



ACIP

West Morgan Elementary School

Morgan County Board of Education

Ms. Rebecca Burt, Principal
571 Old Highway 24
Trinity, AL 35673

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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?

Located west of Decatur, Alabama, in the town of Trinity, West Morgan Elementary is a growing kindergarten through fourth grade school. Our campus is located on an open area of acreage on Old Alabama State Highway 24. The openness of our campus has afforded us the opportunity to create an outdoor classroom facility. We also have a fenced in playground area that has numerous play apparatuses, a picnic pavilion, an one-eighth mile running track, and a grass field for various activities.

The school was built in 2005. We have had two additions added to the original building. Each of these additions have consisted of six classrooms and two bathrooms. The last addition was completed in the summer of 2014. We are fortunate to have all of our classrooms under one roof. This allows for an optimal situation for us to provide safety for our students. Our current student population is 548..

Approximately 72% of our students qualify for free or reduced meals. We offer both breakfast and lunch to our students. Our demographics are 55% White, 38% Hispanic, 6% Black, 1% Multi-Race and 1% Asian.

The staff at West Morgan Elementary School consists of 71 members, including both certified and non-certified employees. The experience of our staff ranges from novice to over thirty years of service in the field of education. Our certified staff holds degrees that include Bachelor's, Master's, and Specialist's. We have six classroom units in kindergarten. For grades one through four, we have five classroom units each. Our class sizes range from 15 to 25 students. Our students are afforded the opportunity to participate in a 45 minute weekly computer class. This class is instructed by a certified teacher in one of our state of the art computer labs. Our other computer lab is open for classes to use for research and enrichment activities. To enhance our students' appreciation for art, we have a certified teacher that provides art instruction in a variety of mediums. In addition to these classes, we also have 2 physical education teachers, 1 counselor, 1 media specialist, 1 instructional coach, 2 special education resource teachers, 1 speech pathologist, 1 Title I resource teacher, 3 English Language Learner teachers, 1 half time assistant principal, and 1 principal. The entire certified staff of West Morgan Elementary is highly qualified.

We participate in the Partners in Education program that is overseen by the Morgan County Chamber of Commerce. Our partners provide monetary contributions to enhance programs and projects that we have here at West Morgan Elementary. They also have employees that come to our campus to volunteer and help with activities for our students. Toray Fluorofibers (America), Inc. is one of our Partners in Education. The past several years, they have donated 10 iPads to our school for use in our general education classrooms. On field day, Toray employees come to our campus to volunteer and supervise the games and activities. We are also fortunate that they provide meals for our staff at the beginning of the school year and for Teacher Appreciation Day in May. Our other Partner in Education is Vulcan Materials Company. Vulcan provides monetary donations to our school each year to be used in our areas of greatest needs. They also provide bicycles for our Students of the Year. A representative from Vulcan comes to our annual awards day to present the bicycles to the winners. These two businesses help to provide much needed support for our school. We are extremely fortunate to have them as stakeholders for our school.

Our students have the opportunity to display leadership skills through such experiences as student leaders in assemblies, door greeters for visitors, tour guides to new students, sanitation crew members that work with our custodians, and being members of the flag crew that raise and lower the flag on a daily basis. The students at West Morgan Elementary have the opportunity to be mentored by an adult from within our school, as well as, often community members come to volunteer their time to work with students. We also have one other mentoring opportunity that involves our community high school. Our second grade students are "pen-pals" with members of the FCCLA at West Morgan High School. They correspond monthly by writing letters. The "pen-pals" have the chance to join together in person and participate in seasonal activities either on our campus, the high school campus, or by traveling together on enrichment field trips.

We at the elementary level realize that we are an integral part of seeing that every child is a graduate. We strive to build a solid foundation of academics, leadership, and a passion for learning that will follow the children through their school career. Our school is committed to meet the demands that are needed to make every child successful.

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.

Our Vision: Morgan County Schools will provide opportunities for all students and employees in learning, establish strong relationships and foster positive leadership.

Our Mission: Every Child a Graduate. Every Graduate Prepared to Lead

Our Theme: Learning, Leading, Leaving a Legacy.

Our Motto: Enter to Learn, Leave to Lead

We at West Morgan Elementary School strive to provide an inviting, safe, and engaging learning environment for our students. By doing this, we seek to practice the purpose of our shared district vision, as well as, our school mission and motto. It is our goal to educate all children and prepare them academically, socially, emotionally, and physically for their future. By providing our students a well-rounded education that encompasses art, technology, physical education, math, language arts, science and history, we feel that students at West Morgan Elementary are on target to be leaders in our community. It is extremely important to us as a staff to see our students be successful. It is our desire to create leadership skills in our students to foster productive citizens that will be successful in our changing world. By providing numerous leadership opportunities, we ensure that all students are given the privilege to be a leader in some area. We have greeters that welcome visitors to our school. Our fourth grade students participate in our sanitation crew, flag crew, and morning news crew. These varied positions of leadership provide a look into different aspects of life for them to experience. We also work diligently to offer all students an excellent standards based education that is founded on the CCRS, as well as, the 20/20 plan that is set forth by the Alabama State Department of Education. Our staff has worked extremely hard to increase the rigor in our lessons and to ensure that the standards in each content area are mastered. A big push for our school this past year was math. We attended many professional development activities and visited several schools to observe math instruction. We made a conscious effort to develop lessons that dove deeper into the standards in the math ACCRS. We will continue with this and dig even deeper, as well as, begin a more in depth look into the reading ACCRS. It is our desire that our students achieve success and a thorough understanding of the standards in the areas of reading, math and writing. We continually analyze data from assessments CT Aspire assessments. We have weekly grade level common planning time, as well as, monthly grade level planning meetings with the instructional coach to discuss data, improvements for instruction, and working to unpack the standards and pacing guides. By conducting this data analysis, we glean information that drives our instruction and helps to determine intervention decisions throughout the year. This information also allows for us to establish goals for our Assist Continuous Improvement Plan

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.

West Morgan Elementary was one of the first schools in our area to create an Outdoor Classroom recognized by the Alabama Wildlife Federation. Over the past several years, our facility began to deteriorate due to lack of support and interest. However, we are currently in the revitalization process to bring this "alternative classroom" back to life. We have several staff members that will be attending professional development opportunities to aide in this process. To utilize the outdoor classroom and foster the love for science. Several of our teacher started a science club for third and fourth grade students. These students stay after school two-three times a months for extending the science curriculum activities. Our third and fourth grade students also have the opportunity to join the choir. The choir practice twice a week after school and performs twice a year.

Our teachers make monthly contacts with parents/guardians to maintain open lines of communication between school and home. This has had a positive impact of breaking down barriers of apprehension for some parents to feel more welcome and at ease when visiting our school.

Our staff was represented on District Leadership Teacher TEAM by our grade level lead teachers. These leadership teams helped to develop pacing guides for both reading and math in order to produce formative assessment tools. The pacing guides and formative assessments were used to allow our teachers to dig deeper into the standards and have a way to assess the progress of students on specific standards. Opportunities for quality professional development for our staff is being granted this summer through a variety of locally based sessions. Over the past several years, we have been fortunate to refurbish our computer lab with laptop computers. We also have an established rotational schedule to update technology in all classrooms. This year were added the option of iPads for the classrooms into the rotation. Our students have the opportunity to use modernized technology with the use of the two mobile iPad carts that we have added to our technology inventory. Each of the carts have 30 iPads. The installation of wireless internet access in our building has enabled us to be able to utilize these devices for research and enrichment activities. These devices have also to efficiently teach the technology standards set by the Alabama State Department of Education.

Capital Outlay Money has allowed us to make additions to our facilities in order to keep up with our growing school population. We completed our latest classroom wing in August 2014. This has allowed for the addition of 1 special needs preschool. By providing these opportunities for preschool age children in our community, we look forward to an earlier start of building an educational foundation for our students. West Morgan Elementary is committed to continued improvement in all areas of need. It is our utmost desire to continually grow in order to foster success in all students that are a part of West Morgan Elementary School.

Additional Information

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

We look forward to the restructuring of the administrative staff and the revitalization of a sense of community between our school and the middle and high school in our school district. It is our intention to provide more mentoring opportunities between the students in our community. A greater focus on instruction and formative assessment will enable us to achieve more academic success for all students. Finally, the addition of more student leadership opportunities will help us ensure that we prepare our students to leave West Morgan Elementary as leaders in 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.

.Stakeholders are given the opportunity to volunteer to serve on the school's advisory committee, Each stakeholder is notified two weeks prior to committee meetings. At each meeting, goals of the school are discussed and a plan is constructed as to how all stakeholders can help the school achieve success. The evaluation of the improvement plan will be ongoing, stakeholders will evaluate both grade level and school level performances to insure that appropriate and effective strategies and objectives are met and revised annually.

A weekly common planning time for collaboration and review of student progress affords the faculty the opportunity to discuss individual student performance. Monthly reading and math data meetings provide the opportunity for further collaboration with the school Reading Specialist and Principal.

Parents are kept informed through weekly newsletters, School Messenger, Monthly Communications and conferences. Parents are offered the opportunity to attend 4 parent meetings held throughout the school year. Parents also receive documentation of standardized test scores, progress reports and nine week report cards. An Annual meeting is held each fall along with a fall and spring survey that allows parents the opportunity to provide feedback.

