (1 upper/1 lower) Classroom teacher Speech/Special Ed

Activity - Daily Tier II Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction will be administered daily by homeroom teachers during time allotted on master schedule. Teachers will use formative assessment data to determine instructional activities to focus on a double dose/review of taught skills.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom teachers

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction will be implemented through the coordination of the master schedule and existing employees ( reading coach/counselor/resource teachers/library). Fountais and Pinnell Leveled Literacy System will be used for Tier III instruction.	Academic Support Program	08/16/2017	05/18/2018	\$0 - No Funding Required	Reading Coach Library Specialist Counselor Resource Teachers (as needed)

**Strategy2:**

Reading Coach Turn Around Support - The reading coach will participate in district/regional meetings for support and professional development for the latest research-based reading practices. The coach will in turn plan and implement faculty/grade level professional development and follow up support for classroom implementation.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Modeled Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading coach will conduct modeled lessons for interested classroom teachers/grade levels	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Reading Coach, Participating Teachers

**Strategy3:**

Formative Assessments - Teachers will research, develop, and utilize ongoing formative assessment to evaluate student performance and guide daily instructional practice, review, and intervention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf)

Activity - Reading Coach/ Principal Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal/Reading Coach will provide professional development for teachers to become more knowledgeable about the various forms of formative assessment, technology resources, and ways to implement	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, reading Coach, Teachers

Activity - Scantron Achievement Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level Representatives attending District Training during the Summer of 2017 will provide turn around training and support for teachers to enter into a beginner level of utilizing Scantron Achievement Series to assess grade level curriculum standards.	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Grade level Representatives, Homeroom Teachers

**Strategy4:**

Implement Comprehension Toolkit (Small Group Instruction) - Teachers will utilize Comprehension Toolkit to develop small group lesson

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plans to further support comprehension instruction of non fiction texts.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.heinemann.com/comprehensiontoolkit/assets/toolkit%20research%20base.pdf>

Activity - Reading Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading Coach will provide professional learning and individual teaching support in the form of Coaching for grade levels, teachers requesting support of small group instruction.	Academic Support Program Professional Learning Other - Coaching	08/09/2017	05/24/2018	\$0 - No Funding Required	Reading Coach

**Strategy5:**

Implement Making Meaning Reading Program K-4 - All grade levels will utilize Making Meaning as the core reading program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.collaborativeclassroom.org/research-making-meaning>

Activity - Reading Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading Coach will support teachers with the implementation of Making Meaning through professional development activities and modeled lessons/coaching support,	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Reading Coach/ Homeroom Teachers/Resource Teachers

Activity - Making Meaning Classroom Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classroom kit will be made available for each homeroom teacher. Current Needs: (\$2,384) K - 1 kit \$596 1st - 1 kit \$596 2nd 1 kit \$596 3rd - xx 4th 1 kit \$596  Trade book Sets will be provided for each grade level/classroom as funds become available: ( Total \$10, 314) 4th XX 3rd XX 2nd - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 1 - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 K - 3 sets of 6 (\$191 per set x 6 x 3) \$3438	Other - Materials	10/02/2017	10/31/2017	\$12698 - State Funds	Principal, Textbook Rep

**Goal 2:**

Math 2017-2018

**Measurable Objective 1:**

increase student growth on Math Scantron Performance Series by 5% by 05/24/2018 as measured by comparing the end of year Math SY 2017-2018

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Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested..

**Strategy1:**

Formative Assessments - Teachers will research, develop, and utilize ongoing formative assessment to evaluate student performance and guide daily instructional practice, review, and intervention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf)

Activity - Monitor Implementation of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor implementation of formative assessments during math through lesson plan review, classroom walkthroughs, observations, and grade level discussions.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Training for teacher to recognize the numerous forms of formative assessment, selection, implementation, analysis, and instructional impacts.  Training will also consist of a review of current weekly assessments/unit assessments to review depth of learning. teachers will work together to analyze and improve existing assessments to ensure a balanced approach of using Tier I, Tier II, Tier III questioning during assessments and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Instructional Coach.

**Strategy2:**

Supplemental Math Instruction - Teachers will supplement the existing Engage New York Math Program to provide additional supports for mathematical concepts, test taking strategies, concentrated focus on specific standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource:

[file:///C:/Users/essmana/Downloads/001M13\\_C3\\_Math\\_White\\_Paper.pdf](file:///C:/Users/essmana/Downloads/001M13_C3_Math_White_Paper.pdf)

Activity - Daily Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily number talks to help build mental math strategies for students.	Academic Support Program Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Homeroom Teachers K-4

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Activity - Performance Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd & 4th Grade teachers will supplement math instruction using existing Triumph Learning Performance Coach materials.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	3rd & 4th Grade Teachers.

**Strategy3:**

Math Fact Fluency - Daily practice utilizing technology will be implemented for each student Kindergarten through Fourth Grade. The free, online program, Xtra Math will be used in each classroom in addition to concentrated focus on conceptual understanding of math facts leading to automaticity/math fact fluency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource:

<https://sites.google.com/site/bestnextcommoncoremath/xtra-math>

Activity - Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers submit percentage of student mastery each month to monitor the progress of each student. A data collection sheet will be created using Google Sheets.	Other - Data Monitoring	08/09/2017	05/24/2018	\$0 - No Funding Required	Homeroom Teachers K-4. Principal, Instructional Coach,

Activity - Daily Xtra Math Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete daily math fact fluency practice using Xtra Math.	Technology	08/09/2017	05/24/2018	\$0 - No Funding Required	Homeroom teachers K-4.

