



ACIP

Weeden Elementary School

Florence City Schools

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Florence, AL 35630

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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?

Weeden Elementary School, one of three elementary schools in the city, is located in the eastern portion of Florence. The school lies two miles northwest of Wilson Dam, and ½ mile south of Highway 72 East. It is approximately six miles from the center of Florence. It currently houses grades kindergarten through four. The classrooms are organized in self-contained units. The faculty consists of 43 certified employees. The certified staff members include 35 Caucasians, seven African Americans, and one other. Of the 426 students who are currently enrolled, 36% are African Americans, 29% are Caucasian, 31% are Hispanic, less than 1% are Asian, less than 1% are multi-race and less than 1% Native American Indian. The population of English Language Learners (ESL) is 96, with 80 students receiving ESL services (LEP1 and LEP2), and 16 students on monitor status (FLEP1, FLEP2 and FLEP 3). The student body represents a variety of socio-economic levels. The strongest indicator is the population of 87.41% who currently qualify for free and reduced-price meals. This school is 31% Hispanic, which is dramatically higher than all the other schools in the district.

Currently, Weeden is an Alabama Reading Initiative School. There is a full-time Instructional Partner to train and assist teachers to meet the ever-present needs of struggling learners, EL, and Special Education students. Classroom teachers have been trained in Alabama Math, Science, and Technology (AMSTI). Data meetings and grade level meetings are used to analyze students' weaknesses and strengths. During these meetings, a variety of techniques and materials are reviewed to monitor student progress, refine interventions and develop classroom instruction. Weeden Elementary has promoted an atmosphere of leadership, respect, communication, and effective time management, by utilizing Steven Covey's 7 Habits philosophy. This program's foundational belief is that people can aspire to greatness by choosing to be leaders and committing to high person values. The school's faculty and staff have participated in professional development training on Learning Targets, Quality Questions, and Team Building. Weeden Elementary is a Sheltered Instruction Observation Protocol (SIOP) model school, with all teachers having been trained in this concept. The SIOP Model is a research-based and validated model of sheltered instruction. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English Learners to acquire academic knowledge as they develop English language proficiency. Teachers use Interactive Peer-to-Peer Oral Techniques (IPOTS) to promote interaction, build comprehension and background, and apply new knowledge for English Language Learners and all other students. The entire staff is highly qualified (HQ). The percentage of teachers with a Master's Degree or higher is 79%. Three teachers have National Board Certification. Our staff received numerous classroom grants through the Florence Education Foundation over the past several years.

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.

CORE BELIEFS

- We believe all students can learn, succeed and reach their full potential by setting high expectations for both students and staff.
- We believe our school system is a premier school district educating a diverse population for College and Career Readiness and Success.
- We believe the staff of Florence City Schools is a key to students' success as productive citizens and lifelong learners.
- We believe the community's history and resources enhance the quality of the local education system.
- We believe engaging the student's family and the community enhances learning and academic achievement.
- We believe it is the district's responsibility to educate the whole child in a safe, orderly, and challenging environment.
- We believe it is the district's responsibility to develop students who are environmentally aware, adept at integrating technology, and prepared to compete in a global society.

MISSION

Empower students to explore, create, challenge, innovate and lead

Actions provided by the staff members at Weeden:

- Set high expectations for students and staff;
- Provide equal educational access for diverse learners;
- Maintain a safe, orderly environment that is intellectually challenging and physically, emotionally, and socially stimulating
- Develop healthy, productive citizens adept in academic and life skills who are accepting of themselves and others
- Ensure that students are environmentally aware, technologically adept, and promote the capability of being lifelong learners

TO ACCOMPLISH THE OUR MISSION

The school staff is committed to excellence by working cooperatively with the home and community to provide an education that meets the
SY 2017-2018

individual needs of children in grades Kindergarten through fourth.

System Brand: Your System....Our Community....One Florence

Vision: Tomorrow...Today

To achieve school/district goals related to AdvancED study:

- A. To maintain a safe and healthy environment in well-maintained facilities
 - B. To exceed the requirements of the State Legislature and the ALSDE's new measures of success
 - C. To actively engage all students in curriculum that is rigorous and transformative through the implementation of Plan 2020
 - D. To access all available resources, both human and financial for continuous and targeted growth
- II. To promote technology integration throughout the school environment
- A. Continue in-service in the area of technology/SMART Boards/Ipads
 - B. Technology- 1:1 Ipads for grades K-2 and Chromebooks in grades 3-4
 - C. To provide a schedule that promotes use of computers
 - D. To enhance students' skills in all academic areas through the use of computers
 - E. Implement Compass Learning and Scantron Learning Paths to align with current assessment standards.
- III. To continuously improve instruction for all students
- A. Emphasis on writing skills in K-4
 - B. Continue reading strategies promoted by ARI
 - C. Implement AMSTI Math and Science weekly
 - D. Implement STEM lab weekly (Science, Technology, Engineering and Mathematics)
 - E. Use school data to make decisions to better meet the needs of students

F. Discipline - Respect, Responsibility, Resourcefulness -PBIS (bullying app)

G. UNA - Utilize interns to enhance instruction

H. Technology-1:1 Ipad initiative in grades K-2 and Chromebooks in grades 3-4

IV. To develop/promote strategies for improving Scantron Performance scores and students' writing skills

A. Analyze 2017 test results to determine areas of strengths and weaknesses

B. Continue vertical teaming to enhance learning among staff

C. Implement Compass Learning and Scantron Learning Paths computer program to align to the current assignment standards

D. Share strategies to improve writing

E. Continue implementation of AMSTI Math and Science

V. To enhance parental involvement at Weeden

A. Promote activities throughout the school that involve parents, grandparents and the community

B. Continue to keep parents informed through the use of Falcon notebooks/folders/SchoolCast/newsletters/INOW email

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.

The staff considers the needs of the whole child physically, emotionally, developmentally and academically and develops a plan to meet these needs. The entire staff is highly qualified with 79% of the teacher obtaining a Master's Degree or higher. Three teachers have National Board Certification. In the 2012-2013 school year Weeden was one of twenty Alabama schools to receive the Torchbearer Award. The Torchbearer Award was created to recognize high-poverty, high-performing schools in Alabama. The staff received classroom grants through the Florence Education Foundation. For the last three years the Alabama Best Practice Center has chosen Weeden to host instructional rounds. Teachers from around the state observe Weeden classroom teachers modeling quality instruction based on best practices; these examples of quality instructional practices were recently featured in a video by Alabama GRIT. This video will be shown around the state as an example of the quality instruction that is being presented in Alabama classrooms. Teachers from around the state have also asked to visit our school to observe and learn how we implement data notebooks which help our students track their own learning. Some of our teachers were featured in the Second Edition Quality Questioning by Jackie Acree Walsh and Beth Dankert Sattes. Two teachers were featured in the video "Questioning For Classroom Discussion".

Weeden teachers received extensive technology training during the 2014-2015, 2015-2016, and 2016-2017 school years. Teachers are provided extended learning opportunities through virtual classes offered by the University of North Alabama Inservice Center. All certified teachers were issued ipads and all homeroom teachers have SMARTBoards in their classrooms.

Areas of improvement for the next three years are:

1. Parent and family engagement
2. Culture
3. Academics
4. Data analysis

Additional Information

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

Weeden Elementary School strives to reflect the positive climate, morale, and standards of excellence that the public expects. Assessment results continue to indicate growth. The school has met 100% of AYP goals for the past three years. Weeden Elementary was one of twenty schools in Alabama to receive the Torchbearer Award for 2012-2013 school year. Weeden was named a Mega Showcase School during the 2014-2015 school year. Faculty and staff are committed to providing a quality education for all students in an inviting, nurturing and safe environment. The school celebrates successes by providing students with memorable events that encourage the love of learning. The building itself has become more aesthetically appealing inside and out through the addition of landscaping in the front and in the courtyard; and new paint in the halls, office, and library. New furniture in the office and new carpet in the library areas have been added. School-wide thematic decorations have been placed in the hallways to create a kid-friendly, academic atmosphere. The school provides a comfortable setting that is parent-friendly and non-intimidating. PTO membership has increased dramatically over the past few years. Foster grandparents fill a vital role in the school. The increasing diversity of the school's population continues to be an asset. Community volunteers provide language assistance, assuring communication is conveyed in a language that a parent can understand. The Access for ELLs 2.0 Test has raised the proficiency standards and as a result only one of our students exited the program. This year there was no AMAO-A or AMAO-B goals because of the changes to the test. There was a need to set new target growth goals. This year is the baseline from which new target will be set by the state. Opportunities to meet the needs of diverse groups are a priority at Weeden School.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Instructional Leadership Team was instrumental in the planning process. The Instructional Leadership Team is comprised of a diverse group of stakeholders, including parents and community members, and all willingly participated in the planning process for this CIP in the hopes of producing a plan which will ultimately guide instruction at the school. Meeting times for the Instructional Leadership Team were scheduled at various times to accommodate work schedules of parents and community members. The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the Instructional Leadership Team. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as before with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in this CIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program. Strategies to improve upon strengths and weaknesses were shared and reviewed with all stakeholders, including parents, via parent meetings and the school website.