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

The Instructional Leadership Team consist of the Principal, Assistant Principal, Counselor, Title I Teacher, ELL Teacher, Special Education Teacher, Reading Specialist, and parent. The Instructional team gathered ACCESS, ACT Aspire, and DIBELS, for the last three years and analyzed scores to show achievements and gaps. After identifying achievements and gaps, goals, strategies, and action plans were developed according to school needs. This team then meets monthly during the school year to continue reflection on student needs. Analyzing data is an on going process that teachers discuss weekly in grade level meetings, as well as, monthly data/reflection meetings. Upon submission of the Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education.

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 documentation of the improvement plan is maintained on site. The final improvement plan will be linked to the school website, a printed copy will be available in the school library and each teacher and administrator will maintain a copy on his/her desktop.

The LEA conducts a walk-through each semester to conduct a review of progress. The summary of this walk-through is made available to all stakeholders.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The data provided is from the 2016-2017 school year. The assessments are purchased by our district in order for our school to track the growth and progress of our students. All administrators of the tests are certified educators. Students in K, 1, and 2 were administered in the fall, winter and spring in DIBELS. Students in 3 and 4 were administered the ACT Aspire test in computer format. Students were tested in the Spring 2017 in grade 3 and 4. All students participated in testing.	DIBELS WMES 2016-2017 ACT Aspire Grade Three WMES 2016-2017 ACT Aspire Grade Three 2016-2017 ACT Aspire Grade Four WMES 2016-2017 ACT Aspire Grade Four WMES 2016-2017

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

DIBELS

Kindergarten- 60% of the students tested met their goal on Letter Naming Fluency

First- 66% of the students tested met their goal on Oral Reading Fluency

Second-63% of the students tested met their goal on Oral Reading Fluency.

ACT Aspire

Fourth Grade- Fourth grade students who were tested in reading in the fourth grade in 2017 gained 4% from when they were tested in third grade 2016.

Fourth Grade- Fourth grade students who were tested in writing were up 14% in 2017 from when they were tested in 2016.

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

Students in 2017 in the fourth grade improved on the Reading and Writing portions of the ACT aspire.

Which area(s) indicate the overall highest performance?

According to the results from the ACT Aspire the overall highest improvement from 2016-2017 was in Writing.

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

According to ACT Aspire Writing, Reading and Science are the highest area of achievements among our subgroups

Between which subgroups is the achievement gap closing?

According to the ACT Aspire results from 2017 our EL population had fewer than 9 students so desegregated data did not appear for them. 0% of our SPE students were proficient in all areas.

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

The findings are consistent with the data from MAP score indicating some students are at average or above average levels for Math and Reading.

Areas in Need of Improvement

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

DIBELS

Kindergarten- 40% of students tested did not meet their goal in Letter Naming Fluency.

First- 35% of students tested did not meet their goal in Nonsense Word Fluency

Second-37% of students tested did not meet their goal in Oral Reading Fluency.

ACT Aspire

Fourth grade students tested in 2016-2017 score dropped 3% in math and 8% in English compared to their 2015-2016 scores in the third grade.

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

According to the ACT Aspire fourth grade students scored lower in math and English.

Which area(s) indicate the overall lowest performance?

According to ACT Aspire the overall lowest performance score is the ACT Aspire reading score dropping from 42% to 22%, this past year but up to 26% this year. This number is still our overall lowest performance indicator.

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

0% of our SPED students were proficient in all areas.

Between which subgroups is the achievement gap becoming greater?

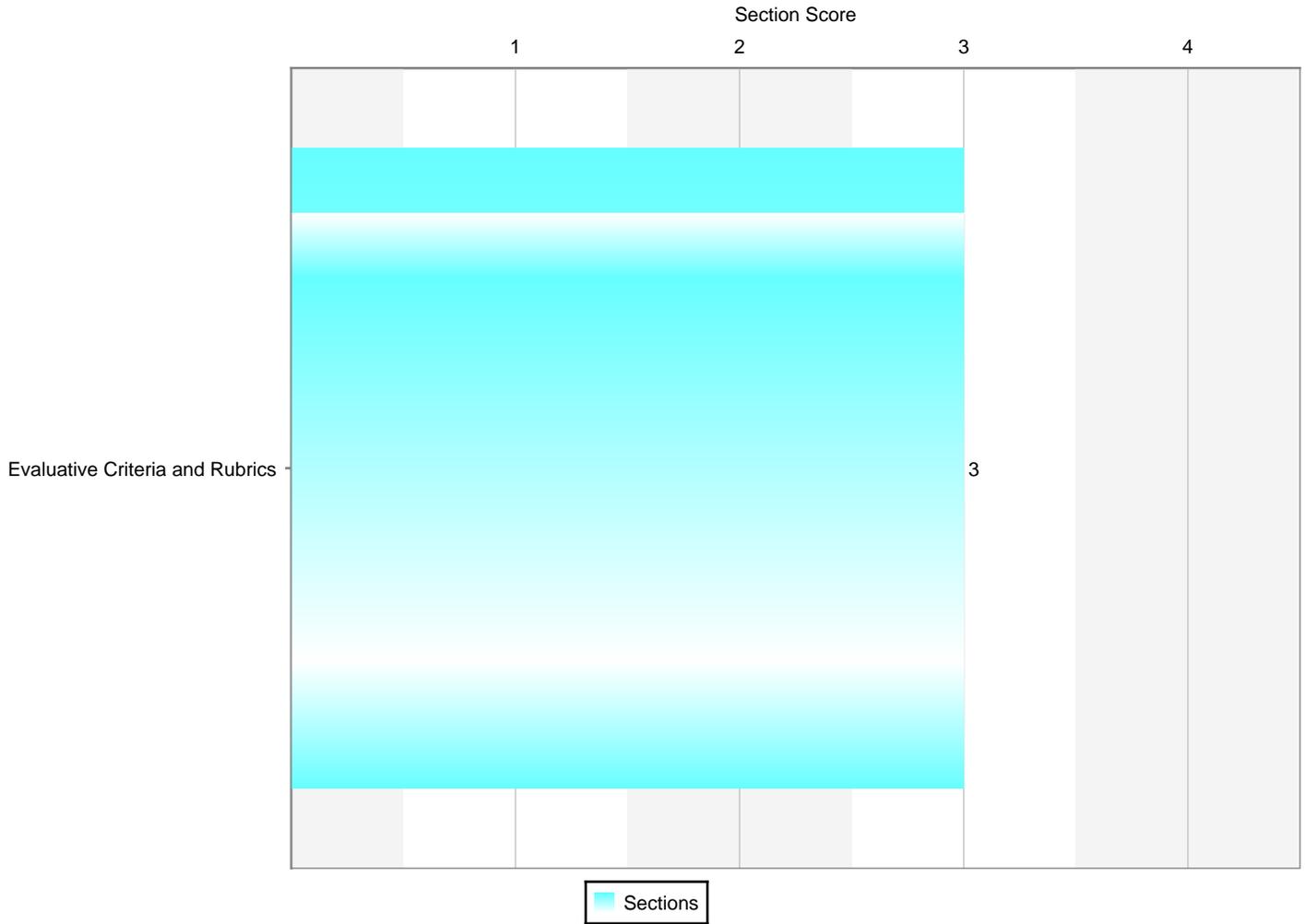
We have seen a decrease in the achievement gap in prior years. We assume that this trend continues, our achievement gap did not become greater between subgroups.

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

ACCESS scores also show a weakness with writing scores for that subgroup.

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		WMES ACIP Assurance 2017-2018

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	In accordance with our district policy, Morgan County School System does not discriminate on the basis of race, color, origin, sex, age or disability in admission or in access to, or in treatment or employment in, its programs and activities.	WMES 2017-2018 Equal Right Policy

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	Ms. Rebecca Burt, Principal 571 Old Highway 24 Trinity, Alabama 35673 256-350-8818 Mr. Todd Stephens, Assistant Principal 571 Old Highway 24 Trinity, Alabama 35673 256-350-8818	WMES 2017-2018 Principal's Signature

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	The Parent Involvement Plan is sent to parents at the beginning of the school year. Parents are given the opportunity to suggest changes to the plan at any of the four parent meetings during the school year. Parents are encouraged to be involved in the success of our school.	WMES 2017-2018 PEP WMES2017-2018 PEP Spanish

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	The School-Parent Compacts are sent home to the parents at the beginning of the school year. Parents, students and teachers sign the compacts thus making the document a reminder of what all parties have agreed upon. These documents are kept in the classroom for the school year. The compacts are then kept in file for five years in the Title I classroom.	WMES 2017-2018 School-Home Compact Spanish WMES 2017-2018 School-Home Compact

WMES Goals and Plan for 2017-2018

Overview

Plan Name

WMES Goals and Plan for 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students K-4, at West Morgan Elementary School will achieve academic growth in Mathematics.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$10000
2	All students K-4, at West Morgan Elementary School will achieve academic growth in English Language Arts.	Objectives: 1 Strategies: 6 Activities: 12	Academic	\$19000
3	West Morgan Elementary School will actively engage and communicate with all parents, guardians and stakeholders for the best interest and success of the students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2500

Goal 1: All students K-4, at West Morgan Elementary School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in Mathematics by 05/24/2018 as measured by Achievement assessments..

Strategy 1:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Teachers will administer Global Scholar.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCRS Math Standards

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Assessments in Mathematics.	Academic Support Program	08/10/2016	05/24/2018	\$0	District Funding	All certified teachers.
Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to analyze formative assessment results and use results in planning and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	All classroom teachers, Title I Teacher, Instructional Coach, Special Education Teachers, ELL

Strategy 2:

Professional Development - Teachers will participate in professional development activities that will increase their knowledge and understanding of mathematics concepts in order to enhance mathematics instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: ACCRS Math Standards

A review of research on the impact of professional learning communities on teaching practice and student learning (Teaching and Teacher Education)

Activity - Mathematics Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to add to learning about mathematics strategies and practices, with participation in training such as OGAP.	Professional Learning	08/09/2017	05/24/2018	\$5000	Title II Part A, Title I Part A	All Certified Teachers
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Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning Teams, meeting together across grade levels with activities such as school visits, peer mentoring, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000	Title I Part A	All Certified Teachers who request participation.