**Strategy4:**

Implement Engage New York Mathematics Program ( K-4) - All grade levels will utilize Engage New York as the core mathematics program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: <https://www.engageny.org/resource/role-research-common-core-instruction>

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Activity - Quarterly Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>At the end of each nine weeks, teachers will be provided with a half day grade level planning and professional development time to review pacing and implementation of Engage NewYork in relation to student mastery and progress.</p> <p>Approx Funding:                      Kindergarten 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168                      1st Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168                      2nd Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168                      3rd Grade 2 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$112                      4th Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168</p> <p>Total \$ 784</p>	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$784 - State Funds	Principal, Homeroom teachers

Activity - Materials Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be responsible for gathering any materials needed for photocopying and send to district courier for copying.	Other - Materials	08/09/2017	05/24/2018	\$0 - District Funding	Homeroom teachers, Courier

Activity - Math Pacing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will work together as a team to review information turned around from the grade level representative from district pacing guide meetings. The grade level will use this information to plan implementation of Engage NY.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Grade Level Teams, Principal

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The new 2nd grade unit will need a math manipulative kit for implementation of Engage New York.	Other - Materials	08/09/2017	05/24/2018	\$600 - Title I Part A	Principal to order kit for Ellison

**Goal 3:**

2017-2018 ELL Support

**Measurable Objective 1:**

75% of Kindergarten, First, Second, Third and Fourth grade Hispanic or Latino and English Learners students will demonstrate a proficiency individual increase on Access testing from prior testing results in English Language Arts by 05/25/2018 as measured by using test results from the 2017 WIDA screener and/or 2017 access testing results compared to 2018 Access testing results..

**Strategy1:**

Develop Individualized Learning Plans - Teachers will use information based on analysis of student data to determine individual learning goals and instructional supports needed within the classroom to support ELL acquisition of language and academic tasks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ELL Individualized Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with parents of ELL parents to review current student progress, establish goals, and communicate how the student will be supported in acquiring language and academic tasks.	Academic Support Program	08/03/2017	05/25/2018	\$0 - No Funding Required	ELL Representative, LEA Representative, Homeroom teacher, Parents, Interpreter

### Strategy2:

Implement Best Practices for ELL Learners - Teachers will implement best practices for supporting ELL students in their classrooms.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will participate in state department SAMUEL training in September. They will then conduct turn around training for coworkers with ELL students.	Professional Learning	09/13/2017	09/29/2017	\$0 - District Funding	Ford, Gulley, Ellison, Homeroom teachers of ELL students

Activity - Professional Learning Community - ELL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of ELL students will be encouraged to schedule professional learning community sessions at a time determined by the participants to offer support and collaboration of best practice. The committee may elect to choose their own learning goals which could include but are not limited to cultural awareness, language and vocabulary acquisition, supporting ELL learners in academic content areas, supporting ELL students social and emotional growth.	Professional Learning	08/03/2017	05/25/2018	\$0 - No Funding Required	ELL Rep, Principal, Homeroom teachers of ELL students.

### Strategy3:

Parental Engagement - Parents of ELL students deserve to have open communication regarding their child concerning academics, school events, parental involvement opportunities, etc. Activities will focus on parent information and communication being disseminated to ELL families.

Category: Other - Parental Support

Research Cited:

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Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and classroom communications shall be translated for ELL parents in their most comfortable language as noted by Home Language surveys. Computer programs for translation will be utilized, and a translator will be asked to proof as available.	Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	Office Staff, District Support Staff, Homeroom teachers

Activity - ELL Parent Support Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly meetings will be offered to parents at the end of each grading period to discuss student progress and address any parental concerns or needs.	Community Engagement Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	Counselor, ELL Rep, Homeroom teacher, Interpreter

**Strategy4:**

Analyze Current Student Results - Teachers of ELL students will analyze current student data, noting individual strengths and areas of improvement for the 2017-2018 school year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze all areas of student data including Access/Wida screener results, current reading level, math level, etc. at the beginning of the year and at each subsequent RTI meeting.	Other - Data analysis	08/03/2017	05/25/2018	\$0 - No Funding Required	ELL representative, Homeroom teachers, PST/RTI committee

**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:**

Reading 2017-2018

**Measurable Objective 1:**

increase student growth on Reading Scantron Performance Series by 5%, comparing the end of year scores from 2017 to the end of year scores in 2018 for each grade level tested by 05/24/2018 as measured by comparing the end of year reading Scantron Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested.

**Strategy1:**

Formative Assessments - Teachers will research, develop, and utilize ongoing formative assessment to evaluate student performance and guide daily instructional practice, review, and intervention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf)

Activity - Scantron Achievement Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level Representatives attending District Training during the Summer of 2017 will provide turn around training and support for teachers to enter into a beginner level of utilizing Scantron Achievement Series to assess grade level curriculum standards.	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	Grade level Representatives, Homeroom Teachers

Activity - Reading Coach/ Principal Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal/Reading Coach will provide professional development for teachers to become more knowledgeable about the various forms of formative assessment, technology resources, and ways to implement	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, reading Coach, Teachers

### Strategy2:

Reading Coach Turn Around Support - The reading coach will participate in district/regional meetings for support and professional development for the latest research-based reading practices. The coach will in turn plan and implement faculty/grade level professional development and follow up support for classroom implementation.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Modeled Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading coach will conduct modeled lessons for interested classroom teachers/grade levels	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Reading Coach, Participating Teachers

### Strategy3:

Tier II/ Tier III Instruction - Tier II Instruction will be implemented daily for students identified through RTI/PST committee.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction will be implemented through the coordination of the master schedule and existing employees ( reading coach/counselor/resource teachers/library). Fountais and Pinnell Leveled Literacy System will be used for Tier III instruction.	Academic Support Program	08/16/2017	05/18/2018	\$0 - No Funding Required	Reading Coach Library Specialist Counselor Resource Teachers (as needed)