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 included administrators, classroom teachers, Title I teachers, special education teacher, related arts teacher, guidance counselor, Instructional Partner, and parent/community representatives. Input was also given during the Fall 2017 Title I Parent Meeting. All members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation of goals for the CIP.

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

The final Continuous Improvement Plan for 2017-2018 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final aCIP was shared with the PTO Officers during their monthly meeting, published on the school's website, and made available in the school office. Stakeholders will receive updates on the aCIP mid-year and at the end of the school year.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		RF Gains Analysis School side Grade Level Math Gains Analysis School wide Grade Level Reading Gains Analysis School wide Math Gains Analysis School Wide Reading Gains Analysis Special Ed Gains Analysis 3rd-4th Special Ed Gains Analysis K-2 DIBELS Summary-2016 Grade K DIBELS Summary-2016 Grade 1

Evaluative Criteria and Rubrics

Overall Rating: 1.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is not aligned and thus valid inferences are unlikely to be reached regarding students' status with respect to those curricular aims regarded as high-priority instructional targets. No documentation in support of alignment has been provided or, if provided, it is not persuasive. Few of the assessments used are accompanied by evidence demonstrating that they satisfy technical requirements.	Level 1

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

Kindergarten students at Weeden scored above 80% in all areas on the DIBELS Next assessment. First grade students scored 89% in Nonsense Word Fluency on the DIBELS Next assessment.

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

More than 76% of students in grade 2 met their annual target in math on the Scantron Performance Series. In grades 2, 3, and 4, there were 133 students scored above or far above on the Scantron Performance in math. In grades 2, 3, and 4 the mean standard scores improved in both reading and math.

Which area(s) indicate the overall highest performance?

Fifty-seven percent of grade 2 and 3 students met their annual target goal in math.

Ninety-four percent of kindergarten students benchmarked on DIBELS at the end of the year.

Seventy-six percent of students taking the test in grade 2 met their goal in math on Scantron Performance

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

Weeden kindergarten continues to show improvement in Letter Naming Fluency by increasing the mean score of 12.3 in August to 57.9 in May on DIBELS Next Assessment. Kindergarten composite scores show 39% below benchmark in August and 1% below benchmark in May.

Between which subgroups is the achievement gap closing?

Forty- percent of the special education subgroup in grade 2 met their annual target on Scantron Performance. They made a 60% gain from fall to spring. Thirty-five percent of the special education subgroup in grades 3 and 4 met their annual target on Scantron Performance. They made an 80% gain from fall to spring.

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

76% of students taking the test in grade 2 met their goal in math on Scantron Performance

Areas in Need of Improvement

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

Only 53% of grade 4 students met their target for math and 57% met their reading target on Scantron Performance. Only 46% of third grade students met their reading target on Scantron Performance.

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

In grade 1, Oral Reading Fluency was 25% below benchmark at the end of the year which was higher than 11% at mid-year on DIBELS Next assessment.

Which area(s) indicate the overall lowest performance?

In 4th grade reading, 57% did not meet their annual target on Scantron Performance. In 1st grade, oral reading fluency was 25% below benchmark at the end of the year which was higher than 11% at mid-year on DIBELS Next assessment.

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

No subgroup show a significant decreasing trend in performance, but the special education and EL subgroups will continue to be an area of focus.

Between which subgroups is the achievement gap becoming greater?

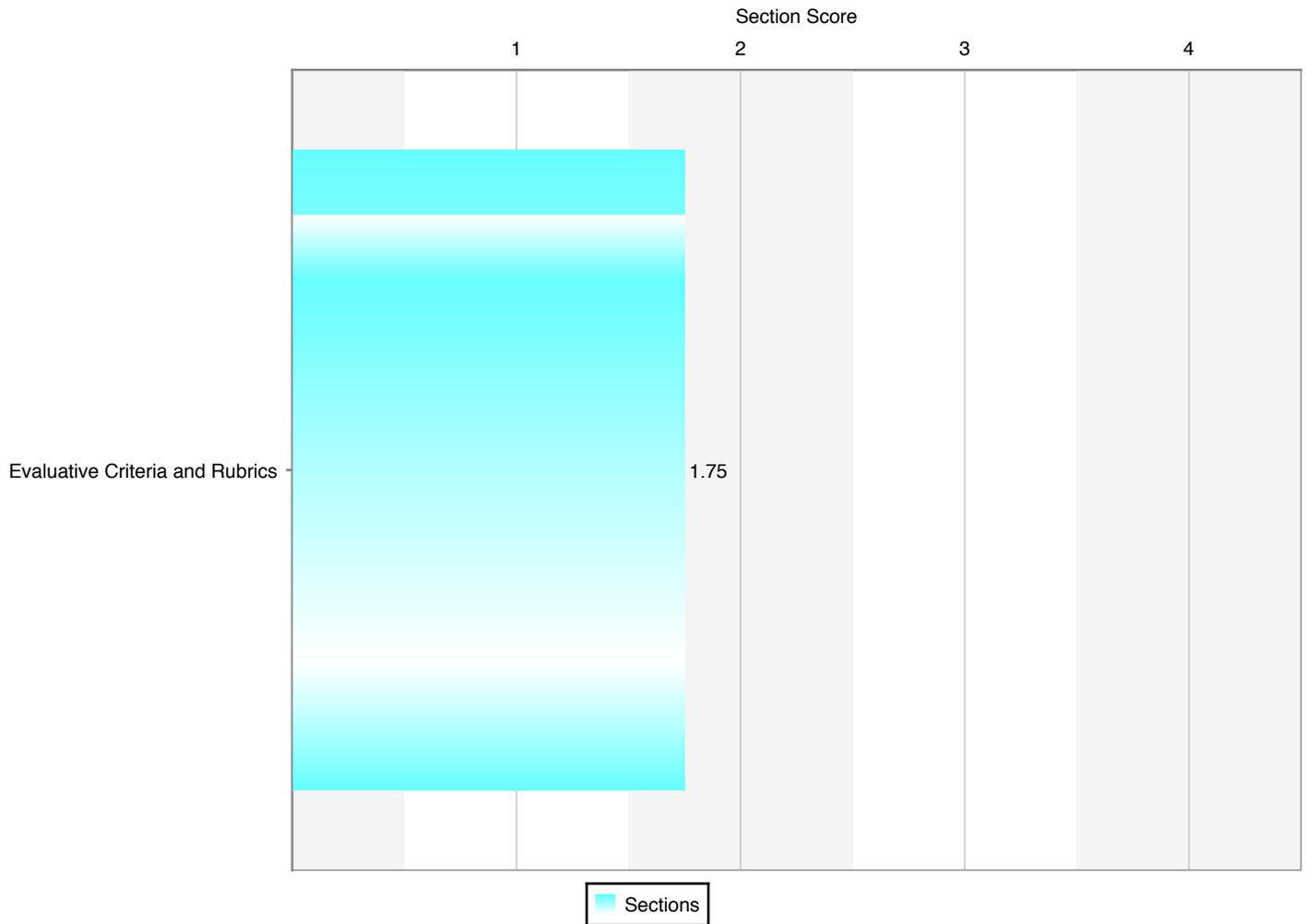
There was a significant decrease in the number of students who met their annual target in reading between grades 2 and 3 on Scantron Performance. The special education subgroup will continue to be an area of focus.

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

The special education and EL subgroups will continue to be an area of focus.