Activity - Math Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specialist from AMSTI will come into the school and provide support for the math curriculum.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Title I Part A	Classroom teachers and administration

Strategy 3:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Math Standards

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Edmentum Study Island to enhance learning of mathematics skills.	Academic Support Program	08/09/2017	05/24/2018	\$0	District Funding	Special Education staff, classroom teachers, Title I Teacher

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Students will use this program to enhance mathematical skills in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0	District Funding	Special Education Teachers

Goal 2: All students K-4, at West Morgan Elementary School will achieve academic growth in English Language Arts.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in English Language Arts by 05/24/2018 as measured by Achievement Assessments..

Strategy 1:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Additionally, DIBELS will be administered in grades K-2 and Global Scholar in grades 3-4.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the Formative Assessments.	Academic Support Program	08/09/2017	05/24/2018	\$0	District Funding	Certified Teachers

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review NWEA (MAP), DIBELS, and Global Scholar formative assessment data and will use data in planning and instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	All classroom teachers, Instructional Coach, Special Education teachers, Title I Teacher

Strategy 2:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual reading goals.

AT-Risk students will be taught and assessed based upon their current, individual reading goals.

Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, published in April 2014. The research review involved the following steps:

The research staff searched the professional literature to identify relevant studies. Additional studies were identified by the expert panel.

Studies were screened to determine whether they were within the scope of the practice guide.

Eligible studies were assessed against WWC evidence standards.

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Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use the Edmentum Study Island to enhance reading instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0	District Funding	Classroom teachers, Instructional Coach, Title I teacher, Special Education teacher
Activity - CORE 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use CORE 5 to enhance reading instruction in the intervention reading programs.	Academic Support Program	08/09/2017	05/24/2018	\$5000	Title I Part A	Teachers, Title I teacher, Instructional Coach and Administration
Activity - SYSTEM 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Students will use the program to enhance curriculum and standards.	Academic Support Program	08/09/2017	05/24/2018	\$0	District Funding	Special Education Teachers

Strategy 3:

Focused Instruction of EL Population - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL Teacher with a concentration on SIOP strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaboratively plan and teach a lesson each week with ESL Teacher.	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	EL Teachers, Lead Teachers, one volunteer per grade level

Strategy 4:

Focused Writing Instruction - Teachers will focus on introducing the writing process and adding writing into lessons across the curriculum. Students will be provided with multiple opportunities to write in a variety of genres.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to learn more about writing instruction and practices.	Professional Learning	08/09/2017	05/24/2018	\$5000	Title I Part A	Instructional Coach, Certified Teachers

Activity - Weekly Writer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Weekly Writer to enhance the writing curriculum	Academic Support Program	08/09/2017	05/24/2018	\$0	Title I Part A	All Teachers and administration

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Title I Part A	Instructional Coach, administration and teachers from each grade level.

Strategy 5:

Focus on Instructional Strategies - Teachers will learn new instructional strategies through professional development and will implement these strategies into reading instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development, including but not limited to the Alabama Reading Conference, peer mentoring, classroom visits, Professional Learning Teams, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000	Title I Part A	All Certified Teachers

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Classroom teachers will collaboratively plan and teach with Instructional Coach.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Title I Part A	Instructional Coach, administration, and grade level teachers.
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Strategy 6:

Engage the Learner through Technology - Teachers will implement student use of technology into the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Effects of Technology on Classrooms and Students (Educational Journal)

Activity - Use Digital Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use different technologies as an instructional stratgey.	Technology, Academic Support Program	08/09/2017	05/24/2018	\$4000	Title I Part A	All teachers and administration

Goal 3: West Morgan Elementary School will actively engage and communicate with all parents, guardians and stakeholders for the best interest and success of the students.

Measurable Objective 1:

collaborate to engage and communicate with parents, guardians and stakeholders activities,events and curriculum by 05/25/2018 as measured by attendance .

Strategy 1:

Family Engagement Activities - West Morgan Elementary will engage families to support student success. A variety of activities and opportunities will be provided for families and students to encourage their involvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: A report from the Heritage Foundation titled "Academic Success Begins at Home: How Children can Succeed in School" states that the family structure and family involvement in school greatly affects student success from preschool to college.

Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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West Morgan Elementary School

All teachers will contact parents of every student assigned to their advisory class. The contact will be once a month. The contact will be a made by phone, email, letter, text or face to face conversation. The communication should be meaningful and allow family members to contribute to the success of the students' education. Call Logs will be submitted monthly to the principal's designee. Evidence of call logs is provided for the LEA.	Parent Involvement	08/09/2017	05/25/2018	\$0	No Funding Required	LEA, Principal, Principal's Designee, Faculty
Activity - Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Morgan Elementary will offer at least three events/activities during the school year. Annual events include; Open House, Math & Science Night, and Family Reading Night. Other events will be offered throughout the year, the time of these events will vary to allow opportunities of involvement for all parents.	Parent Involvement	08/09/2017	05/25/2018	\$2000	Title I Part A	Principal, Faculty and Staff
Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given the opportunity to provide input by completing Fall and Spring surveys. The fall survey allows families to suggest topics or programs of interest. The spring survey evaluates the school program and is used to gain strengths and weaknesses. Both surveys are available in a language that all parents can understand. The surveys are also located on the school website, through social media and paper & pen.	Parent Involvement	08/09/2017	05/25/2018	\$500	Title I Part A	Principal, Faculty and Staff

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
Collaborative Planning and Teaching	Classroom teachers will collaboratively plan and teach with Instructional Coach.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Instructional Coach, administration and teachers from each grade level.
Family Events	West Morgan Elementary will offer at least three events/activities during the school year. Annual events include; Open House, Math & Science Night, and Family Reading Night. Other events will be offered throughout the year, the time of these events will vary to allow opportunities of involvement for all parents.	Parent Involvement	08/09/2017	05/25/2018	\$2000	Principal, Faculty and Staff
Collaborative Planning and Teaching	Classroom teachers will collaboratively plan and teach with Instructional Coach.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Instructional Coach, administration, and grade level teachers.
Professional Development	Teachers will attend professional development, including but not limited to the Alabama Reading Conference, peer mentoring, classroom visits, Professional Learning Teams, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000	All Certified Teachers
Weekly Writer	Students will use Weekly Writer to enhance the writing curriculum	Academic Support Program	08/09/2017	05/24/2018	\$0	All Teachers and administration
Professional Learning Teams	Teachers will participate in Professional Learning Teams, meeting together across grade levels with activities such as school visits, peer mentoring, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000	All Certified Teachers who request participation.
Mathematics Training	Teachers will continue to add to learning about mathematics strategies and practices, with participation in training such as OGAP.	Professional Learning	08/09/2017	05/24/2018	\$5000	All Certified Teachers
Use Digital Technologies	Students will use different technologies as an instructional strategy.	Technology, Academic Support Program	08/09/2017	05/24/2018	\$4000	All teachers and administration

ACIP

West Morgan Elementary School

CORE 5	Students will use CORE 5 to enhance reading instruction in the intervention reading programs.	Academic Support Program	08/09/2017	05/24/2018	\$5000	Teachers, Title I teacher, Instructional Coach and Administration
Professional Development	Teachers will participate in professional development to learn more about writing instruction and practices.	Professional Learning	08/09/2017	05/24/2018	\$5000	Instructional Coach, Certified Teachers
Surveys	Parents will be given the opportunity to provide input by completing Fall and Spring surveys. The fall survey allows families to suggest topics or programs of interest. The spring survey evaluates the school program and is used to gain strengths and weaknesses. Both surveys are available in a language that all parents can understand. The surveys are also located on the school website, through social media and paper & pen.	Parent Involvement	08/09/2017	05/25/2018	\$500	Principal, Faculty and Staff
Math Coaching	Specialist from AMSTI will come into the school and provide support for the math curriculum.	Professional Learning, Academic Support Program	08/09/2017	05/24/2018	\$0	Classroom teachers and administration
					Total	\$31500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of Formative Assessments	Teachers will meet to review NWEA (MAP), DIBELS, and Global Scholar formative assessment data and will use data in planning and instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0	All classroom teachers, Instructional Coach, Special Education teachers, Title I Teacher
Analysis of Formative Assessments	Teachers will meet to analyze formative assessment results and use results in planning and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0	All classroom teachers, Title I Teacher, Instructional Coach, Special Education Teachers, ELL

ACIP

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Mentoring/Advisory	All teachers will contact parents of every student assigned to their advisory class. The contact will be once a month. The contact will be a made by phone, email, letter, text or face to face conversation. The communication should be meaningful and allow family members to contribute to the success of the students' education. Call Logs will be submitted monthly to the principal's designee. Evidence of call logs is provided for the LEA.	Parent Involvement	08/09/2017	05/25/2018	\$0	LEA, Principal, Principal's Designee, Faculty
Collaborative Planning and Teaching	Classroom teachers will collaboratively plan and teach a lesson each week with ESL Teacher.	Professional Learning	08/09/2017	05/24/2018	\$0	EL Teachers, Lead Teachers, one volunteer per grade level
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Training	Teachers will continue to add to learning about mathematics strategies and practices, with participation in training such as OGAP.	Professional Learning	08/09/2017	05/24/2018	\$0	All Certified Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administer Assessments	Teachers will administer Assessments in Mathematics.	Academic Support Program	08/10/2016	05/24/2018	\$0	All certified teachers.
Edmentum Study Island	Students will use Edmentum Study Island to enhance learning of mathematics skills.	Academic Support Program	08/09/2017	05/24/2018	\$0	Special Education staff, classroom teachers, Title I Teacher
System 44	Special Education Students will use this program to enhance mathematical skills in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0	Special Education Teachers

ACIP

West Morgan Elementary School

Edmentum Study Island	All students will use the Edmentum Study Island to enhance reading instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0	Classroom teachers, Instructional Coach, Title I teacher, Special Education teacher
SYSTEM 44	Special Education Students will use the program to enhance curriculum and standards.	Academic Support Program	08/09/2017	05/24/2018	\$0	Special Education Teachers
Administer Assessments	Teachers will administer the Formative Assessments.	Academic Support Program	08/09/2017	05/24/2018	\$0	Certified Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Three online surveys were completed during the 2017 school year. Two parent surveys were completed one in the fall and one in the spring. Survey results have been uploaded to the improvement plan.	WMES 2016-2017 Student Survey Results WMES 2016-2017 Staff Survey Results WMES 2016-2017 Parent Survey Results WMES 2016-2017 Student Survey Results (K-2)

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	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?