**ACIP**

Woodstock Elementary School

Activity - RTI/PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Regularly scheduled RTI/PST meetings will be held for each classroom teacher to receive support for implementing specialized instruction for students struggling in reading based on data collection.</p> <p>Two substitute teachers will be needed for each meeting date to supervise classrooms while teachers attend the PST meeting. 9 meetings x 2 teachers x \$56 = \$1008.00</p> <p>Team Members: Principal Reading Coach Counselor Teacher Rep (1 upper/1 lower) Classroom Teacher (Speech/SpEd teacher upon request)</p>	Academic Support Program	08/09/2017	05/24/2018	\$1008 - District Funding	Principal Reading Coach Counselor Teacher Representatives (1 upper/1 lower) Classroom teacher Speech/Special Ed

Activity - Daily Tier II Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Tier II instruction will be administered daily by homeroom teachers during time allotted on master schedule. Teachers will use formative assessment data to determine instructional activities to focus on a double dose/review of taught skills.</p>	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom teachers

**Strategy4:**

Implement Making Meaning Reading Program K-4 - All grade levels will utilize Making Meaning as the core reading program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.collaborativeclassroom.org/research-making-meaning>

Activity - Reading Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The reading Coach will support teachers with the implementation of Making Meaning through professional development activities and modeled lessons/coaching support,</p>	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Reading Coach/ Homeroom Teachers/Resource Teachers

**ACIP**

Woodstock Elementary School

Activity - Making Meaning Classroom Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classroom kit will be made available for each homeroom teacher. Current Needs: (\$2,384) K - 1 kit \$596 1st - 1 kit \$596 2nd 1 kit \$596 3rd - xx 4th 1 kit \$596  Trade book Sets will be provided for each grade level/classroom as funds become available: ( Total \$10, 314) 4th XX 3rd XX 2nd - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 1 - 3 sets of 6 (\$191 per set x 6 x 3) \$3438 K - 3 sets of 6 (\$191 per set x 6 x 3) \$3438	Other - Materials	10/02/2017	10/31/2017	\$12698 - State Funds	Principal, Textbook Rep

**Strategy5:**

Implement Comprehension Toolkit (Small Group Instruction) - Teachers will utilize Comprehension Toolkit to develop small group lesson plans to further support comprehension instruction of non fiction texts.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.heinemann.com/comprehensiontoolkit/assets/toolkit%20research%20base.pdf>

Activity - Reading Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading Coach will provide professional learning and individual teaching support in the form of Coaching for grade levels, teachers requesting support of small group instruction.	Professional Learning Academic Support Program Other - Coaching	08/09/2017	05/24/2018	\$0 - No Funding Required	Reading Coach

**Goal 2:**

Math 2017-2018

**Measurable Objective 1:**

increase student growth on Math Scantron Performance Series by 5% by 05/24/2018 as measured by comparing the end of year Math Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested..

**Strategy1:**

Implement Engage New York Mathematics Program ( K-4) - All grade levels will utilize Engage New York as the core mathematics program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: <https://www.engageny.org/resource/role-research-common-core-instruction>

**ACIP**

Woodstock Elementary School

Activity - Materials Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be responsible for gathering any materials needed for photocopying and send to district courier for copying.	Other - Materials	08/09/2017	05/24/2018	\$0 - District Funding	Homeroom teachers, Courier

Activity - Quarterly Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>At the end of each nine weeks, teachers will be provided with a half day grade level planning and professional development time to review pacing and implementation of Engage NewYork in relation to student mastery and progress.</p> <p>Approx Funding:                      Kindergarten 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168                      1st Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168                      2nd Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168                      3rd Grade 2 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$112                      4th Grade 3 teachers x 1 days (1/2day Oct/1/2 day March) x \$56 per day = \$168</p> <p>Total \$ 784</p>	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$784 - State Funds	Principal, Homeroom teachers

Activity - Math Pacing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will work together as a team to review information turned around from the grade level representative from district pacing guide meetings. The grade level will use this information to plan implementation of Engage NY.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Grade Level Teams, Principal

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The new 2nd grade unit will need a math manipulative kit for implementation of Engage New York.	Other - Materials	08/09/2017	05/24/2018	\$600 - Title I Part A	Principal to order kit for Ellison

**Strategy2:**

Supplemental Math Instruction - Teachers will supplement the existing Engage New York Math Program to provide additional supports for mathematical concepts, test taking strategies, concentrated focus on specific standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource:

file:///C:/Users/essmana/Downloads/001M13\_C3\_Math\_White\_Paper.pdf

**ACIP**

Woodstock Elementary School

Activity - Daily Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily number talks to help build mental math strategies for students.	Academic Support Program Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Homeroom Teachers K-4

Activity - Performance Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd & 4th Grade teachers will supplement math instruction using existing Triumph Learning Performance Coach materials.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	3rd & 4th Grade Teachers.

**Strategy3:**

Math Fact Fluency - Daily practice utilizing technology will be implemented for each student Kindergarten through Fourth Grade. The free, online program, Xtra Math will be used in each classroom in addition to concentrated focus on conceptual understanding of math facts leading to automaticity/math fact fluency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource:

<https://sites.google.com/site/bestnextcommoncoremath/xtra-math>

Activity - Daily Xtra Math Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete daily math fact fluency practice using Xtra Math.	Technology	08/09/2017	05/24/2018	\$0 - No Funding Required	Homeroom teachers K-4.