Report Summary

Scores By Section



2018-2019 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	Weeden has an Instructional Leadership Team that is comprised of a diverse group of stakeholders in order for various perspectives and expertise to be assessed. The Weeden Instructional Leadership Team worked meticulously and collaboratively to develop a ACIP which will guide instruction. The Instructional Leadership Team is attached.	Weeden Instructional Leadership Team 2017-18

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Weeden complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the U.S. Department of Education. The school statement regarding Equal Education/Employment Opportunity can be found within the Florence City Schools Parent/Student Handbook 2017-18.	Equal Education

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	Weeden falls under the Florence City Equal Education/Employment Opportunity Policy as noted in the Florence City Parent/Student Handbook. The person designated to coordinate efforts to comply and carry out non-discrimination responsibilities is as follows: Mrs. Connie Roberts Wallace Assistant Superintendent and CFO 102 S. Court St. Suite 600 Florence, AL 35631 (256)768-3000	Equal Education

ACIP

Weeden Elementary School

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	Weeden Elementary has a Parent Involvement Plan as required by the NCLB Section 1118. The plan is reviewed and revised each year in the fall Title I Parent Meeting. The plan contains the mandatory component of a school/parent compact as well as flexible meeting times, means of notifying parents, and evaluation of parent involvement annually. The Florence City Parent Involvement Plan contains all mandatory requirements for Parents' Right To Know.	Weeden Parent Inv. Plan 2017 (Spanish) Weeden Parent Inv. Plan 2017 Weeden Parent Inv. Plan 2017

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	Weeden has a school/parent compact for the current school year. The school/parent compact contains all required components and was jointly developed with parents from the school. The current compact was reviewed and revised with parents at the Fall Annual Title I meeting on September 14, 2017. Parents were notified of the Fall Annual Title I meeting via notices sent home with students, an automated call out, and on the Weeden marquee. School/parent compacts are signed and accessible on Chalkable. The Weeden school/parent compact for 2017-18 is attached.	Weeden Parent School Compact Weeden Parent School Compact (Spanish)

Plan for ACIP WES 2017-2018

Overview

Plan Name

Plan for ACIP WES 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	Parent and Family Engagement	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$15822
2	To create opportunities for parental involvement	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Culture	Objectives: 4 Strategies: 4 Activities: 4	Organizational	\$0
4	Academics	Objectives: 4 Strategies: 5 Activities: 7	Organizational	\$424634
5	Professionals	Objectives: 3 Strategies: 3 Activities: 5	Organizational	\$0

Goal 1: Parent and Family Engagement

Status	Progress Notes	Created On	Created By
N/A	Activities for Parent and Family engagement will continue throughout the school year.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 1:

collaborate to use data analysis to create activities promoting parental involvement by 05/25/2018 as measured by the end of the year parent survey data results .

Status	Progress Notes	Created On	Created By
Not Met	Parent meetings are held throughout the school year based on parent needs.Meetings are offered before, during and after school to afford parents the opportunity to attend. School-based meeting materials will be research-based.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Gather input from parents utilizing surveys - Throughout the year , parents will be given surveys to gather input that will help guide the services that we provide.

Category: Implement Community Based Support and Intervention System

Research Cited: From the work of Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Status	Progress Notes	Created On	Created By
N/A	Parents are given the opportunity to give comments, make suggestions, and ask questions about various topics through a take home survey.	January 22, 2018	Ms. Aimee Rainey

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will disseminate parent surveys both in print and electronically through parent emails from Chalkable. We will provide surveys in both English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0	Title I Schoolwide	Administrators and teachers

Status	Progress Notes	Created On	Created By

In Progress	An annual survey will be distributed to each parent in the spring. The results of the survey will serve as an evaluation for the current year and formulation of next year's plan.	January 22, 2018	Ms. Aimee Rainey
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Measurable Objective 2:

demonstrate a behavior which provides transparent communication to parents and families by 05/25/2018 as measured by parents attending school meetings and viewing facebook, and our weekly Smore.

Status	Progress Notes	Created On	Created By
Not Met	The school will continue to provide information to parents by way of personal invitation, telephone calls, social media, and posting at central school locations.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Provide opportunities for transparent communication - Throughout the year, we will offer general meetings, scheduled parent conferences, school events, volunteer programs, and opportunities to serve on school committees. To inform parents, we will utilize SchoolCast, Chalkable, weekly Smore, teacher newsletters, social media, and our school website. Translations in Spanish are provided.

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

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Status	Progress Notes	Created On	Created By
N/A	Administrators will continue to develop a weekly newsletter (S'more) to inform parents of weekly events and happenings. This information is also distributed through Weeden Facebook and Twitter.	January 22, 2018	Ms. Aimee Rainey

Activity - Multiple opportunities for communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host multiple activities for parents to participate in their child's education and we will provide information in multiple formats using a variety of sources.	Parent Involvement	08/10/2017	05/25/2018	\$15822	Title I Schoolwide	Administrators and teachers

Status	Progress Notes	Created On	Created By
In Progress	The school will conduct a parent meeting to explain performance profiles and assessment data. In addition to this request, individual test results will be sent home students and individual conferences with teachers or the guidance counselor will be held as requested.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 3:
collaborate to provide civic services that support students and families by 05/25/2018 as measured by student and parent participation .

Status	Progress Notes	Created On	Created By
Not Met	Weeden School continues to provide civic services which provide support to students and families.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Community Partnerships - We will partner with schools, businesses, churches, and other community organizations to provide services for students and families.
Category: Implement Community Based Support and Intervention System
Research Cited: Macher, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Status	Progress Notes	Created On	Created By
N/A	Weeden will continue to partner with businesses, churches and other community organizations to provide services for Weeden families.	January 22, 2018	Ms. Aimee Rainey

Activity - Civic Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with community churches (clothes, school supplies), The Little Red Schoolhouse, Sydney Safe (snack bags), TNT Fireworks (books and school supplies) and Foster Grandparent Program.	Community Engagement	08/10/2017	05/25/2018	\$0	No Funding Required	Staff Administrator s and teachers

Status	Progress Notes	Created On	Created By
In Progress	Weeden will continue to utilize community services such as Foster Grandparents Program, Sydney Safe, TNT Fireworks, and Florence Parks and Recreation Department.	January 22, 2018	Ms. Aimee Rainey

Goal 2: To create opportunities for parental involvement

Measurable Objective 1:
collaborate to create activities to promote parental involvement by 05/25/2018 as measured by parent activity sign-in sheets and parent survey responses.

Strategy 1:

Parent meetings - Weeden will offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development. Meetings are offered at various times throughout the day and evening. Weeden convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and rights to be involved in the program.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar (2005) Parental Involvement in the Classroom. Journal of Instructional Psychology, 32, 13-16.

Activity - Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are informed of meetings by various modes of communication such as: school-wide parent newsletter, school web site, facebook, twitter, emails through INOW, teachers' newsletters, and Weeden School Cast. These are available in English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0	No Funding Required	District Administrator, school administrators, instructional partners, and professional partners

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school provides parents/community stakeholders with an opportunity for meaningful and ongoing consultations and communications about the academic quality of the school. The school involves parents/community stakeholders in the development of the school-wide plan through collaborative meetings.	Community Engagement	08/10/2017	05/25/2018	\$0	No Funding Required	District administrators, school administrators, instructional and professional partner, and community stakeholders

Goal 3: Culture

Status	Progress Notes	Created On	Created By
N/A	Weeden School continues to improve our school culture.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 1:
collaborate to create a shared vision between students, faculty and parents by 05/25/2018 as measured by survey results.

Status	Progress Notes	Created On	Created By
Not Met	Weeden continuously collaborates to promote a healthy culture.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:
Shared Vision: Tomorrow, Today; "Ownership" - We will promote a shared vision and ownership through professional development and community involvement.
Category: Implement Community Based Support and Intervention System
Research Cited: MacNeil, Angus J., Prater, Doris I., Busch, Steve and also selected articles from NEA, NAESP, National PTA.

Status	Progress Notes	Created On	Created By
N/A	Through ongoing professional development and community involvement, Weeden continues to focus on our system wide vision of "Giving You Tomorrow...Today!".	January 22, 2018	Ms. Aimee Rainey

Activity - FLCN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An opportunity for all stakeholders to participate in professional development.	Professional Learning	08/10/2017	05/25/2018	\$0	No Funding Required	System Administration, School Administration

Status	Progress Notes	Created On	Created By
In Progress	Through FLCN (Falcon Learning Conversation Network), Weeden stakeholders will continue to deepen student engagement and ownership of learning.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 2:

demonstrate a behavior of ownership by students, faculty, parents or guardians by 05/25/2018 as measured by activity sign-in sheets and survey responses.

Status	Progress Notes	Created On	Created By
Not Met	Weeden will continue to demonstrate ownership of stakeholders through documentation of various activities.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Student Investment - Create opportunities for everyone to invest in students.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson and Davis and also selected articles from NEA, NPSTA, and NCPIE.

Status	Progress Notes	Created On	Created By
N/A	To continue to provide opportunities for students to receive a continual message that nothing is as important-as engaging-as learning.	January 22, 2018	Ms. Aimee Rainey

Activity - Participation in School Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will be invited to participate in various planned activities, meetings, and opportunities to serve on a committee.	Community Engagement	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and school social worker.

Status	Progress Notes	Created On	Created By
In Progress	Our school will continue to provide for opportunities for stakeholders to participate in various activities and meetings.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 3:

collaborate to analyze data to guide and inform stakeholders about our decisions concerning school culture by 05/25/2018 as measured by parent, students, and faculty surveys.

Status	Progress Notes	Created On	Created By
Not Met	Continue to collate data from all stakeholders about our decisions concerning school culture.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Surveys - We will disseminate surveys both in print and electronically. Translations in Spanish will be provided.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson & Davis, articles from NEA, NPTA, NCPIE

Status	Progress Notes	Created On	Created By
N/A	Weeden will continue to review survey results and make adjustments accordingly to promote a healthy culture.	January 22, 2018	Ms. Aimee Rainey

Activity - Stakeholder Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will complete surveys online and in print. Translations in Spanish will be provided.	Community Engagement	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Status	Progress Notes	Created On	Created By
In Progress	To continue to collaborate and analyze data to guide instruction.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 4:

collaborate to promote and encourage positive student behavior by 05/25/2018 as measured by number and type of discipline office referrals, RTI behavior referrals, and classroom behavior management tools.