West Morgan Elementary overall stakeholder diagnostic score is a 3.0

The areas showing the overall highest level of satisfaction or approval according to surveys are:

Parent Survey-

4.54% Our school's purpose statement is clearly focused on student success.

4.56% Our school provides qualified staff members to support student learning.

Students Survey-

4.0% My school has books for me to read and My teacher wants me to learn.

Staff Survey-

4.75% Our school's purpose statement is clearly focused on student success.

4.73% Our school's purpose statement is based on shared values and beliefs that guide decision-making.

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

Our stakeholders continue to feel that student learning is our school's primary focus.

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

According to parent, staff and student surveys the following statement is consistent. Student Learning and success is the primary focus for West Morgan Elementary.

Areas in Need of Improvement

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

According to survey results the following statements show the overall lowest level of satisfaction or approval.

Parent Survey-

4.17% My child has access to support services based on his/her identified needs.

4.13% Our school's purpose statement is formally reviewed and revised with involvement from parents.

Student Survey-

2.59% My family likes to come to my school.

2.45% My teachers ask my family to come to my school.

Staff Survey-

4.17% All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

4.20% All teachers in our school regularly use instructional strategies that require student collaboration, self reflection, and development of critical thinking skills.

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

A trend showing decreasing satisfaction or approval is feeling involved in the school's decision making and activities.

What are the implications for these stakeholder perceptions?

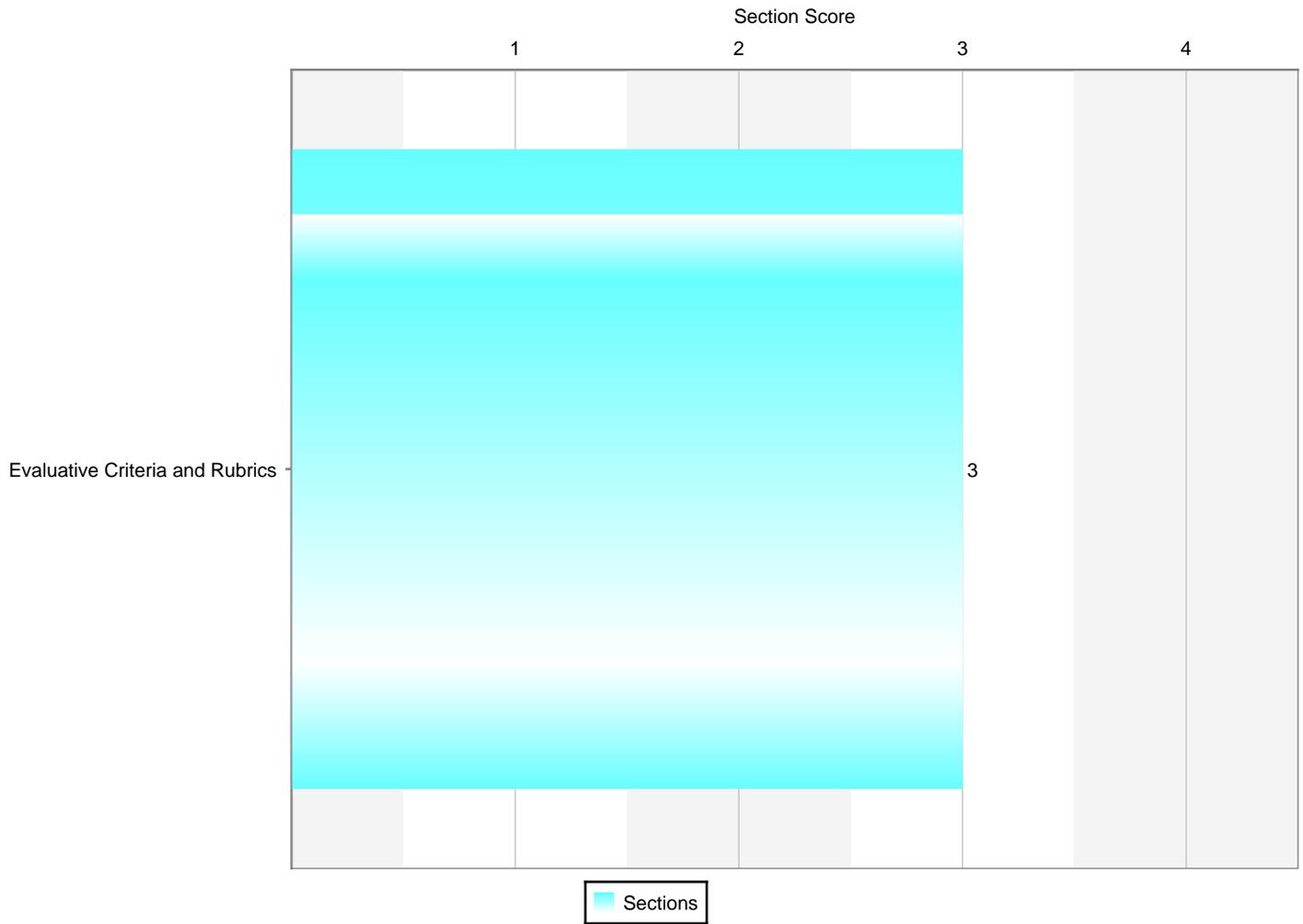
As a staff, we feel we should continue to focus on student learning. We will continue to effectively communicate with parents through newsletters, text, emails, phone calls and school messenger. Meetings and activities will be better advertised. Teachers and administration will take into consideration extra curricular activities when scheduling events. The counselor will have Coffee with the Counselor at least two times a semester. This will give parents an opportunity to visit the campus and learn about the services we offer.

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

While student learning is our primary focus we as a leadership team want to remember to engage the parents in that process as often as possible.

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 Title I teacher, principal and assistant principal gathered Assessment reports from the previous year. Scores from other assessments for the past three years were analyzed to show notable achievements and decreasing achievement gaps. We then checked to see if they were in alignment with the results from the current assessments. After identifying achievements and gaps, goals, strategies and action plans were developed according to school needs. The building leadership team meets monthly during the school year to continue reflection on student and school needs. Analyzing data is an on going process that teachers discuss weekly in grade level meetings, as well as, monthly data meetings.

What were the results of the comprehensive needs assessment?

DIBELS

Kindergarten- 40% of students tested did not meet their goal in Letter Naming Fluency.

First- 35% of students tested did not meet their goal in Nonsense Word Fluency

Second-37% of students tested did not meet their goal in Oral Reading Fluency.

ACT Aspire

Fourth grade students tested in 2016-2017 score dropped 3% in math and 8% in English compared to their 2015-2016 scores in the third grade.

What conclusions were drawn from the results?

According to the ACT Aspire the overall greatest need is continued and rigorous focus on teaching strategies in reading and math instruction.

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

After analyzing information, as a faculty we were able to conclude that while our students continue to increase in performance we need to continue a rigorous focus on individual student growth in reading and in math.

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

The goals for West Morgan Elementary are built as strategies to drive instruction for the 2017-2018 school year. These goals are chosen because the data shows a need for improvement of performance in that standard. In order for our school to continue to achieve success, we as a staff feel, that these goals have to be a priority for all students.

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

The analysis of our data is at first focused on the results of the Assessments that are given during the year. However, at the monthly data meetings the instructional team also looks at data from Weekly/Unit reading comprehension test, and comprehensive math assessments. All data is compared to previous information and analyzed to show growth and gaps. As an instructional team, we feel that the staff has a good vision for continuing to show achievements in all standards and a clear understanding of the achievements gaps. There is a good vision for what we need to do as a team to close the gaps using the goals, strategies and action plan

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

We feel that every student is important at West Morgan Elementary. Through our goals, strategies and actions using our best instructional practices we intend to provide success and achievement for all students. Our teachers are able to accomplish this through the use of differentiated instruction, and small group instruction. The use of additional instructional support is provided by resource teachers in reading and math.

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:

All students K-4, at West Morgan Elementary School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in Mathematics by 05/24/2018 as measured by Achievement assessments..

Strategy1:

Professional Development - Teachers will participate in professional development activities that will increase their knowledge and understanding of mathematics concepts in order to enhance mathematics instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: ACCRS Math Standards

A review of research on the impact of professional learning communities on teaching practice and student learning (Teaching and Teacher Education)

Activity - Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specialist from AMSTI will come into the school and provide support for the math curriculum.	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	Classroom teachers and administration

Activity - Mathematics Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to add to learning about mathematics strategies and practices, with participation in training such as OGAP.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A \$0 - Title II Part A	All Certified Teachers

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West Morgan Elementary School

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning Teams, meeting together across grade levels with activities such as school visits, peer mentoring, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	All Certified Teachers who request participation.