Activity - Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers submit percentage of student mastery each month to monitor the progress of each student. A data collection sheet will be created using Google Sheets.	Other - Data Monitoring	08/09/2017	05/24/2018	\$0 - No Funding Required	Homeroom Teachers K-4. Principal, Instructional Coach,

**Strategy4:**

Formative Assessments - Teachers will research, develop, and utilize ongoing formative assessment to evaluate student performance and guide daily instructional practice, review, and intervention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource: [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf)

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<b>Activity - Monitor Implementation of Formative Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The principal will monitor implementation of formative assessments during math through lesson plan review, classroom walkthroughs, observations, and grade level discussions.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal

<b>Activity - Teacher Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Provide Training for teacher to recognize the numerous forms of formative assessment, selection, implementation, analysis, and instructional impacts.  Training will also consist of a review of current weekly assessments/unit assessments to review depth of learning. teachers will work together to analyze and improve existing assessments to ensure a balanced approach of using Tier I, Tier II, Tier III questioning during assessments and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Instructional Coach.

**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 2017-2018

**Measurable Objective 1:**

increase student growth on Reading Scantron Performance Series by 5%, comparing the end of year scores from 2017 to the end of year scores in 2018 for each grade level tested by 05/24/2018 as measured by comparing the end of year reading Scantron Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested.

**Strategy1:**

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Tier II/ Tier III Instruction - Tier II Instruction will be implemented daily for students identified through RTI/PST committee.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction will be implemented through the coordination of the master schedule and existing employees ( reading coach/counselor/resource teachers/library). Fountais and Pinnell Leveled Literacy System will be used for Tier III instruction.	Academic Support Program	08/16/2017	05/18/2018	\$0 - No Funding Required	Reading Coach Library Specialist Counselor Resource Teachers (as needed)

Activity - Daily Tier II Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction will be administered daily by homeroom teachers during time allotted on master schedule. Teachers will use formative assessment data to determine instructional activities to focus on a double dose/review of taught skills.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom teachers

Activity - RTI/PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly scheduled RTI/PST meetings will be held for each classroom teacher to receive support for implementing specialized instruction for students struggling in reading based on data collection.  Two substitute teachers will be needed for each meeting date to supervise classrooms while teachers attend the PST meeting. 9 meetings x 2 teachers x \$56 = \$1008.00  Team Members: Principal Reading Coach Counselor Teacher Rep (1 upper/1 lower) Classroom Teacher (Speech/SpEd teacher upon request)	Academic Support Program	08/09/2017	05/24/2018	\$1008 - District Funding	Principal Reading Coach Counselor Teacher Representatives ( 1 upper/1 lower) Classroom teacher Speech/Special Ed

**Goal 2:**

Math 2017-2018

**Measurable Objective 1:**

increase student growth on Math Scantron Performance Series by 5% by 05/24/2018 as measured by comparing the end of year Math Performance Series percentile scores from 2017 to the end of year scores in 2018 for each grade level tested..

**Strategy1:**

Supplemental Math Instruction - Teachers will supplement the existing Engage New York Math Program to provide additional supports for

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mathematical concepts, test taking strategies, concentrated focus on specific standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Online Resource:

file:///C:/Users/essmana/Downloads/001M13\_C3\_Math\_White\_Paper.pdf

Activity - Daily Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily number talks to help build mental math strategies for students.	Academic Support Program Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Homeroom Teachers K-4

Activity - Performance Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd & 4th Grade teachers will supplement math instruction using existing Triumph Learning Performance Coach materials.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	3rd & 4th Grade Teachers.

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

**Goal 1:**

2017-2018 ELL Support

**Measurable Objective 1:**

75% of Kindergarten, First, Second, Third and Fourth grade Hispanic or Latino and English Learners students will demonstrate a proficiency individual increase on Access testing from prior testing results in English Language Arts by 05/25/2018 as measured by using test results from the 2017 WIDA screener and/or 2017 access testing results compared to 2018 Access testing results..

**Strategy1:**

Develop Individualized Learning Plans - Teachers will use information based on analysis of student data to determine individual learning goals and instructional supports needed within the classroom to support ELL acquisition of language and academic tasks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ELL Individualized Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with parents of ELL parents to review current student progress, establish goals, and communicate how the student will be supported in acquiring language and academic tasks.	Academic Support Program	08/03/2017	05/25/2018	\$0 - No Funding Required	ELL Representative, LEA Representative, Homeroom teacher, Parents, Interpreter

**Strategy2:**

Analyze Current Student Results - Teachers of ELL students will analyze current student data, noting individual strengths and areas of improvement for the 2017-2018 school year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze all areas of student data including Access/Wida screener results, current reading level, math level, etc. at the beginning of the year and at each subsequent RTI meeting.	Other - Data analysis	08/03/2017	05/25/2018	\$0 - No Funding Required	ELL representative, Homeroom teachers, PST/RTI committee

**Strategy3:**

Implement Best Practices for ELL Learners - Teachers will implement best practices for supporting ELL students in their classrooms.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Professional Learning Community - ELL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of ELL students will be encouraged to schedule professional learning community sessions at a time determined by the participants to offer support and collaboration of best practice. The committee may elect to choose their own learning goals which could include but are not limited to cultural awareness, language and vocabulary acquisition, supporting ELL learners in academic content areas, supporting ELL students social and emotional growth.	Professional Learning	08/03/2017	05/25/2018	\$0 - No Funding Required	ELL Rep, Principal, Homeroom teachers of ELL students.

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will participate in state department SAMUEL training in September. They will then conduct turn around training for coworkers with ELL students.	Professional Learning	09/13/2017	09/29/2017	\$0 - District Funding	Ford, Gulley, Ellison, Homeroom teachers of ELL students

**Strategy4:**

Parental Engagement - Parents of ELL students deserve to have open communication regarding their child concerning academics, school events, parental involvement opportunities, etc. Activities will focus on parent information and communication being disseminated to ELL families.