Status	Progress Notes	Created On	Created By
Not Met	Weeden will continue to encourage positive student behavior and implement classroom behavior management tools.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

PBIS - PBIS will improve social, emotional, and academic outcomes for all students. This can be implemented through a multi-tiered approach to social, emotional, and behavior support.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, Rob H, Sugai, George and Lewis, Timothy

www.pbis.org

Status	Progress Notes	Created On	Created By
N/A	Continue to implement PBIS (Positive Behavioral Intervention and Support) by observing and praising appropriate behavioral actions.	January 22, 2018	Ms. Aimee Rainey

Activity - Behavior Management Apps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators can encourage positive and appropriate behavior through Class Dojo, PBIS, and Be Safe SPRIGeo.	Behavioral Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers, counselors

Status	Progress Notes	Created On	Created By
In Progress	Weeden will continue to promote positive and appropriate behavior through ongoing classroom management tools.	January 22, 2018	Ms. Aimee Rainey

Goal 4: Academics

Status	Progress Notes	Created On	Created By
N/A	Continue to promote academics through student activities.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 1:

increase student growth by offering opportunities to participate in weekly art and music classes by 05/25/2018 as measured by progress reports created by art and music teachers.

Status	Progress Notes	Created On	Created By
Not Met	Continue to participate in weekly art and music classes and activities.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Student Programs - Students have the opportunity to participate in various programs throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Jensen, E., Chapman, R., and Buka, S. and articles by NAEA (National Art Education Association), Art Education Journal

Status	Progress Notes	Created On	Created By
N/A	Various programs will continue throughout the year.	January 22, 2018	Ms. Aimee Rainey

Activity - Show Choir	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third and fourth grade students will have the opportunity to participate in Show Choir based on academic and behavior reports. They have various performances for the school and community throughout the school year.	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators, art and music teachers, staff

Status	Progress Notes	Created On	Created By
In Progress	Show choir will continue to have weekly rehearsals to prepare them for performances throughout the school year.	January 22, 2018	Ms. Aimee Rainey

Activity - Arts Alive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Weeden students have the opportunity to publish works of art at the annual Arts Alive Festival in the spring.	Academic Support Program	08/10/2017	05/25/2018	\$0	Title I Schoolwide	Administrators, art teacher, staff

Status	Progress Notes	Created On	Created By

In Progress	Students will continue to have the opportunity to participate in weekly art classes to improve their art skills.	January 22, 2018	Ms. Aimee Rainey
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Measurable Objective 2:

increase student growth by offering opportunities for all students to learn and become proficient in literacy skills by 05/25/2018 as measured by assessments such as Scantron Performance, DIBELS, benchmark tests, and classroom assessments.

Status	Progress Notes	Created On	Created By
Not Met	Teachers and students will continue to be partners in classroom learning communities where thinking is valued and success is celebrated.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Language Acquisition - During the first thirty days of school, the ESL and classroom teachers will schedule EL committee meetings with parents to set individual goals for all ELs and write expanded IELP's for students that did not make adequate progress on assessments.

Category: Develop/Implement Learning Supports

Research Cited: SIOP and WIDA

Status	Progress Notes	Created On	Created By
N/A	EL and classroom teachers met with parents to set individual goals for EL students and also wrote extended IELP's for students that did not meet adequate progress. Parent meetings will be held once again in the spring to discuss student progress.	January 22, 2018	Ms. Aimee Rainey

Activity - SIOP Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP method to insure that students are mastering language objectives and content standards simultaneously	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators, EL teachers, classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to implement SIOP strategies to insure students are mastering language objectives and content standards.	January 22, 2018	Ms. Aimee Rainey

Strategy 2:

ARI Strategies - Students will be actively engaged in a reading curriculum that is explicit and systematic through the implementation of ARI (Alabama Reading Initiative) strategies outlined in different modules.

Category: Develop/Implement Learning Supports

Research Cited: Arnbruster, Bonnie B., Lehr, Fran, and Osborn, Jean and articles from NRP (National Reading Panel)

Status	Progress Notes	Created On	Created By
N/A	Teachers will continue to implement ARI strategies.	January 22, 2018	Ms. Aimee Rainey

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model best practices, guide instruction, teach effective comprehension strategies and have the students apply the skills in a new and meaningful way.	Academic Support Program	08/10/2017	05/25/2018	\$424634	Title I Schoolwide	Administrators, classroom teachers, staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to model specific strategies to help students become purposeful, active readers who are in control of their own reading comprehension.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 3:

increase student growth by offering opportunities for all students to learn and become proficient in mathematics skills by 05/25/2018 as measured by assessments such as Scantron Performance, benchmark tests, and classroom assessments.

Status	Progress Notes	Created On	Created By
Not Met	Teachers will continue to be intentional as they plan lessons to address diverse needs of students, providing differentiation and affording students appropriate choice in their learning.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

AMSTI Strategies - Staff will implement AMSTI mathematics strategies to provide all students with the knowledge and skills needed for success in the workforce and/or post secondary studies (CCRS), AMSTI will be used as a supplement to our adopted state series, Envisions.

Category: Develop/Implement Learning Supports

Research Cited: Newman, Dennis, Finney, Pamela B. and articles by NCTM (National Council of Teachers of Mathematics), ALSDE (Alabama State Department of Education)

Status	Progress Notes	Created On	Created By
N/A	Teachers will continue to implement AMSTI math strategies to provide the skills needed to solve challenging problems in mathematics and perform as professionals. We will also continue to implement our state adopted series, Envisions.	January 22, 2018	Ms. Aimee Rainey

Activity - Math Lunch and Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the lunch hour, parents are invited to observe and participate in classrooms using AMSTI strategies. Students explain how to use strategies so parents can help with homework assignments.	Academic Support Program	08/10/2017	05/25/2018	\$0	Title I Schoolwide	Administrators, classroom teachers and staff, AMSTI staff

Status	Progress Notes	Created On	Created By
In Progress	Weeden Lunch and Learn Math was held on October 27, 2017 during the lunch hour. Parents were shown strategies to help their child with math homework .Another Math Lunch and Learn will be held in the spring.	January 22, 2018	Ms. Aimee Rainey

Activity - OGAP (Ongoing Assessment Project)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weeden teachers received training in implementing OGAP strategies in math for grades K-4. OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information. This analysis is then intended to guide instruction.	Academic Support Program	08/25/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to implement OGAP strategies in math.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 4:

collaborate to partner with local universities to strengthen the teaching profession to successfully meet the need of students. by 05/25/2018 as measured by participation in Impact 80 and other collaborative endeavors.

ACIP

Weeden Elementary School

Status	Progress Notes	Created On	Created By
Not Met	Several teachers at Weeden have chosen to participate in IMPACT 80 to further their advanced degrees in Education. More teachers will take advantage of this opportunity in the spring.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

University Collaboration - Partnering with local universities to strengthen the teaching profession and help meet the needs of our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mohr, J. and Spekman, R.

Status	Progress Notes	Created On	Created By
N/A	Weeden will continue to collaborate with local colleges and universities to keep teachers abreast of current educational topics.	January 22, 2018	Ms. Aimee Rainey

Activity - Higher Education Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Florence City Schools partner with the University of North Alabama to offer teachers the opportunity to obtain higher degrees at a reduced cost. Interns from the University of North Alabama and Athens State University are placed in classrooms with experienced teachers to provide learning opportunities in the teaching profession. UNA students participate in the PALs Program (Progressing Academic Learners) to provide Weeden students additional literacy instruction.	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators, University staff, classroom teachers, and interns

Status	Progress Notes	Created On	Created By
In Progress	Weeden will continue to provide clinical experiences to college and university students through collaboration with one another to create classroom cultures with high expectations for student academic engagement.	January 22, 2018	Ms. Aimee Rainey

Goal 5: Professionals

Status	Progress Notes	Created On	Created By
N/A	Weeden will continue to prepare teachers to meet the needs of all students through professional development.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 1:

collaborate to prepare all teachers through professional development the knowledge and skills to successfully meet the needs of all students. by 05/25/2018 as measured by data obtained through surveys and walk through data.