Strategy2:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Teachers will administer Global Scholar.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCRS Math Standards

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Assessments in Mathematics.	Academic Support Program	08/10/2016	05/24/2018	\$0 - District Funding	All certified teachers.

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to analyze formative assessment results and use results in planning and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers, Title I Teacher, Instructional Coach, Special Education Teachers, ELL

Strategy3:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Math Standards

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edmentum Study Island to enhance learning of mathematics skills.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education staff, classroom teachers, Title I Teacher

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Students will use this program to enhance mathematical skills in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education Teachers

Goal 2:

All students K-4, at West Morgan Elementary School will achieve academic growth in English Language Arts.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in English Language Arts by 05/24/2018 as measured by Achievement Assessments..

Strategy1:

Focus on Instructional Strategies - Teachers will learn new instructional strategies through professional development and will implement these strategies into reading instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration, and grade level teachers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development, including but not limited to the Alabama Reading Conference, peer mentoring, classroom visits, Professional Learning Teams, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	All Certified Teachers

Strategy2:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Additionally, DIBELS will be administered in grades K-2 and Global Scholar in grades 3-4.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Formative Assessments.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Certified Teachers

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review NWEA (MAP), DIBELS, and Global Scholar formative assessment data and will use data in planning and instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers, Instructional Coach, Special Education teachers, Title I Teacher

Strategy3:

Focused Instruction of EL Population - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL Teacher with a concentration on SIOP strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach a lesson each week with ESL Teacher.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	EL Teachers, Lead Teachers, one volunteer per grade level

Strategy4:

Engage the Learner through Technology - Teachers will implement student use of technology into the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Effects of Technology on Classrooms and Students (Educational Journal)

Activity - Use Digital Technologies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use different technologies as an instructional strategy.	Technology Academic Support Program	08/09/2017	05/24/2018	\$4000 - Title I Part A	All teachers and administration

Strategy5:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual reading goals.

AT-Risk students will be taught and assessed based upon their current, individual reading goals.

Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, published in April 2014.

The research review involved the following steps:

The research staff searched the professional literature to identify relevant studies. Additional studies were identified by the expert panel.

Studies were screened to determine whether they were within the scope of the practice guide.

Eligible studies were assessed against WWC evidence standards.

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West Morgan Elementary School

Activity - CORE 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use CORE 5 to enhance reading instruction in the intervention reading programs.	Academic Support Program	08/09/2017	05/24/2018	\$5000 - Title I Part A	Teachers, Title I teacher, Instructional Coach and Administration

Activity - SYSTEM 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Students will use the program to enhance curriculum and standards.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education Teachers

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the Edmentum Study Island to enhance reading instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Classroom teachers, Instructional Coach, Title I teacher, Special Education teacher

Strategy6:

Focused Writing Instruction - Teachers will focus on introducing the writing process and adding writing into lessons across the curriculum.

Students will be provided with multiple opportunities to write in a variety of genres.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Weekly Writer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Weekly Writer to enhance the writing curriculum	Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	All Teachers and administration

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration and teachers from each grade level.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn more about writing instruction and practices.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	Instructional Coach, Certified Teachers

Goal 3:

West Morgan Elementary School will actively engage and communicate with all parents, guardians and stakeholders for the best interest and success of the students.

Measurable Objective 1:

collaborate to engage and communicate with parents, guardians and stakeholders activities, events and curriculum by 05/25/2018 as measured by attendance .

Strategy1:

Family Engagement Activities - West Morgan Elementary will engage families to support student success. A variety of activities and opportunities will be provided for families and students to encourage their involvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: A report from the Heritage Foundation titled "Academic Success Begins at Home: How Children can Succeed in School" states that the family structure and family involvement in school greatly affects student success from preschool to college.

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given the opportunity to provide input by completing Fall and Spring surveys. The fall survey allows families to suggest topics or programs of interest. The spring survey evaluates the school program and is used to gain strengths and weaknesses. Both surveys are available in a language that all parents can understand. The surveys are also located on the school website, through social media and paper & pen.	Parent Involvement	08/09/2017	05/25/2018	\$500 - Title I Part A	Principal, Faculty and Staff

Activity - Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Morgan Elementary will offer at least three events/activities during the school year. Annual events include; Open House, Math & Science Night, and Family Reading Night. Other events will be offered throughout the year, the time of these events will vary to allow opportunities of involvement for all parents.	Parent Involvement	08/09/2017	05/25/2018	\$2000 - Title I Part A	Principal, Faculty and Staff

Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will contact parents of every student assigned to their advisory class. The contact will be once a month. The contact will be a made by phone, email, letter, text or face to face conversation. The communication should be meaningful and allow family members to contribute to the success of the students' education. Call Logs will be submitted monthly to the principal's designee. Evidence of call logs is provided for the LEA.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	LEA, Principal, Principal's Designee, Faculty

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:

All students K-4, at West Morgan Elementary School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in Mathematics by 05/24/2018 as measured by Achievement assessments..

Strategy1:

Professional Development - Teachers will participate in professional development activities that will increase their knowledge and understanding of mathematics concepts in order to enhance mathematics instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: ACCRS Math Standards

A review of research on the impact of professional learning communities on teaching practice and student learning (Teaching and Teacher Education)

Activity - Mathematics Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to add to learning about mathematics strategies and practices, with participation in training such as OGAP.	Professional Learning	08/09/2017	05/24/2018	\$0 - Title II Part A \$5000 - Title I Part A	All Certified Teachers

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning Teams, meeting together across grade levels with activities such as school visits, peer mentoring, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	All Certified Teachers who request participation.

Activity - Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specialist from AMSTI will come into the school and provide support for the math curriculum.	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$0 - Title I Part A	Classroom teachers and administration

Strategy2:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Teachers will administer Global Scholar.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCRS Math Standards

ACIP

West Morgan Elementary School

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to analyze formative assessment results and use results in planning and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers, Title I Teacher, Instructional Coach, Special Education Teachers, ELL

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Assessments in Mathematics.	Academic Support Program	08/10/2016	05/24/2018	\$0 - District Funding	All certified teachers.

Strategy3:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Math Standards

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edmentum Study Island to enhance learning of mathematics skills.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education staff, classroom teachers, Title I Teacher

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Students will use this program to enhance mathematical skills in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education Teachers

Goal 2:

All students K-4, at West Morgan Elementary School will achieve academic growth in English Language Arts.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in English Language Arts by 05/24/2018 as measured by Achievement Assessments..

Strategy1:

Engage the Learner through Technology - Teachers will implement student use of technology into the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Effects of Technology on Classrooms and Students (Educational Journal)

Activity - Use Digital Technologies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use different technologies as an instructional strategy.	Technology Academic Support Program	08/09/2017	05/24/2018	\$4000 - Title I Part A	All teachers and administration

Strategy2:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Additionally, DIBELS will be administered in grades K-2 and Global Scholar in grades 3-4.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review NWEA (MAP), DIBELS, and Global Scholar formative assessment data and will use data in planning and instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers, Instructional Coach, Special Education teachers, Title I Teacher

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Formative Assessments.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Certified Teachers

Strategy3:

Focus on Instructional Strategies - Teachers will learn new instructional strategies through professional development and will implement these strategies into reading instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration, and grade level teachers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development, including but not limited to the Alabama Reading Conference, peer mentoring, classroom visits, Professional Learning Teams, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	All Certified Teachers

Strategy4:

Focused Instruction of EL Population - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL Teacher with a concentration on SIOP strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach a lesson each week with ESL Teacher.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	EL Teachers, Lead Teachers, one volunteer per grade level

Strategy5:

Focused Writing Instruction - Teachers will focus on introducing the writing process and adding writing into lessons across the curriculum. Students will be provided with multiple opportunities to write in a variety of genres.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration and teachers from each grade level.

Activity - Weekly Writer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Weekly Writer to enhance the writing curriculum	Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	All Teachers and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn more about writing instruction and practices.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	Instructional Coach, Certified Teachers

Strategy6:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual reading goals.

AT-Risk students will be taught and assessed based upon their current, individual reading goals.

Instruction will be focused in order to address these specific, individual needs.

ACIP

West Morgan Elementary School

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, published in April 2014.

The research review involved the following steps:

The research staff searched the professional literature to identify relevant studies. Additional studies were identified by the expert panel.

Studies were screened to determine whether they were within the scope of the practice guide.

Eligible studies were assessed against WWC evidence standards.

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the Edmentum Study Island to enhance reading instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Classroom teachers, Instructional Coach, Title I teacher, Special Education teacher

Activity - SYSTEM 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Students will use the program to enhance curriculum and standards.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education Teachers

Activity - CORE 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use CORE 5 to enhance reading instruction in the intervention reading programs.	Academic Support Program	08/09/2017	05/24/2018	\$5000 - Title I Part A	Teachers, Title I teacher, Instructional Coach and Administration

Goal 3:

West Morgan Elementary School will actively engage and communicate with all parents, guardians and stakeholders for the best interest and success of the students.

Measurable Objective 1:

collaborate to engage and communicate with parents, guardians and stakeholders activities, events and curriculum by 05/25/2018 as measured by attendance .