Category: Other - Parental Support

Research Cited:

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<b>Activity - ELL Parent Support Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Quarterly meetings will be offered to parents at the end of each grading period to discuss student progress and address any parental concerns or needs.	Parent Involvement Community Engagement	08/03/2017	05/25/2018	\$0 - No Funding Required	Counselor, ELL Rep, Homeroom teacher, Interpreter

<b>Activity - Communications</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
School and classroom communications shall be translated for ELL parents in their most comfortable language as noted by Home Language surveys. Computer programs for translation will be utilized, and a translator will be asked to proof as available.	Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	Office Staff, District Support Staff, Homeroom teachers

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

WES share academic results to parents with quarterly report cards and share results of any Access testing annually with parents. An interpreter is made available to review student achievement with parents. An annual IELP meeting with a translator is scheduled to review student progress and to plan appropriate instruction to improve student success.

### 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?	No	Currently two Appleton employees are scheduled to take the work keys assessment in the month of September. The district has made training and study sessions available to these employees to gain their work keys certification.	

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.**

All teachers are assigned to staffing positions for which they are certified. Students are carefully assigned to teachers taking into consideration their greatest needs and the strengths of each classroom teacher.

## 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?**

WES had one retirement this year.

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

There are only two teachers at WES with less than five years of teaching experience.

There are twelve teachers with a Master's degree (Lofton, Essman, Sloan, Shuttlesworth, Gulley, Morrison, Greene, Deerman, Cromer, McBride, Smith, Vinson) two are pursuing a Masters (Ellison, Pate)

There are six teachers with an Educational Specialist Degree (Essman, Sloan, Shuttlesworth, Gulley, McBride Morrison)

One teacher is pursuing a Doctorate (Morrison)

Two teachers are National Board Certified (Cromer, Gulley)

**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 a high turnover rate.

**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.**

The teachers and principal use data from assessments to determine areas of improvement and determine specific strategies and programs to target these areas. For instance, assessment data revealed a need for comprehension instruction. Professional development is planned to improve teachers ability to effectively utilize the making meaning program. The same is true for thrimplementation of Engage NY. Another area in math in need of improvement is the understanding of lace value as identified by 3rd grade PNOa assessments at the beginning of the 17-18 school year. Professional development will be conducted to further explore and implement counting collections in grades K-2 and Number talks in all grades.

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

..

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

New teacher workshops, ARI New Hire Training, new teachers are paired with an experienced mentor teacher to be given support. The instructional coach is available to assist with planning and data analysis.

The school participates in the District Mentor Program where training is provided throughout the school year to support new teachers on important topics such as getting started, classroom management, special education, closing out the school year, etc.

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

Professional development is provided and supported through resources within and outside the school. The instructional coach is available to assist with the implementation of newly learned professional development, planning, and data analysis. AMSTI specialists are available to support with math and science when needed. Technology resources, such as Janet Taylor, are available to support the planning and incorporation with technology. Teachers are allotted time weekly to meet as a grade level to plan, share, discuss, and problem solve together- to implement professional development, strategies, data, etc.

## 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:

WES will provide transition activities to better assist students entering our school for the first time, or students progressing to Middle school.

### Measurable Objective 1:

demonstrate a behavior to assist students new to our school, or students leaving our school progressing to Middle School, by 05/24/2018 as measured by completion of specified transition activities.

### Strategy1:

Kindergarten Transition - Assist new students entering into WES Kindergarten

Category: Other - Transition Program

Research Cited:

Activity - Communication with Local Daycares/PreK Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Efforts will be made to maintain communication with the local feeder day cares. The school will work collaboratively with these facilities to provide continuity of expectations and instructional techniques	Behavioral Support Program Academic Support Program	08/01/2017	07/31/2018	\$0 - No Funding Required	WES Kindergarten Teachers, Principal, Counselor

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
:Kindergarten registration will be held in early spring prior to the child beginning in fall. Parents and children are encouraged to attend the registration sessions. During the registration session participants will meet the kindergarten teachers and -fill out registration forms for enrollment -students will be screened for vision/hearing problems -be given handouts for school supplies, student dress code, school rules. -tour facility	Recruitment and Retention	03/19/2018	04/20/2018	\$0 - No Funding Required	WES Kindergarten Teachers, Principal, Counselor

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Activity - Kindergarten Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduled prior to 1st day of school to meet the teacher, review school policy, answer questions, and hold Title One Annual Meeting	Parent Involvement	08/01/2018	08/10/2018	\$0 - No Funding Required	Principal, Counselor, Kindergarten Teachers

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will be given the opportunity to attend a free 1-week program scheduled for 5 days from 8:00-12:00 (free breakfast and lunch are provided for participants) Students will be introduced to the school and their classroom, meet Kindergarten teachers and classmates. Students will be gradually introduced into the school by learning basic routines and procedures while participating in Kindergarten readiness activities.	Behavioral Support Program Academic Support Program Recruitment and Retention	07/16/2018	07/20/2018	\$2000 - Other	Principal, Kindergarten Teachers

**Strategy2:**

Assist 4th Grade Students Transition to the Middle School - Activities will be provided for 4th grade students to help ease their transition to West Blocton Middle School.

Category: Other - Transition Program

Research Cited:

Activity - Student Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Orientation Day is scheduled during the summer to allow students to get class assignment and receive academic information	Behavioral Support Program Other Academic Support Program	07/30/2018	08/10/2018	\$0 - No Funding Required	WBMS Principal/Counselor

Activity - Fourth Grade Students Visitation Day @ WBMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th grade students will travel to WBMS to participate in introductory activities to familiarize them with WBMS.	Field Trip	04/02/2018	05/18/2018	\$150 - General Fund	Principal, Counselor, 4th Grade Teachers

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

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

Woodstock Elementary faculty recognizes the fundamental factors that must guide student instruction are assessments and benchmarks. All teachers are included in all components addressing student assessments, from implementation, interpretation, to planning intervention instruction. All grade levels collaboratively work together with the principal, reading coach, special education teachers and counselor to make decisions on benchmark assessment instruments in order to provide both horizontal and vertical continuity between the grades. As the importance of data driven instruction becomes more evident, teachers use student assessments to identify, address and monitor the individual needs of the students, especially students achieving below grade level. Teaching instruction is driven by the assessment data collected. Teachers compile student data from multiple instruments to analyze and monitor student performance including formal assessments, informal assessments, and local school instruments.