Status	Progress Notes	Created On	Created By
Not Met	All teachers will continue to learn about and emphasize methods and approaches that have worked well in making student gains.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Collaborative Teams - Various teams will meet throughout the academic year to plan, discuss and implement a variety of interventions to support student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Batsche, G., Grimes, J.L., Kovaleski, J., Prasse, J.F. and various articles by NRP (National Reading Panel) and What Works Clearinghouse

Status	Progress Notes	Created On	Created By
N/A	Grade level/data meetings are held on a weekly basis. This time is used to discuss struggling students, upcoming events/ field trips, assessment data, etc.	January 22, 2018	Ms. Aimee Rainey

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students are discussed during common grade level planning times and then if needed, are referred to the RTI team (Response to Instruction)	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators, classroom teachers and staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to discuss strategies to help struggling students and refer to RTI as needed.	January 22, 2018	Ms. Aimee Rainey

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

ACIP

Weeden Elementary School

Monitor the implementation of the curriculum through walk throughs by administrators, central office personnel, and teachers. Observations will be used as a tool to improve teaching and learning. Teachers will be given feedback regarding differentiated learning opportunities, equitable learning practices, use of technology, and student engagement in rigorous, quality work	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Central office staff, administrators, and classroom teachers
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Status	Progress Notes	Created On	Created By
In Progress	Walkthroughs have been and will continue to be conducted to provide feedback The feedback is used to adjust learning strategies and plan for steps to extend or deepen student learning.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 2:

collaborate to provide all employees with the knowledge and skills to successfully complete their job in a manner which supports students by 05/25/2018 as measured by participation in professional development, walk throughs, and surveys.

Status	Progress Notes	Created On	Created By
Not Met	Florence City Schools will continue to provide professional development to encourage all teachers to explore the research, open their minds to changes in their instructional practice, and take up the challenge of helping all students become successful.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Staff Development Opportunities - All staff will be provided with a variety of professional development to gain knowledge and skills to successfully complete their job and support students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Yoon, Kwang Suk, Lee, Silvia Wen-Yu, Sparks, Georgea Mohlman

Status	Progress Notes	Created On	Created By
N/A	All teachers and staff will be provided professional development opportunities throughout the 2017-2018 school year.	January 22, 2018	Ms. Aimee Rainey

Activity - FLCN (Falcon Learning Community Network)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Weeden Elementary School

All system-wide staff will meet four times throughout the year for professional development. Dr. Eric Thomas, a motivational speaker, will address all employees on empowering and inspiring staff and students using strategies to connect students to the learning process	Professional Learning	08/10/2017	05/25/2018	\$0	Title I Schoolwide	Eric Thomas, Central office staff, school administrators, system employees
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Status	Progress Notes	Created On	Created By
In Progress	All system-wide employees and students have been given the opportunity to hear Dr. Eric Thomas, a motivational speaker. He has instilled the belief that every stakeholder can learn and develop, and they assume individual and collective responsibility to make this happen.	January 22, 2018	Ms. Aimee Rainey

Activity - ARI (Alabama Reading Initiative)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ARI supports the development, high quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade level standards. Training will be provided in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Professional Learning	08/10/2017	05/25/2018	\$0	No Funding Required	Administrator, instructional partner, classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	ARI will continue to be implemented throughout the school year. Continued emphasis will be provided in all areas of literacy.	January 22, 2018	Ms. Aimee Rainey

Measurable Objective 3:

collaborate to collect and organize data to allow teachers to evaluate the effectiveness of professional opportunities by 05/25/2018 as measured by teacher evaluations.

Status	Progress Notes	Created On	Created By
Not Met	Data is reviewed on a regular basis to address the diverse needs of all students and provide differentiation when needed.	January 22, 2018	Ms. Aimee Rainey

Strategy 1:

Data Collection - Data will be collected to evaluate the effectiveness of professional development, Attendees will offer feedback through completion of evaluations in order to improve understanding of content presented.

Category: Develop/Implement Professional Learning and Support
 Research Cited: Barrett, Nathan; Butler, J.S.; Toma, Eugenia F.

Status	Progress Notes	Created On	Created By
N/A	Evaluations are completed at the end of each professional development session. These are used to develop future professional development activities.	January 22, 2018	Ms. Aimee Rainey

Activity - Evaluations and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive feedback from walk through data and evaluations from Educator Effectiveness. Evaluations of professional development will be completed by attendees.	Professional Learning	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators, instructional partner, and classroom teachers,

Status	Progress Notes	Created On	Created By
In Progress	Administrators have performed the Fall portion of Educator Effectiveness. These will continue throughout the school year. Administrators will discuss the evaluations with teachers and feedback is given.	January 22, 2018	Ms. Aimee Rainey

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Multiple opportunities for communication	We will host multiple activities for parents to participate in their child's education and we will provide information in multiple formats using a variety of sources.	Parent Involvement	08/10/2017	05/25/2018	\$15822	Administrators and teachers
Surveys	We will disseminate parent surveys both in print and electronically through parent emails from Chalkable. We will provide surveys in both English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0	Administrators and teachers
Explicit Instruction	Teachers will model best practices, guide instruction, teach effective comprehension strategies and have the students apply the skills in a new and meaningful way.	Academic Support Program	08/10/2017	05/25/2018	\$424634	Administrators, classroom teachers, staff
FLCN (Falcon Learning Community Network)	All system-wide staff will meet four times throughout the year for professional development. Dr. Eric Thomas, a motivational speaker, will address all employees on empowering and inspiring staff and students using strategies to connect students to the learning process	Professional Learning	08/10/2017	05/25/2018	\$0	Eric Thomas, Central office staff, school administrators, system employees
Math Lunch and Learn	During the lunch hour, parents are invited to observe and participate in classrooms using AMSTI strategies. Students explain how to use strategies so parents can help with homework assignments.	Academic Support Program	08/10/2017	05/25/2018	\$0	Administrators, classroom teachers and staff, AMSTI staff
Arts Alive	All Weeden students have the opportunity to publish works of art at the annual Arts Alive Festival in the spring.	Academic Support Program	08/10/2017	05/25/2018	\$0	Administrators, art teacher, staff
Total					\$440456	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ARI (Alabama Reading Initiative)	ARI supports the development, high quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade level standards. Training will be provided in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Professional Learning	08/10/2017	05/25/2018	\$0	Administrators, instructional partner, classroom teachers

Community Involvement	The school provides parents/community stakeholders with an opportunity for meaningful and ongoing consultations and communications about the academic quality of the school. The school involves parents/community stakeholders in the development of the school-wide plan through collaborative meetings.	Community Engagement	08/10/2017	05/25/2018	\$0	District administrators, school administrators, instructional and professional partner, and community stakeholders
Intervention Support	Struggling students are discussed during common grade level planning times and then if needed, are referred to the RTI team (Response to Instruction)	Academic Support Program	08/10/2017	05/25/2018	\$0	Administrators, classroom teachers and staff
Social Media	Parents are informed of meetings by various modes of communication such as: school-wide parent newsletter, school web site, facebook, twitter, emails through INOW, teachers' newsletters, and Weeden School Cast. These are available in English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0	District Administrator, school administrators, instructional partners, and professional partners
FLCN	An opportunity for all stakeholders to participate in professional development.	Professional Learning	08/10/2017	05/25/2018	\$0	System Administration, School Administration
Show Choir	Third and fourth grade students will have the opportunity to participate in Show Choir based on academic and behavior reports. They have various performances for the school and community throughout the school year.	Academic Support Program	08/10/2017	05/25/2018	\$0	Administrators, art and music teachers, staff
Stakeholder Surveys	Stakeholders will complete surveys online and in print. Translations in Spanish will be provided.	Community Engagement	08/10/2017	05/25/2018	\$0	Administrators and teachers
OGAP (Ongoing Assessment Project)	Weeden teachers received training in implementing OGAP strategies in math for grades K-4. OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information. This analysis is then intended to guide instruction.	Academic Support Program	08/25/2017	05/25/2018	\$0	Administrators and teachers
SIOP Method	Content area teachers will plan, instruct, and assess using the SIOP method to insure that students are mastering language objectives and content standards simultaneously	Academic Support Program	08/10/2017	05/25/2018	\$0	Administrators, EL teachers, classroom teachers
Behavior Management Apps	Teachers and administrators can encourage positive and appropriate behavior through Class Dojo, PBIS, and Be Safe SPRIGeo.	Behavioral Support Program	08/10/2017	05/25/2018	\$0	Administrators and teachers, counselors

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Civic Services	Partner with community churches (clothes, school supplies), The Little Red Schoolhouse, Sydney Safe (snack bags), TNT Fireworks (books and school supplies) and Foster Grandparent Program.	Community Engagement	08/10/2017	05/25/2018	\$0	Administrators and teachers
Higher Education Partnerships	Florence City Schools partner with the University of North Alabama to offer teachers the opportunity to obtain higher degrees at a reduced cost. Interns from the University of North Alabama and Athens State University are placed in classrooms with experienced teachers to provide learning opportunities in the teaching profession. UNA students participate in the PALs Program (Progressing Academic Learners) to provide Weeden students additional literacy instruction.	Academic Support Program	08/10/2017	05/25/2018	\$0	Administrators, University staff, classroom teachers, and interns
Evaluations and Feedback	Teachers will receive feedback from walk through data and evaluations from Educator Effectiveness. Evaluations of professional development will be completed by attendees.	Professional Learning	08/10/2017	05/25/2018	\$0	Administrators, instructional partner, and classroom teachers,
Walkthroughs	Monitor the implementation of the curriculum through walk throughs by administrators, central office personnel, and teachers. Observations will be used as a tool to improve teaching and learning. Teachers will be given feedback regarding differentiated learning opportunities, equitable learning practices, use of technology, and student engagement in rigorous, quality work	Academic Support Program	08/10/2017	05/25/2018	\$0	Central office staff, administrators and classroom teachers
Participation in School Activities	Stakeholders will be invited to participate in various planned activities, meetings, and opportunities to serve on a committee.	Community Engagement	08/10/2017	05/25/2018	\$0	Administrators, teachers, and school social worker.
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	All stakeholder feedback was completed during the Florence City Schools District Accreditation. A file of all reports from the stakeholder feedback is attached. Areas of Notable Achievement and Areas in Need of Improvement are drawn from the Stakeholder Feedback data.	

Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

Standard 5, Using Results For Continuous Improvement, received a satisfaction level of 4.44. Standard 1, Purpose and Direction, received an approval rating of 4.42.

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

Standard 4, Resources and Support Systems, had a satisfaction rate of 4.39.

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

The area related to Standard 5, Using Results for Continuous Improvement, is consistently ranked as high for Weeden.

Areas in Need of Improvement

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

Standard 2, Governance and Leadership, showed the lowest level of satisfaction with a 4.27 ranking.

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

Standard 3, Teaching and Assessing for Learning, showed a 4.36 satisfaction level

What are the implications for these stakeholder perceptions?

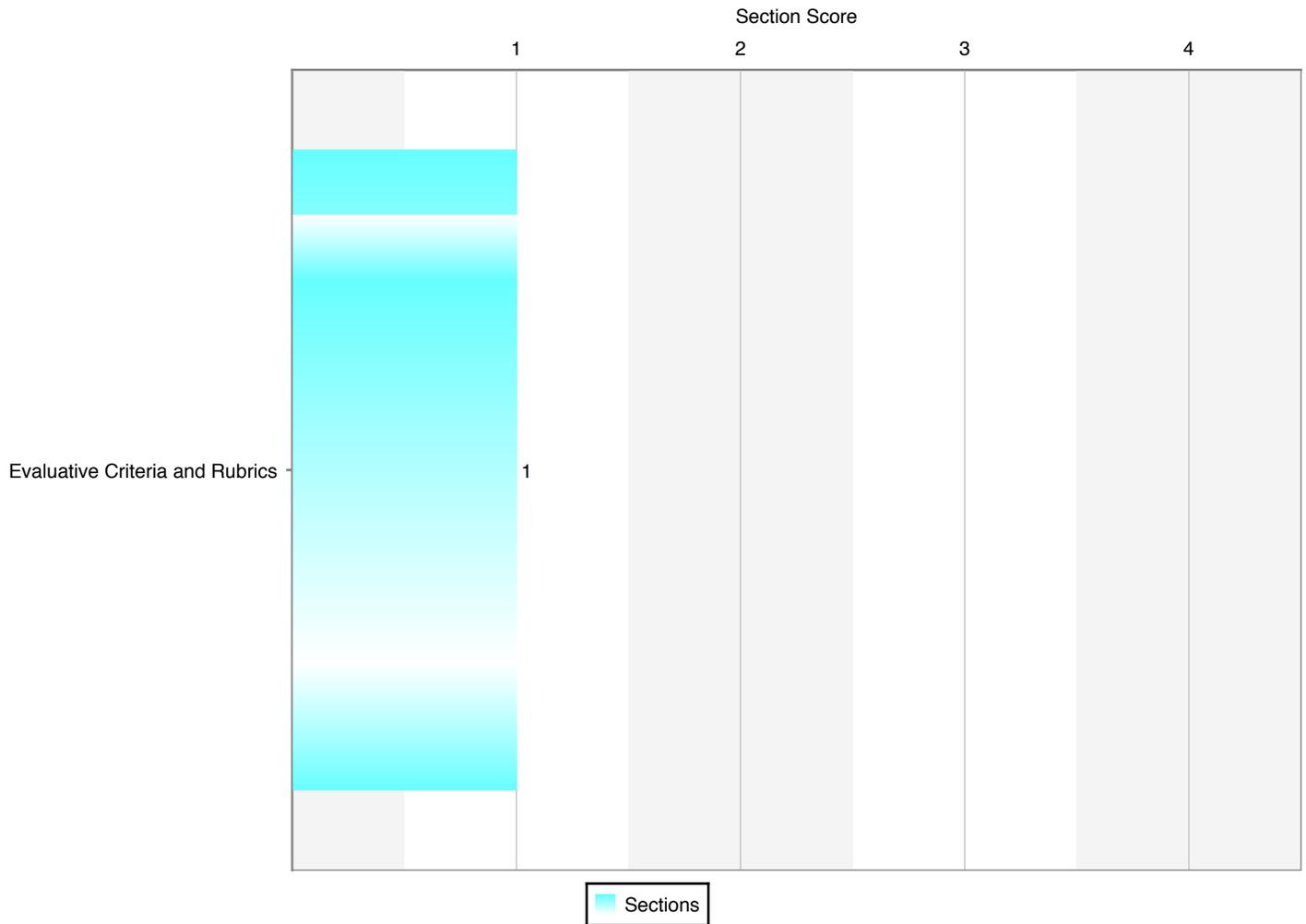
Weeden needs to focus on research based instructional practices and ongoing formative assessments.

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

Standard 2, Governance and Leadership

Report Summary

Scores By Section



2018-2019 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?

Members of the Leadership Team along with additional faculty and staff and community representatives met on August 29, 2017 to discuss the Florence City Schools Instructional Roadmap to success and also analyzed data from summative and formative test data to determine our needs as we aspire to be one of the top school systems in Alabama and among the nation. Some of the data examined included INOW data, DIBELS, STAR, Scantron Performance, AMSTI benchmark test, Macmillan/McGraw- Hill reading assessments, classroom tests, grade level writing samples and rubrics and many other sources. The Title 1 Committee met to determine the eligibility criteria for selection. The committee consists of administration, instructional partner, counselor, EL teacher, classroom teachers from multiple grade levels, Title 1 personnel as well as parents. Throughout the year, a multiplicity of avenues of analysis occurred to determine if we are meeting our goals. A few examples include weekly data meetings, faculty meetings, and professional development sessions focused on data-based decision making. Faculty and staff attended training on Learning Targets, Quality Questioning, Student Engagement and Team Building on PD/Data days throughout the school year as part of the FLCN. The faculty continues to use the Stephen Covey's 7 Habits. The training received has provided teachers insight to increase student enrollment, improve academic performance, reduce behavior problems, increase parental involvement and create a culture of leadership.

What were the results of the comprehensive needs assessment?

The partnership between home and school is open and parents take advantage of our invitations to let us know what they need to help their children. However, school attendance remains a concern. INOW analysis indicated that absenteeism is still a problem but continues to improve. In the 2014-2015 school year, 33% of students in grade 4 met the annual reading target and in 2015-2016 school year 79% met their annual reading target in Scantron Performance. In the 2016-2017 school year, 57% of fourth grade students met their annual reading target goal. Reading is still an area of concern.

What conclusions were drawn from the results?

According to Scantron Performance, Weeden School has areas of weakness in our math scores. The Weeden stakeholders feel that the continued implementation of AMSTI, the Envisions Math program, information obtained during OGAP training, and the implementation of STEM, our math instruction is on target. By examining writing samples in grades K-4 and analyzing the rubrics used to assess writing, it was determined that writing should also be a focus for this school year. Therefore, data accumulated and examined indicates that our main areas of focus for the 2017-2018 school year will be in the areas of reading, writing, math and increasing student attendance.

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

Student attendance and parent involvement are issues that the school will be addressing this year.