Strategy1:

Family Engagement Activities - West Morgan Elementary will engage families to support student success. A variety of activities and opportunities will be provided for families and students to encourage their involvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: A report from the Heritage Foundation titled "Academic Success Begins at Home: How Children can Succeed in School" states that the family structure and family involvement in school greatly affects student success from preschool to college.

ACIP

West Morgan Elementary School

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given the opportunity to provide input by completing Fall and Spring surveys. The fall survey allows families to suggest topics or programs of interest. The spring survey evaluates the school program and is used to gain strengths and weaknesses. Both surveys are available in a language that all parents can understand. The surveys are also located on the school website, through social media and paper & pen.	Parent Involvement	08/09/2017	05/25/2018	\$500 - Title I Part A	Principal, Faculty and Staff

Activity - Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Morgan Elementary will offer at least three events/activities during the school year. Annual events include; Open House, Math & Science Night, and Family Reading Night. Other events will be offered throughout the year, the time of these events will vary to allow opportunities of involvement for all parents.	Parent Involvement	08/09/2017	05/25/2018	\$2000 - Title I Part A	Principal, Faculty and Staff

Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will contact parents of every student assigned to their advisory class. The contact will be once a month. The contact will be a made by phone, email, letter, text or face to face conversation. The communication should be meaningful and allow family members to contribute to the success of the students' education. Call Logs will be submitted monthly to the principal's designee. Evidence of call logs is provided for the LEA.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	LEA, Principal, Principal's Designee, Faculty

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:

West Morgan Elementary School will actively engage and communicate with all parents, guardians and stakeholders for the best interest and success of the students.

Measurable Objective 1:

collaborate to engage and communicate with parents, guardians and stakeholders activities, events and curriculum by 05/25/2018 as measured by attendance .

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Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will contact parents of every student assigned to their advisory class. The contact will be once a month. The contact will be a made by phone, email, letter, text or face to face conversation. The communication should be meaningful and allow family members to contribute to the success of the students' education. Call Logs will be submitted monthly to the principal's designee. Evidence of call logs is provided for the LEA.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	LEA, Principal, Principal's Designee, Faculty

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

All students K-4, at West Morgan Elementary School will achieve academic growth in English Language Arts.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in English Language Arts by 05/24/2018 as measured by Achievement Assessments..

Strategy1:

Engage the Learner through Technology - Teachers will implement student use of technology into the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Effects of Technology on Classrooms and Students (Educational Journal)

Activity - Use Digital Technologies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use different technologies as an instructional strategy.	Academic Support Program Technology	08/09/2017	05/24/2018	\$4000 - Title I Part A	All teachers and administration

Strategy2:

Focus on Instructional Strategies - Teachers will learn new instructional strategies through professional development and will implement these strategies into reading instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development, including but not limited to the Alabama Reading Conference, peer mentoring, classroom visits, Professional Learning Teams, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	All Certified Teachers

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration, and grade level teachers.

Strategy3:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Additionally, DIBELS will be administered in grades K-2 and Global Scholar in grades 3-4.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review NWEA (MAP), DIBELS, and Global Scholar formative assessment data and will use data in planning and instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers, Instructional Coach, Special Education teachers, Title I Teacher

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Formative Assessments.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Certified Teachers

Strategy4:

Focused Instruction of EL Population - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL Teacher with a concentration on SIOP strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach a lesson each week with ESL Teacher.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	EL Teachers, Lead Teachers, one volunteer per grade level

Strategy5:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual reading goals.

AT-Risk students will be taught and assessed based upon their current, individual reading goals.

Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, published in April 2014.

The research review involved the following steps:

The research staff searched the professional literature to identify relevant studies. Additional studies were identified by the expert panel.

Studies were screened to determine whether they were within the scope of the practice guide.

Eligible studies were assessed against WWC evidence standards.

Activity - SYSTEM 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Students will use the program to enhance curriculum and standards.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education Teachers

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the Edmentum Study Island to enhance reading instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Classroom teachers, Instructional Coach, Title I teacher, Special Education teacher

Activity - CORE 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use CORE 5 to enhance reading instruction in the intervention reading programs.	Academic Support Program	08/09/2017	05/24/2018	\$5000 - Title I Part A	Teachers, Title I teacher, Instructional Coach and Administration

Strategy6:

Focused Writing Instruction - Teachers will focus on introducing the writing process and adding writing into lessons across the curriculum. Students will be provided with multiple opportunities to write in a variety of genres.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration and teachers from each grade level.

Activity - Weekly Writer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Weekly Writer to enhance the writing curriculum	Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	All Teachers and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn more about writing instruction and practices.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	Instructional Coach, Certified 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.

At West Morgan Elementary it is our goal to send home all communication in a language that family can read and easily understand. We are fortunate to have an interpreter at our school that can field phone calls, notes and school visits.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	A copy of each teacher's state teaching certificate is kept on file and available upon request.	

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

Because of No Child Left Behind, the principal will carefully make personnel staffing decisions to ensure that instruction will be provided by highly qualified teachers and that the needs of all students will be met. When interviewing potential teacher applicants and/or making staff assignments, the qualifications of the teacher will be carefully considered before a placement will be finalized. It will be a priority to ensure that all classes are instructed by highly qualified teachers according to the definition set forth by the state of Alabama. The needs of at-risk students in all classes will be a priority of the principal and teachers, and efforts will be made to meet their needs. It is our local education policy to only hire highly qualified individuals.

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?

For the 2017-2018 school year West Morgan Elementary had the following transitions;

With the resignation of one English Language Teacher, one EL teacher was hired.

With the retirement of School Counselor, a new counselor was hired.

1 new teacher was hired for third grade.

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

There are 43 key teaching and learning personnel units at West Morgan Elementary.

Seventeen of the 43 teachers have earned a Masters Degree.

42 of the 43 teachers have earned a B S Degree in Education.

One teacher holds a Bachelor of Arts Degree.

One teacher has earned an EDS in Teacher Leadership

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 little turnover rate at West Morgan Elementary. The administration and school district has a policy to hire only highly qualified and effective teachers.

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.

We are fortunate to have funds available that when there is a conference, that as long as it aligns with the ACIP and LEA Plan, administration will try to make it possible.

Principals will have the opportunity to attend the State Mega Conference held in the summer of each year. The technology classroom teacher will have the opportunity to attend a technology conference.

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

Goal- All students K-4, at West Morgan Elementary School will achieve academic growth in Mathematics

Strategy- Professional Development

Activity- Mathematics Training (Type(s): Professional Learning;

Activity- Professional Learning Teams (Type(s): Professional Learning;

Activity- Math Coaching (Type(s): Academic Support Program, Professional Learning;

Goal- All students K-4, at West Morgan Elementary School will achieve academic growth in English Language Arts.

Strategy Focused Instruction of EL Population

Activity Collaborative Planning and Teaching (Type(s): Professional Learning;

Strategy- Focused Writing Instruction

Activity- Professional Development (Type(s): Professional Learning;)

Activity- Weekly Writer (Type(s): Academic Support Program;

Activity- Collaborative Planning and Teaching (Type(s): Academic Support Program, Professional Learning;

Strategy- Focus on Instructional Strategies

Activity- Professional Development (Type(s): Professional Learning;

Activity- Collaborative Planning and Teaching (Type(s): Academic Support Program, Professional Learning;

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 teachers are assigned a peer that is able to give support.

We also provide support with weekly grade level meetings, monthly grade level planning meetings.

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

Each teacher is afforded the opportunity to attend professional workshops or conferences, as long as they align with the CIP and LEA

plan,through out the school year. It is school policy that a workshop or conference attended by a teacher is "turned around" at grade level or faculty meetings for the benefit of all teachers.

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:

All students K-4, at West Morgan Elementary School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in Mathematics by 05/24/2018 as measured by Achievement assessments..

Strategy1:

Professional Development - Teachers will participate in professional development activities that will increase their knowledge and understanding of mathematics concepts in order to enhance mathematics instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: ACCRS Math Standards

A review of research on the impact of professional learning communities on teaching practice and student learning (Teaching and Teacher Education)

Activity - Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specialist from AMSTI will come into the school and provide support for the math curriculum.	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	Classroom teachers and administration

Activity - Mathematics Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to add to learning about mathematics strategies and practices, with participation in training such as OGAP.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A \$0 - Title II Part A	All Certified Teachers

ACIP

West Morgan Elementary School

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning Teams, meeting together across grade levels with activities such as school visits, peer mentoring, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	All Certified Teachers who request participation.

Strategy2:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Math Standards

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Students will use this program to enhance mathematical skills in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education Teachers

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edmentum Study Island to enhance learning of mathematics skills.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education staff, classroom teachers, Title I Teacher

Strategy3:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Teachers will administer Global Scholar.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCRS Math Standards

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Assessments in Mathematics.	Academic Support Program	08/10/2016	05/24/2018	\$0 - District Funding	All certified teachers.

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to analyze formative assessment results and use results in planning and instruction.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers, Title I Teacher, Instructional Coach, Special Education Teachers, ELL

Goal 2:

All students K-4, at West Morgan Elementary School will achieve academic growth in English Language Arts.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior performance growth in English Language Arts by 05/24/2018 as measured by Achievement Assessments..