Assessment information and academic performance are important factors in compiling data for teachers to base decisions for curriculum instruction and program changes in relation to student achievement. At specified times during the year, teachers analyze individual and group performance data in correlation to standards at each grade level. Teachers developed the WES Student Assessment Plan to determine what and when assessments should be administered in each grade level. A number of assessments are administered to all WES students in the months of August, December and May. The school's dissemination of student achievement information to the home is essential for parent involvement. Student assessment data conferences are scheduled with parents concerning their child's progress based on interpretation of assessment results. Teachers offer interpretation of student assessment results in both written and oral forms. All families, including: limited English proficiency families, migratory families, homeless families, and historically underserved families, will be assured that the school will provide dissemination of assessment information in a format they will understand. Provisions will be provided for other factors that might prohibit parents, in historically under-served populations, from participating in a conference at school. Woodstock Elementary expects continued gains in academic achievement from every student. We believe that every child can learn and that no child should ever be left behind. The teachers, staff, and principal have collaboratively worked together through the several years to continually assess curriculum effectiveness in an effort to strengthen all content areas

## **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?**

Administration, teachers, and the instructional coach analyze data (such as ACT Aspire, ACT Interim, DIBELS Next Benchmark and Progress Monitoring, DIBELS Benchmark, Scantron Performance Series) to determine which students are struggling and need additional support. Those students are provided instruction at the Tier I, II, and III levels as deemed appropriate by the team. Regular classroom progress monitoring and formative assessments drive instruction to meet the needs of students.

### **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?**

Regular data meetings, RTI meetings, and grade level meetings are held to discuss data, instruction, and student progress. These meetings are scheduled throughout each month to check in for the different components of data and instruction.

### **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.**

Extended-Learning Program Opportunities:

Woodstock Elementary offers extended learning opportunities for students through our "after school" program. The extended learning program provides parents an affordable childcare in a safe learning environment with a focus on academic achievement, character building, physical activities, and enrichment activities. Students enrolled in the extended-day learning program benefits from homework assistance, study groups, explicit tutoring in math and reading, technology instruction and project based learning opportunities, learning experiences provided by state and district programs (4-H/Bibb County Health Department/Police Safety Programs/Community Fire Department Prevention Programs), physical fitness activities, and opportunities for enrichment activities (baton/yoga/music/art). The after school teachers work in conjunction with the regular school day teacher to identify students' academic needs. Each grade level homeroom teacher communicates daily with extended-day teachers concerning students homework/tests/and study assignments.

- 1) Extended-Day Learning Opportunities Available: After-School - 3:00 p.m. to 6:00 p.m.
- 2) Summer Pre-Kindergarten Camp Learning Opportunity: Pre-K Summer Camp - Scheduled 2 weeks in July. The program is designed to assist upcoming kindergarten students learn school routines, learn directions in building, practice listening, experience reading and math activities, practice eating in cafeteria, handling bathroom procedures and to learn school bus and car rider rules.
- 3) Tutorial Programs specifically for Students Struggling in Math and Reading: - Free of charge for one hour after school  
- Intervention instruction in specific areas of need in math and/or reading instruction for 2nd, 3rd, and 4th grade student.

### **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.**

Students meeting the definition to qualify in one of the under-served populations are eligible for a free and equal public education. These populations must be provided the same educational opportunities as other students. An equal education affords students in each specific group the "right to":

- Access the opportunity to the same public education as the other students in the school
- Participate in all school programs and activities offered to the other students that are not in the specific under-served population
- Enroll immediately in school without a delay

(1) A special student number will be issued by the district if a social security number is not available.

(2) The school will extend every effort to work with the parents to attempt to attain necessary enrollment documents/records.

Program services are provided to students that qualify in the under-served populations. Services may include, but are not limited to providing the following:

- School supplies will be available "free" to students upon enrollment

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

N/A

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (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.**

WES coordinates Title I and Title II resources to provide professional development and provide supporting resource materials to meet our goals. WES has two 1st Class Pre-K funds to support program goals. The school also has a self sustaining extended day program. WES now uses state funded library enhancement, professional development, and technology funds to support initiatives as voted on by teaches and staff.

**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)?**

Woodstock Elementary utilizes its school counselor to implement programs that are geared towards violence prevention (anti-bullying/drug free programs). Nutrition Programs are coordinated with the school's Child Nutrition Program and Physical Education Program to support healthy lifestyles through good food choices and active participation in physical fitness activities. The school is able to utilize First Class Pre-K Grant money in the amount of \$85,000 and \$120,000 to implement two First Class PreK programs.

**Component 10: Evaluation (Sec.1114(b)(3)):****How does the school evaluate the implementation of the schoolwide program?**

The leadership team, and BOE representatives, meet each month to evaluate the progress and effectiveness of the school wide plan. ACIP monitoring tool is used during walk throughs to document supporting evidence of actions and strategies stated. Additionally, overall student data, input from surveys, is looked at annually to monitor overall gains and to make any adjustments and/or changes for the upcoming school year.