Teachers are addressing attendance in grade level meetings weekly and incentives are being offered to students whose attendance increases. Classes are being recognized for attendance improvement. More home visits will be made to assess environmental factors and identify barriers that may be contributing to absenteeism. Parents are comfortable and willing to express what their needs are regarding literacy (i.e. Adult Basic Education, help with math and reading comprehension, the frequency of school functions). Attaining Torchbearer status has increased morale in teachers, parents and students. The addition of Show Choir has been a positive influence on many of our students in both self-esteem and school participation. The partnership between home and school is very open and parents take advantage of our invitation to let us know what they need to help their children. Weeden School has a partnership with our school to offer adult ESL classes on our campus two days a week in the morning and two days a week in the afternoon. The EL parents have voiced an interest in having a more basic course which focuses on how to learn elementary level skills so they will be able to help their children at home. Computers are available in the library. School personnel must be present for parents to utilize the computers. A Rosetta Stone license would be beneficial to assist parents in language acquisition

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

Continuous progress monitoring using formative and summative assessment data allows teachers to adjust instructional practices. Collaboration on instructional strategies is conducted during grade level data meetings as well as in scheduled faculty, and PST meetings. All teachers in grades K-4 utilize strategic lessons using standards-based instruction and implement the components in whole group and small group settings in reading, math, and writing. After weekly assessments, teachers adjust instruction systematically. Prompt referrals are made to RTI team when a student has not progressed. Title 1 personnel provide increasing intensity of instruction and individual or small group delivery for students who have not met skill mastery. Groups are flexible and based on greatest need of academic assistance. New literacy standards are implemented through the science and social studies curriculum. AMSTI math and science, along with STEM, will continue to be utilized to provide an instructional program that teachers can use as a framework for integrating other areas of the curriculum such as reading, writing, math and social studies. Hands-on investigations provide stimulating activities that engage all students at their level of learning. Because of its inquiry-based nature it meets Common Core standards in developing student reasoning and critical thinking in all areas of the curriculum. The School Improvement Plan is revised regularly to reflect school needs. Teachers have received extensive Common Core training as well as training in Global Scholar/Compass Learning, Envision Math, and the McGraw-Hill reading Series. Global Scholars/Compass Learning assessments will be an additional tool to help teachers pinpoint and target skills deficiencies that need addressing. Alabama Insight will be utilized to identify and unpack standards. This tool will help teachers align resources, develop rubrics, gather teaching ideas, and plan intervention and/ or enrichment activities to enhance instruction.

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

INOW attendance data, benchmark assessments, summative and formative assessments (informal assessments, teacher observation, analysis of rubrics, etc.) are all examined to develop our school goals. ACCESS scores are analyzed to see if students are making annual

gains in language acquisition. Research-based accommodations for EL students in the classroom will be identified and an academic plan with accommodations will be devised. As the students gain English proficiency fewer accommodations will be given. All available assessment data is examined in faculty meetings with all grades participating and then are analyzed within each grade level to determine areas that need extra focus. In grades K-4 classroom teachers begin DIBELS progress monitoring within the first nine weeks of school. Progress monitoring is conducted on a weekly basis for both strategic and intensive leveled students. In grades 1-4, students graph their own ORF scores each week in their individual Data Notebooks. Students create visual graphs, charts of their own ORF scores each week to self-monitor their own progress. Common Core standards are posted in the classrooms as Learning Targets and are marked each time the standard is taught. The core standard(s) are indicated beside the display of student projects which allows stakeholder to view the purpose of the work samples on display. Teachers utilize the assessments available in the reading series, DIBELS reports, Scantron Performance data, and information provided from ACCESS test to develop a plan of action to address academic needs of the students. Reports are analyzed weekly during grade level meetings. Weekly test, Unit test, Quick checks, and curriculum based on Backward Design are utilized by teachers to monitor progress in all five components of the reading process in grades K-4. Teachers utilize explicit phonics instruction to target specific deficiencies and differentiated instruction to ensure that all three tiers of instruction are met on a daily basis. Teachers utilize the above grade level portions of the teacher's editions to challenge students who have mastered on grade level material. Teachers incorporate SIOP Model into daily reading instruction to increase student engagement as well as to meet the varied levels and learning styles in the classroom. Information from the tests results determine the need for remediation or intervention of students and to determine academic growth of all students. Additional academic support is offered during school by Title 1 teachers, special education teachers and assistants.

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

All curriculum areas have been aligned with the Core Standards. Instructional materials/strategies are research-based. Continuous progress monitoring of formative and summative assessment data allows the teachers to adjust instructional practices. SMART Boards, ELMO Document cameras, iPads for each child in K -2 and Chromebooks for grades 3-4, are utilized in each classroom. Teachers have received extensive training in the incorporation of these educational tools. Remediation services and extended learning opportunities are available for students experiencing academic difficulties. Title 1 services are offered based on multiple criteria including academic assessments, participation in the HOPE program, students who have been placed or retained, and students referred for RTI. All of these areas are considered when determining the students in the greatest need of services. The process is reviewed frequently and adjustments are made regularly. Tier 1-3 instruction is offered in math and reading to meet the various academic needs of all students. Teachers identify standards where students are deficient and adjust their speed of teaching concepts and vary their methodology to meet individual student needs. Teachers share information across grade levels for instructional adjustments. Daily quick checks allow teachers to adjust teaching strategies and incorporate lessons to provide more individualized instruction. Teachers encourage parents and community leaders to volunteer so that they will feel that they are major stakeholders and are viable partners in the education of the students at Weeden School.

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:

Parent and Family Engagement

Measurable Objective 1:

demonstrate a behavior which provides transparent communication to parents and families by 05/25/2018 as measured by parents attending school meetings and viewing facebook, and our weekly Smore.

Strategy1:

Provide opportunities for transparent communication - Throughout the year, we will offer general meetings, scheduled parent conferences, school events, volunteer programs, and opportunities to serve on school committees. To inform parents, we will utilize SchoolCast, Chalkable, weekly Smore, teacher newsletters, social media, and our school website. Translations in Spanish are provided.

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

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Multiple opportunities for communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host multiple activities for parents to participate in their child's education and we will provide information in multiple formats using a variety of sources.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 2:

collaborate to use data analysis to create activities promoting parental involvement by 05/25/2018 as measured by the end of the year parent survey data results .

Strategy1:

Gather input from parents utilizing surveys - Throughout the year, parents will be given surveys to gather input that will help guide the services that we provide.

Category: Implement Community Based Support and Intervention System

Research Cited: From the work of Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

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Weeden Elementary School

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will disseminate parent surveys both in print and electronically through parent emails from Chalkable. We will provide surveys in both English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 3:

collaborate to provide civic services that support students and families by 05/25/2018 as measured by student and parent participation .

Strategy1:

Community Partnerships - We will partner with businesses, churches, and other community organizations to provide services for students and families.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Civic Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with community churches (clothes, school supplies), The Little Red Schoolhouse, Sydney Safe (snack bags), TNT Fireworks (books and school supplies) and Foster Grandparent Program.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Goal 2:

To create opportunities for parental involvement

Measurable Objective 1:

collaborate to create activities to promote parental involvement by 05/25/2018 as measured by parent activity sign-in sheets and parent survey responses.

Strategy1:

Parent meetings - Weeden will offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development. Meetings are offered at various times throughout the day and evening. Weeden convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and rights to be involved in the program.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar (2005) Parental Involvement in the Classroom. Journal of Instructional Psychology, 32, 13-16.

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Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school provides parents/community stakeholders with an opportunity for meaningful and ongoing consultations and communications about the academic quality of the school. The school involves parents/community stakeholders in the development of the school-wide plan through collaborative meetings.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	District administrators, school administrators, instructional and professional partner, and community stakeholders

Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of meetings by various modes of communication such as: school-wide parent newsletter, school web site, facebook, twitter, emails through INOW, teachers' newsletters, and Weeden School Cast. These are available in English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	District Administrators, school administrators, instructional partners, and professional partners

Goal 3:

Culture

Measurable Objective 1:

collaborate to create a shared vision between students, faculty and parents by 05/25/2018 as measured by survey results.

Strategy1:

Shared Vision: Tomorrow, Today; "Ownership" - We will promote a shared vision and ownership through professional development and community involvement.

Category: Implement Community Based Support and Intervention System

Research Cited: MacNeil, Angus J., Prater, Doris I., Busch, Steve and also selected articles from NEA, NAESP, National PTA.

Activity - FLCN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An opportunity for all stakeholders to participate in professional development.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	System Administration, School Administration

Measurable Objective 2:

collaborate to analyze data to guide and inform stakeholders about our decisions concerning school culture by 05/25/2018 as measured by parent, students, and faculty surveys.

Strategy1:

Surveys - We will disseminate surveys both in print and electronically. Translations in Spanish will be provided.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson & Davis, articles from NEA, NPTA, NCPIE

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Weeden Elementary School

Activity - Stakeholder Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will complete surveys online and in print. Translations in Spanish will be provided.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 3:

collaborate to promote and encourage positive student behavior by 05/25/2018 as measured by number and type of discipline office referrals, RTI behavior referrals and classroom behavior management tools.

Strategy1:

PBIS - PBIS will improve social, emotional, and academic outcomes for all students.

This can be implemented through a multi-tiered approach to social, emotional, and behavior support.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, Rob H, Sugai, George and Lewis, Timothy

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Activity - Behavior Management Apps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators can encourage positive and appropriate behavior through Class Dojo, PBIS, and Be Safe SPRIGeo.	Behavioral Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers, counselors

Measurable Objective 4:

demonstrate a behavior of ownership by students, faculty, parents or guardians by 05/25/2018 as measured by activity sign-in sheets and survey responses.

Strategy1:

Student Investment - Create opportunities for everyone to invest in students.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson and Davis and also selected articles from NEA, NPTA, and NCPIE.