Strategy1:

Formative Assessments - Teachers will administer the NWEA (MAP) Assessment. Additionally, DIBELS will be administered in grades K-2 and Global Scholar in grades 3-4.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review NWEA (MAP), DIBELS, and Global Scholar formative assessment data and will use data in planning and instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	All classroom teachers, Instructional Coach, Special Education teachers, Title I Teacher

Activity - Administer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Formative Assessments.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Certified Teachers

Strategy2:

Engage the Learner through Technology - Teachers will implement student use of technology into the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Effects of Technology on Classrooms and Students (Educational Journal)

Activity - Use Digital Technologies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use different technologies as an instructional strategy.	Academic Support Program Technology	08/09/2017	05/24/2018	\$4000 - Title I Part A	All teachers and administration

Strategy3:

Focused Instruction of EL Population - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL Teacher with a concentration on SIOP strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach a lesson each week with ESL Teacher.	Professional Learning	08/09/2017	05/24/2018	\$0 - No Funding Required	EL Teachers, Lead Teachers, one volunteer per grade level

Strategy4:

Focus on Instructional Strategies - Teachers will learn new instructional strategies through professional development and will implement these strategies into reading instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Academic Support Program Professional Learning	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration, and grade level teachers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development, including but not limited to the Alabama Reading Conference, peer mentoring, classroom visits, Professional Learning Teams, and book studies.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	All Certified Teachers

Strategy5:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual reading goals.

AT-Risk students will be taught and assessed based upon their current, individual reading goals.

Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, published in April 2014.

The research review involved the following steps:

The research staff searched the professional literature to identify relevant studies. Additional studies were identified by the expert panel.

Studies were screened to determine whether they were within the scope of the practice guide.

Eligible studies were assessed against WWC evidence standards.

ACIP

West Morgan Elementary School

Activity - CORE 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use CORE 5 to enhance reading instruction in the intervention reading programs.	Academic Support Program	08/09/2017	05/24/2018	\$5000 - Title I Part A	Teachers, Title I teacher, Instructional Coach and Administration

Activity - Edmentum Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the Edmentum Study Island to enhance reading instruction.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Classroom teachers, Instructional Coach, Title I teacher, Special Education teacher

Activity - SYSTEM 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Students will use the program to enhance curriculum and standards.	Academic Support Program	08/09/2017	05/24/2018	\$0 - District Funding	Special Education Teachers

Strategy6:

Focused Writing Instruction - Teachers will focus on introducing the writing process and adding writing into lessons across the curriculum.

Students will be provided with multiple opportunities to write in a variety of genres.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy Standards

Activity - Weekly Writer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Weekly Writer to enhance the writing curriculum	Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	All Teachers and administration

Activity - Collaborative Planning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaboratively plan and teach with Instructional Coach.	Professional Learning Academic Support Program	08/09/2017	05/24/2018	\$0 - Title I Part A	Instructional Coach, administration and teachers from each grade level.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to learn more about writing instruction and practices.	Professional Learning	08/09/2017	05/24/2018	\$5000 - Title I Part A	Instructional Coach, Certified Teachers

Goal 3:

West Morgan Elementary School will actively engage and communicate with all parents, guardians and stakeholders for the best interest and success of the students.

Measurable Objective 1:

collaborate to engage and communicate with parents, guardians and stakeholders activities, events and curriculum by 05/25/2018 as measured by attendance .

Strategy1:

Family Engagement Activities - West Morgan Elementary will engage families to support student success. A variety of activities and opportunities will be provided for families and students to encourage their involvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: A report from the Heritage Foundation titled "Academic Success Begins at Home: How Children can Succeed in School" states that the family structure and family involvement in school greatly affects student success from preschool to college.

Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will contact parents of every student assigned to their advisory class. The contact will be once a month. The contact will be a made by phone, email, letter, text or face to face conversation. The communication should be meaningful and allow family members to contribute to the success of the students' education. Call Logs will be submitted monthly to the principal's designee. Evidence of call logs is provided for the LEA.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	LEA, Principal, Principal's Designee, Faculty

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given the opportunity to provide input by completing Fall and Spring surveys. The fall survey allows families to suggest topics or programs of interest. The spring survey evaluates the school program and is used to gain strengths and weaknesses. Both surveys are available in a language that all parents can understand. The surveys are also located on the school website, through social media and paper & pen.	Parent Involvement	08/09/2017	05/25/2018	\$500 - Title I Part A	Principal, Faculty and Staff

Activity - Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Morgan Elementary will offer at least three events/activities during the school year. Annual events include; Open House, Math & Science Night, and Family Reading Night. Other events will be offered throughout the year, the time of these events will vary to allow opportunities of involvement for all parents.	Parent Involvement	08/09/2017	05/25/2018	\$2000 - Title I Part A	Principal, Faculty and Staff

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?

Teachers will be included in the decision making processes through the Building Leadership Team (BLT meets monthly), Professional Development Committee (meets twice a year) , the SACS School Improvement Process Leadership Team (meets yearly), the PST (meets monthly), the Title I Advisory Committee (meets four times a year), and the Technology Committee (meets yearly), Grade Level and/or Departmental Committees, and continued collaboration between the administration and staff. Teachers meet weekly to collaborate by grade-level, and monthly for Data meetings with the administration and instructional coach.

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?

The instructional team identifies students who are below proficiency by disaggregating the data. These students are then monitored throughout the school year based on their grades. Students who make D's or F's are brought to the PST team to be monitored for Tier 2 or Tier 3 instruction.

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?

Students who are working below the average proficient level are given the opportunity for remediation in reading and math. West Morgan Elementary is very fortunate to have a reading and math remediation teacher and three English Language Learner teachers. These students are pulled out for 25-30 minutes for remediation and specific skill practice.

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

The school provides opportunities for the most academically needy students by providing a summer reading enrichment program. The two week program is for those students who are determined to be at-risk. The students are taught by highly qualified teachers.

The school also provides a backpack for all at-risk students to take home for the summer that contains books, skill practice sheets, paper, index cards, pencils and markers.

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.

Migrant students are identified upon enrollment. Parents or guardians receive a Migrant Education Survey which determines eligibility for the program. Migrant students automatically qualify for free breakfast and lunch and have access to all services and programs.

Limited-English proficient students are identified upon enrollment through Home Language Surveys and qualify for testing if the survey indicates a language other than English is used by the student or at the student's home. Eligible students are tested with the WIDA Access Placement Test. Parents or guardians have the right to waive Title III Supplemental EL services. If the parents or guardians agree for the student to receive services, an EL committee determines appropriate services and placement. An itinerant EL teacher is available. An interpreter is available to communicate with parents. Parents receive important school documents in English and a language they can understand.

EL students have access to all services and programs.

Economically disadvantaged students are identified through applications for free and reduced lunch and are eligible to receive free or

reduced breakfast and lunch daily. Students have equal access to all programs and services available.

To the maximum extent appropriate, special education students are educated with children who are not disabled. Students with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, EL, and P.E. Special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Neglected/delinquent students are identified when contacted by Social Services, LEA Attendance Officer, or parent. The school counselor and administrator identify possible services. The school counselor monitors grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including food delivery, school supplies, and clothing.

The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance. If further intervention or assistance is needed, the LEA is contacted for funding or other needs. Neglected/delinquent students are eligible for all services and programs available.

Homeless students are identified upon enrollment using Alabama State Department of Education and federal regulations and definitions. The counseling office and school administrator identify possible services. The LEA is contacted for possible funding or other needs. Title I or McKinney-Vento grant and supplementary community resources are used to provide necessary school supplies, clothes, and other items of necessity. Homeless students have access to all services and programs available.

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.

Our school is a K-4 school and does not serve high school grade levels

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.

The following is a list of all federal, state and local programs that contribute to the financial management and planning of West Morgan Elementary School. Including a comprehensive list of those monetary sources, a detailed explanation and how they will be integrated into the school wide improvement plan.

The Federal Government and the state of Alabama Department of Education and the Morgan County School System combine their efforts to provide West Morgan Elementary School with 35.21 state teaching units, 1 administrator, 0.5 assistant administrator, 1 counselor and 1 librarian. The total number of teacher units is based on student enrollment. For the 2016-2017 school year the approximate total budget amount is \$200,468.67

The budget is separated into a comprehensive list of funds sources with an explanation of their usage:

1. Title I- includes the money used to fund teacher salaries and fringe benefits, instructional materials, and professional development, Title I provides money for the salary of a remedial reading/math teacher and parental involvement activities and materials.
2. The Alabama Department of Education Budget for 2016--2017 does include Library, professional development, and technology.
3. State and Local money for teacher units, aides, supplies and travel.
4. Title II Funds are available for Professional Development. LEA oversees Professional Development to guide staff in attending and receiving the most effective training.
5. Title III Funds are supplemental and available for English Language miscellaneous supplies and curriculum

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)?

Schools work with local, state, and federal agencies, when possible, to provide resources that will supplement schoolwide goals for all of these programs. Assemblies, specific grade level content curriculum, and local and state resources are consistently used for violence prevention programs. All capacities of bullying and violent behavior are addressed through district/school policies and are revisited often during the year.

Each school makes an effort to make sure all students needing nutritional assistance receive a free/reduced lunch form at the beginning of each school year.

The Child Nutrition Program works with every school to get information into every home about free/reduced lunches, counselors and teachers watch for needs of students, and all Title schools pay close attention to all struggling students in order to intervene and meet their needs. Making sure students are fed is a huge component to reach schoolwide goals because students will perform better if they are not hungry.