**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?**

Statewide assessments are reviewed annually for school wide areas of strength and areas of improvement. Scantron Performance Series is administered 3 times per year ( beg/mid/end) to monitor individual student growth and progress

**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?**

Statewide assessments are reviewed annually for school wide areas of strength and areas of improvement. Global Scholar is administered 3 times per year ( beg/mid/end) to monitor individual student growth and progress

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

The Woodstock Elementary Leadership Team, composed of the principal, faculty, staff, parents, students and community stakeholders, participated in the planning process. Review of the existing plan was conducted and new information was taken into account to update and revise the plan for the upcoming school year. Needs were identified and areas of focus for the plan were selected. A summary of the compiled data determining school needs and the proposed focus areas were presented to the Woodstock Elementary faculty, staff and stakeholders for discussion. Opportunities were given to answer questions, listen to suggestions and make possible revisions to the Advance Ed/SACS Plan. If revisions are needed, the School-Wide Planning Team will amend the improvement plan and re-submit the document to the faculty and stakeholders for approval. A Title I Annual Parenting Meeting is held at the beginning of each school year to provide updates and changes in the WES Advance Ed/SACS Plan to the parents, community members and the public to present the overall goals of the current school year plan.

The process of continuous monitoring of the school-wide improvement goals will take place throughout the year by the school-wide team members, committee members, faculty and staff, as well as support from the Bibb County Board of Education. In addition to the Annual Fall Title I Parent Meeting, another Annual Title I Parent Meeting is scheduled in the Spring for WES parents to help evaluate the current year's plan and to assist in planning the school improvement project for the next school year. Data is collected through multi-measures, including the evaluation results of the effectiveness of the previous year's CIP, an analysis of student assessment information and the computation results compiled from distribution of surveys to teachers, staff, parents, students and community stakeholders The Woodstock Elementary

School Improvement Plan is reviewed and approved at the district level. The school-wide process of implementation requires continuous monitoring to measure progress toward overall goals. The district personnel assigned to Woodstock Elementary will make a minimum of three site visits a year to monitor our school-wide improvement plan in relation to academic achievement. Walk-through observations and interviews are used to collect data to help determine the success of goals toward improving the academic achievement of all students toward being on or above grade level on state standards.

# **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.	18.04

Provide the number of classroom teachers.

18.04

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	983688.0

Total

983,688.00

### 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.	78812.0

Total

78,812.00

### 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.	0.5

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	50622.0

Total

50,622.00

### 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.	55944.0

Total

55,944.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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.	4344.0

Total

4,344.00

### 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.	1593.0

Total

1,593.00

### 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.	8658.0

Total

8,658.00

### 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.	625.0

Total

625.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	61192.44

**Provide a brief explanation and breakdown of expenses.**

INSTRUCTION-TEACHER 40059.00  
INSTRUCTION SUBSTITUTES 450.00  
INSTRUCTION-STATE INSURANCE 8736.00  
INSTRUCTION-STATE RETIREMENT 4903.00  
INSTRUCTION-SOCIAL SECURITY 2438.00  
INSTRUCTION-STUDENT CLASSRM SUPP 1000.00  
OTHER STUDENT SUPP-OTHER INST SUPPLIES 803.44  
INSTRUCTION-COMPUTER-HARDWARE 2233.00

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	3180.0

**Provide a brief explanation and a breakdown of expenses.**

INSTRUCTION-TEACHER 2201.00

INSTRUCTION-SUBSTITUTES 65.00

INSTRUCTION-STATE INSURANCE 480.00

INSTRUCTION-STATE RETIREMENT 269.00

INSTRUCTION-SOCIAL SECURITY 134.00

INSTRUCTION-FEDERAL MEDICARE 31.00

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

Not applicable.

**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.**

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.

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## 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.**

Not applicable.

### Local Funds

Label	Question	Value
1.	Provide the total	1.9236856E7

**Provide a brief explanation and breakdown of expenses.**

Examples of Local Funding

Concessions/ Revenue/Public --\$12,850.00

Commissions-\$4,150.00

Fundraisers-\$29,955.00

Sales-\$7,550.00

Donations-\$3,400.00

# 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))**

An Annual Title I Meeting will be held at the beginning of the school year on Open House in August prior to the beginning of school. At Open House, students and parents will meet their new teacher and classmates. Teachers will review compact with parents and students as well as any pertinent classroom information. During Open House, a meeting will be held by the principal to share the Title I School PowerPoint, giving detailed information about what it means to be a Title I school. The school Title I budget will be reviewed so that parents are informed of how Title I monies are spent, including teacher salary, instructional supplies, copier contracts, and money set aside for increased parent involvement and student recognition programs.

**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. Woodstock Elementary schedules parent meetings and parent events throughout the school year to best offer a variety of times, to allow increased opportunities for attendance. The PTO schedules monthly meetings, some during the school day, some immediately following school, and some in the evening. Parent workshops have been scheduled for both during the school day, and evenings for working parents. Parents may bring their children with them during meetings, and a designated area and activity will be planned for the children during meetings so that parents are able to be active participants in our events. Other events, such as literacy night and math night are planned for the children to be active participants with their parents. The school will make effort to identify parents who have transportation needs, and make arrangements for parents to carpool when possible.

2. The school counselor and principal schedule Title I Parental Involvement and School Compact reviews during the second semester each year to make any needed changes or additions for improvement to the plans each year. The meeting is typically scheduled on Parent Day when there is a large representation of parents to be involved in this process.

3. Parental Involvement Funds are being used at Woodstock Elementary to purchase student recognition certificates, ribbons, and incentives. These items are used at quarterly honor roll assemblies and the end of the year awards programs which attract numerous parents. At the beginning of each assembly before the students enter, the principal conducts a parent meeting to share the school's current progress, upcoming events, and share any school needs requiring volunteer services.