Homeless students are identified and needs met that will enable these students to be successful and blocking any obstacles that might hinder their academic success. All schools work through local agencies if housing needs arise. The FACT (Family Assistance Through Community Ties) program along with local, state, and federal housing partners are available for contact to be sure students have proper

housing. The McKinney-Vento grant for students meeting the homeless criteria is available for students living in conditions that qualify for assistance. Local partners are available through a 2-1-1 service that meets basic human needs. Schools work with local Head Starts, which are available through Community Action, to assist students who are transitioning into the regular school programs. These efforts will in turn help students to become successful as their education journey continues. Parents are always a huge resource partner for their child's success from Head Start throughout their educational endeavors which is why our schools support adult education programs. Our district allows area colleges to use some of the school campuses for evening classes for adults. These programs are advertised and supported by our school system because educated parents will know and understand the importance of helping their own children succeed. Vocational and technical education along with job training are a big focus for middle and high schools. The entire educational community has embraced the importance of being College and Career Ready, so resources from local, state, and federal funding is being used to support the career-tech side of education. All resources and funding agencies follow guidelines to meet the criteria set forth by their agencies, and schools coordinate all services to meet the needs of their students and schools. Integrating all of these programs is crucial to the development of every school's student population, and all schools generate plans, goals, strategies, and action steps to implement and integrate programs that will be productive and successful for their student bodies.

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

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

The Building Leadership Team evaluates the schoolwide program monthly.

The LEA offers support of the evaluation by conducting a walk-through once a semester. A summary of the walk-through is given to each stakeholder.

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?

Data is kept and analyzed for 3-5 years. At the beginning of the year the instructional team aggregates the data and determines the school's strength and weaknesses based on the state's annual assessments.

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?

To determine the effectiveness of the schoolwide program data must be continually analyzed. The process of aggregating data is ongoing. West Morgan Elementary's improvement plan is ongoing and can be changed at any time to better meet the needs of all students

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?

West Morgan Elementary's Improvement Plan is ongoing and can be changed at any time to better meet the needs of all students. The Instructional team meets monthly to determine the needs and address the issues of the school. The local school and LEA conduct a walkthrough each semester to evaluate the effectiveness and next steps of the improvement plan. Improvement Plan revisions are made, as necessary, at the time of the walk-through.

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.	35.21

Provide the number of classroom teachers.

35.21

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1937898.0

Total

1,937,898.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	79877.0

Total

79,877.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31476.0

Total

31,476.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	54299.0

Total

54,299.00

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.	49687.0

Total

49,687.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	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.	8188.0

Total

8,188.00

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.	3002.0

Total

3,002.00

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.	16317.0

Total

16,317.00

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.	1178.0

Total

1,178.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	200468.67

Provide a brief explanation and breakdown of expenses.

Instructional Materials and Supplies

Family Engagement and Community

Resource Staff

Staff Development

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Professional Development funds are distributed by the LEA.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title III funds are distributed from the LEA.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	147492.0

Provide a brief explanation and breakdown of expenses.

Instructional and instructional support salaries and benefits.

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))

Each school year an announcement informing and encouraging parents to come to the Annual Parent Meeting will be sent home with all students. The letter will be sent approximately two weeks in advance of the meeting to allow parents to make arrangements to attend. A reminder note will be sent a day or two before the meeting. The information is sent in a language that the parents can understand. The meeting will be for the purpose of informing parents about the school-wide program and Title 1 requirements and offerings. The topics to be covered at the meeting will be as follows; Parents Involvement Policy, Parent Involvement Plan, Learning Compacts, Barriers to Parent Participation, Design and Effectiveness of the School's Reading Program, and Support of Community-Based Organizations and Businesses. Parents will be made aware of the 1% set aside from the Title I budget for the use of parent resources and/or activities. Parents are given the opportunity to participate in two surveys and four meetings in which they can offer suggestions and ideas for how to use the 1% set-aside. The school translator is available to translate for EL parents. A Title I pamphlet will be sent home with all students. This pamphlet explains Title I and the Rights of Parents to be involved.

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) Parents are offered the opportunity to attend four different parent meetings throughout the school year. A parent survey is sent home at the beginning of the school year to give parents the opportunity to indicate the meeting times that are best for them and also the types of programs they feel will be helpful.

2) At the end of the year parent meeting in the spring, parents will have the opportunity and be encouraged to plan, review, and offer improvements to the Title 1 program. Parents are encouraged to attend each parent meeting to give their suggestions and input on program improvements. Parents also serve on the Title 1 Advisory Committee. Parents serving on the School's Advisory Committee will be involved in decisions regarding how to use parent involvement funds. Parents on the committee are encouraged to express their ideas and suggestions regarding the use of funds.

3) The 1-% of the LEA allocation for parent involvement will be used to purchase parent resource materials and children's books for parents to read to their children. These materials will be available in our school office for parents to check out. Parents help to spend the money by making suggestions on the Fall and spring survey. A parent advisory committee helps to make the final decision of how the 1% money is spent.

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))

Timely information about programs will be sent home to parents approximately two weeks prior to the event. Information about the school's curriculum, assessments, and expectations will be available at the parent meeting at the beginning of the year and parent-teacher conferences throughout the year. Parents can request conferences at any time. Regular education and Title 1 staff is available to assist in improving student progress. A school liaison is available to help to ensure that parents of ELL and migrant students have all data interpreted for them. School personnel make themselves available to interpret data to parents who may be physically or educationally challenged. This can be accomplished through progress reports, parent reports, parent-teacher conferences, and PTO meetings, home visits if requested, and parent meetings.

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))

A copy of the Home/School Involvement Compact that describes the responsibilities of the school, the parent, and the student in achieving academic improvement is sent home at the beginning of the school year. The compact is to guide these three groups in developing a partnership to help students gain academic proficiency. A copy of the compact will be sent home to read, discuss, and to be signed by both parent and child. The school will keep a copy in the homeroom teacher's classroom so that each can be reminded of what was promised to do and can be motivated to uphold our individual areas of the Compact. With input from parents, teachers and administrators the compact will be updated at the annual meeting. Compacts will be in the language that the parent/student can understand.

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

Parents that are dissatisfied with the Continuous Improvement Plan may submit in writing their comments to the school. Parent comments of dissatisfaction will become an attachment and will be filed with the plan. Additional copies of the comments will be sent to the Parent Involvement Coordinator, Federal Programs Director, and the Superintendent. Every effort will be made to resolve the issues of concern with meaningful collaboration and discussion with all parents.

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

The school will strive to build capacity for parental involvement. The school, as indicated in the Parent Involvement Policy, adheres to an

open door policy among parents, staff and administration. Thus, staff and administration are available to parents to help them understand curriculum standards, state and local academic assessments and to work with parents to improve their child's progress. Materials to help parents work with their children to improve academic achievement are available in the school office on the parent cart. Additional resources will be added each year. Parent resources are also available at the Morgan County Central Office in the federal programs office. Educational websites, newsletters and brochures are available to parents to help them learn how to help their children. These resources are available from the LEA or the Title 1 teacher. Other ways to build capacity for parental involvement include parent meetings throughout the year that feature programs that help parents learn how to help their children succeed in school. Information related to school and parent programs will be sent home in clear, easily understood language. A translator and Spanish language versions for information to be sent home are available to parents of ELL students. These resources include: grade level weekly newsletters/homework calendars to inform parents of skills and subjects matter to be mastered during the week; Annual Parent/Teacher Conference day. For detailed discussion of state and local academic achievement content standards and student academic achievement standards; and informative PTO meeting concerning parent resources, and other school related information. Discussion is encouraged at this time. Teachers offer telephone conferences, classroom conferences, and e-mail conferences for student performance updates.

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)

West Morgan Elementary School encourages networking between parents, teachers, students, and administrators in the value of communication and outreach in order to implement and coordinate programs that build ties between parents and school. This is accomplished through the use of the Home/School Compact, the Parent Involvement Policy, and the year-end Annual Parent Meeting. We are also fortunate to have a call messenger system that we can use for school and district wide announcements. Weekly the school uses newsletters, email and remind 101 to communicate with parents.

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

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

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

The school shall encourage and support parents in participating in the education of their children by offering PTO programs that provide

information and suggestions for school success. The school shall also provide parent resource materials purchased by parent involvement located on a parent cart in the office. These resources include books on parenting skills and school success, as well as children's books and educational materials. Translated materials for EL families are available. EL parents are offered the opportunity to attend EL meetings where reading and math skills are taught to the parents. A translator is available at all parent meetings

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)

West Morgan Elementary School will provide opportunities for the participation of parents with limited English proficiency and parents with disabilities. West Morgan Elementary presently has Spanish-speaking students; therefore, all notices of parent meetings and other handouts are sent to parents of these children in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. West Morgan Elementary has a full-time translator who is available in the front office from 8:00 a.m. until 3:00 p.m. five days a week to assist parents and students. The translator also serves as a monitor to students on a weekly basis. At WMES, we have three EL teachers that work with the EL families to ensure that all students reach success. In the event, the translator is not available our staff is aware of Transact and ELSA as tools they can use to communicate with the parents. Every effort is made to accommodate parents with disabilities. West Morgan Elementary is a handicapped-accessible building.

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)

Each year parents are asked to complete a fall survey. The survey allows parents the opportunity to request times for meetings, topics they would like to be discussed and ways they can help during the school year. There is also an annual title I meeting held within the first 40 days of school. At this meeting parents are given the opportunity to express concerns, suggestions and ideas for a successful school year. The school then accordingly. In addition, we will host bi-monthly parent involvement meetings on various topics as deemed appropriate.

2) Parents provide input in the planning, review, revision, and improvement of the Continuous Improvement Plan (CIP) by serving on the CIP leadership team. Parents also participate in a Parental Involvement Survey in the spring of each year. A select group of parents participate on the LEA Parental Involvement Advisory Committee and Focus groups. 3) Funds will be used to provide literature and resources to help parents, to support family night, reading night, math night, and training and workshops (homework/academic assistance, technology).

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))

West Morgan Elementary follows all procedures found in the LEA District Plan. All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Parents are also offered all documents in a language they understand and all of the groups listed have equal access to the same free appropriate public education offered to other children.