**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))**

Woodstock Elementary School provides parents of all students timely information about all school activities and events. All school information will be provided in a format and language they can understand. The school's dissemination of student achievement information to the home is essential for parental involvement. Student assessment data conferences are scheduled with parents concerning their child's progress based on interpretation of assessment results, grade level achievement expectations and the alignment of the school curriculum to state standards. Teachers offer interpretation of student assessment results in both written and oral forms. All families, including limited English proficiency families, migratory families, homeless families and historically under-served families will be assured that the school will provide dissemination of assessment information in a format they will understand. Provisions will be provided for other factors that might prohibit parents, in historically under-served populations, from participating in a conference at school.

In addition to student achievement information, parents are notified of various opportunities to participate in parenting events and parenting workshops scheduled throughout the year. Parents are informed of all Title 1 Parent Involvement meetings scheduled at the school, through various forms of notification, to allow opportunities to participate as appropriate in decisions related to the education of their children. (Annual Title 1 Parent Meeting/Annual Title 1 Parent Evaluation Meeting. Parent Visitation Days in October and February/Muffins for Mom/Doughnuts for Dad)

**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))**

Woodstock Elementary continues to qualify as a Title 1 School. Parents of students enrolled at Woodstock Elementary shall be given the opportunities to jointly participate in the development and annual review of the School-Parent Compact. The compact will outline 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. Woodstock Elementary School School/Parent Compact is: 1) retained in a child's classroom for use by the teachers in working with parents and students; 2) customized to the needs of WES; 3) updated annually as needed.

The school counselor and principal invite parents to attend the annual Compact review meeting during the second semester each school year to review and amend the parent compact for the following school year.

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

Woodstock Elementary parent input is solicited regarding their satisfaction or dissatisfaction with the school-wide plan. Parents are given the opportunity to communicate their opinions and/or ideas through the comment form on the school website, email, written communications in the student weekly folders, telephone, or informal conversations with school faculty or principal. 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)**

Woodstock Elementary provides all parents of students served by the school and the local school district, as appropriate, assistance in understanding such topics as the state's academic content standards and the state's student academic achievement standards, the State and local academic assessment data, the requirements of Title 1, and how to monitor their child's academic progress and work with teachers and administrators to improve the achievement of their children. Woodstock Elementary parents are informed about College and Career Readiness Standards during seminars held throughout the school

year. Information about the standards and how WES is implementing these standards into the classroom is given to parents. Information about state assessments is handed out to parents each school year before testing to encourage parents to do their part to have their students prepared when they come to school to take the test. Assessment results as well as a guide on how to read the results are handed out to parents in a timely manner after assessment results are received. Parents are offered the opportunity to talk to a teacher, counselor, and/or principal to discuss their student's results further.

Parents can monitor their child's progress in school in multiple ways: 1) progress reports that go home 4 1/2 weeks in to a 9 weeks and report cards that go home every 9 weeks; 2) I-Now portal to check grades; 3) weekly folders sent home with graded papers. Parents can schedule a parent/teacher conference at anytime to discuss their child's progress: face-to-face, telephone, email, etc.

**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)**

Woodstock Elementary provides materials and training to help parents work with their children to improve academic achievement, such as literacy training, math strategies, summer transition activities and using technology, as appropriate, to foster parental involvement.

Specifically, in the area of Math, parents will have the opportunity to participate in Math workshops, watch video demonstrations and visit classrooms during Math block instruction so they can become familiar with the CCRS Math methods. Woodstock Elementary's website also provides links to educational websites that parents can allow children to use at home to further their learning.

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

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve**

**student academic achievement, our school:**

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

Woodstock Elementary sees the value in having parents partner with the school to build ties between the two. Woodstock's PTO is heavily involved in different activities within the school that help promote the school as well as create unity between teachers and parents: Fall Festival, Veteran's Day Program, Santa Shop, Wellness Walk, Field Day, etc. Teachers at Woodstock are encouraged to have parents involved through chaperoning field trips, preparing worksheets, decorating bulletin boards, etc.

Woodstock Elementary uses evaluation forms to learn what topics parents are interested in learning about and what topics they can Strategies to Increase Parental Involvement Woodstock Elementary School education students on. This information is then used to plan Parent Day Seminars as well as learning opportunities for students.

**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)**

Woodstock Elementary, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other programs, such as Head Start, and conducts other activities, such as the WES parent resource center, that encourages and support parents in fully participating in the education of their children.

**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)**

Woodstock Elementary will provide all school information, including student progress report information, report card information, school reports in a format and, the the extent practicable, for ELL parents, parents with disabilities, and parents of migratory students in a language that parents use and can understand. In addition, our school district has a translator and ELL aid that assists in communicating with student and parents and works alongside the ELL child, as needed. Woodstock Elementary will ensure that information is disseminated to parents in an easily understood to read format with the assistance and support from the Bibb County School District Educational Agency, will ensure the

provision of full opportunities for all parents, with specific emphasis on parents in under-served groups, to participate in their child's education.

**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))**

Woodstock Elementary will provide all school information, including student progress report information, report card information, school reports in a format and, to the extent practicable, for ELL parents, parents with disabilities and parents of migratory students in a language that parents use and can understand. In addition, our school district has a translator and ELL aid that assists in communicating with student and parents, and works alongside the ELL child, as needed. Woodstock Elementary will ensure that information is disseminated to parents in an easily understood to read format with the assistance and support from the Bibb County School District Education Agency, will ensure the provision of full opportunities for all parents, with specific emphasis on parents in under-served groups, to participate in their child's education, including the following:

- 1) Parents with limited-English proficiency
- 2) Parents with disabilities
- 3) Parents of Migratory students
- 4) Parents of students in all under-served populations

If determined a person is needed to translate for specific events including parent conferences, workshops, parenting day, or other school activities, one will be provided by the Bibb County Board of Education to communicate in their home language.