Activity - Participation in School Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will be invited to participate in various planned activities, meetings, and opportunities to serve on a committee.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and school social worker.

Goal 4:

Academics

Measurable Objective 1:

increase student growth by offering opportunities for all students to learn and become proficient in literacy skills by 05/25/2018 as measured

by assessments such as Scantron Performance, DIBELS, benchmark tests, and classroom assessments.

Strategy1:

ARI Strategies - Students will be actively engaged in a reading curriculum that is explicit and systematic through the implementation of ARI (Alabama Reading Initiative) strategies outlined in different modules.

Category: Develop/Implement Learning Supports

Research Cited: Arnbruster, Bonnie B., Lehr, Fran, and Osborn, Jean and articles from NRP (National Reading Panel)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model best practices, guide instruction, teach effective comprehension strategies and have the students apply the skills in a new and meaningful way.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers, staff

Strategy2:

Language Acquisition - During the first thirty days of school, the ESL and classroom teachers will schedule EL committee meetings with parents to set individual goals for all ELs and write expanded IELP's for students that did not make adequate progress on assessments.

Category: Develop/Implement Learning Supports

Research Cited: SIOP and WIDA

Activity - SIOP Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP method to insure that students are mastering language objectives and content standards simultaneously	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, EL teachers, classroom teachers

Measurable Objective 2:

increase student growth by offering opportunities to participate in weekly art and music classes by 05/25/2018 as measured by progress reports created by art and music teachers.

Strategy1:

Student Programs - Students have the opportunity to participate in various programs throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Jensen, E., Chapman, R., and Buka, S. and articles by NAEA (National Art Education Association), Art Education Journal

Activity - Arts Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Weeden students have the opportunity to publish works of art at the annual Arts Alive Festival in the spring.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, art teacher, staff

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Weeden Elementary School

Activity - Show Choir	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade students will have the opportunity to participate in Show Choir based on academic and behavior reports. They have various performances for the school and community throughout the school year.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, art and music teachers, staff

Measurable Objective 3:

increase student growth by offering opportunities for all students to learn and become proficient in mathematics skills by 05/25/2018 as measured by assessments such as Scantron Performance, benchmark tests, and classroom assessments.

Strategy1:

AMSTI Strategies - Staff will implement AMSTI mathematics strategies to provide all students with the knowledge and skills needed for success in the workforce and/or post secondary studies (CCRS), AMSTI will be used as a supplement to our adopted state series, Envisions.

Category: Develop/Implement Learning Supports

Research Cited: Newman, Dennis, Finney, Pamela B. and articles by NCTM (National Council of Teachers of Mathematics), ALSDE (Alabama State Department of Education)

Activity - Lunch and Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lunch hour, parents are invited to observe and participate in classrooms using AMSTI strategies. Students explain how to use strategies so parents can help with homework assignments.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers and staff, AMSTI staff

Measurable Objective 4:

collaborate to partner with local universities to strengthen the teaching profession to successfully meet the need of students. by 05/25/2018 as measured by participation in Impact 80 and other collaborative endeavors.

Strategy1:

University Collaboration - Partnering with local universities to strengthen the teaching profession and help meet the needs of our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mohr, J. and Spekman, R.

Activity - Higher Education Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools partner with the University of North Alabama to offer teachers the opportunity to obtain higher degrees at a reduced cost. Interns from the University of North Alabama and Athens State University are placed in classrooms with experienced teachers to provide learning opportunities in the teaching profession. UNA students participate in the PALs Program (Progressing Academic Learners) to provide Weeden students additional literacy instruction.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, University staff, classroom teachers, and interns

Goal 5:

Professionals

Measurable Objective 1:

collaborate to prepare all teachers through professional development the knowledge and skills to successfully meet the needs of all students. by 05/25/2018 as measured by data obtained through surveys and walk through data.

Strategy1:

Collaborative Teams - Various teams will meet throughout the academic year to plan, discuss and implement a variety of interventions to support student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Batsche, G., Grimes, J.L., Kovaleski, J., Prasse, J.F. and various articles by NRP (National Reading Panel) and What Works Clearinghouse

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students are discussed during common grade level planning times and then if needed, are referred to the RTI team (Response to Instruction)	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers and staff

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the curriculum through walk throughs by administrators, central office personnel, and teachers. Observations will be used as a tool to improve teaching and learning. Teachers will be given feedback regarding differentiated learning opportunities, equitable learning practices, use of technology, and student engagement in rigorous, quality work	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Central office staff, administrators, and classroom teachers

Measurable Objective 2:

collaborate to collect and organize data to allow teachers to evaluate the effectiveness of professional opportunities by 05/25/2018 as measured by teacher evaluations.

Strategy1:

Data Collection - Data will be collected to evaluate the effectiveness of professional development, Attendees will offer feedback through completion of evaluations in order to improve understanding of content presented.

Category: Develop/Implement Professional Learning and Support

Research Cited: Barrett, Nathan; Butler, J.S.; Toma, Eugenia F.

ACIP

Weeden Elementary School

Activity - Evaluations and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive feedback from walk through data and evaluations from Educator Effectiveness. Evaluations of professional development will be completed by attendees.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional partner, and classroom teachers,

Measurable Objective 3:

collaborate to provide all employees with the knowledge and skills to successfully complete their job in a manner which supports students by 05/25/2018 as measured by participation in professional development, walk throughs, and surveys.

Strategy1:

Staff Development Opportunities - All staff will be provided with a variety of professional development to gain knowledge and skills to successfully complete their job and support students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Yoon, Kwang Suk, Lee, Silvia Wen-Yu, Sparks, Georgea Mohlman

Activity - ARI (Alabama Reading Initiative)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI supports the development, high quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade level standards. Training will be provided in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional partner, classroom teachers

Activity - FLCN (Falcon Learning Community Network)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All system-wide staff will meet four times throughout the year for professional development. Dr. Eric Thomas, a motivational speaker, will address all employees on empowering and inspiring staff and students using strategies to connect students to the learning process	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Eric Thomas, Central office staff, school administrators, system employees

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:

Parent and Family Engagement

Measurable Objective 1:

demonstrate a behavior which provides transparent communication to parents and families by 05/25/2018 as measured by parents attending school meetings and viewing facebook, and our weekly Smore.

Strategy1:

Provide opportunities for transparent communication - Throughout the year, we will offer general meetings, scheduled parent conferences, school events, volunteer programs, and opportunities to serve on school committees. To inform parents, we will utilize SchoolCast, Chalkable, weekly Smore, teacher newsletters, social media, and our school website. Translations in Spanish are provided.

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

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Multiple opportunities for communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host multiple activities for parents to participate in their child's education and we will provide information in multiple formats using a variety of sources.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 2:

collaborate to use data analysis to create activities promoting parental involvement by 05/25/2018 as measured by the end of the year parent survey data results .

Strategy1:

Gather input from parents utilizing surveys - Throughout the year, parents will be given surveys to gather input that will help guide the services that we provide.

Category: Implement Community Based Support and Intervention System

Research Cited: From the work of Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will disseminate parent surveys both in print and electronically through parent emails from Chalkable. We will provide surveys in both English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 3:

collaborate to provide civic services that support students and families by 05/25/2018 as measured by student and parent participation .

Strategy1:

Community Partnerships - We will partner with businesses, churches, and other community organizations to provide services for students and families.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

ACIP

Weeden Elementary School

Activity - Civic Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with community churches (clothes, school supplies), The Little Red Schoolhouse, Sydney Safe (snack bags), TNT Fireworks (books and school supplies) and Foster Grandparent Program.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Goal 2:

To create opportunities for parental involvement

Measurable Objective 1:

collaborate to create activities to promote parental involvement by 05/25/2018 as measured by parent activity sign-in sheets and parent survey responses.

Strategy1:

Parent meetings - Weeden will offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development. Meetings are offered at various times throughout the day and evening. Weeden convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and rights to be involved in the program.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar (2005) Parental Involvement in the Classroom. Journal of Instructional Psychology, 32, 13-16.

Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of meetings by various modes of communication such as: school-wide parent newsletter, school web site, facebook, twitter, emails through INOW, teachers' newsletters, and Weeden School Cast. These are available in English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	District Administrators, school administrators, instructional partners, and professional partners

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school provides parents/community stakeholders with an opportunity for meaningful and ongoing consultations and communications about the academic quality of the school. The school involves parents/community stakeholders in the development of the school-wide plan through collaborative meetings.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	District administrators, school administrators, instructional and professional partner, and community stakeholders

Goal 3:

Culture

Measurable Objective 1:

collaborate to promote and encourage positive student behavior by 05/25/2018 as measured by number and type of discipline office

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referrals, RTI behavior referrals and classroom behavior management tools.

Strategy1:

PBIS - PBIS will improve social, emotional, and academic outcomes for all students.

This can be implemented through a multi-tiered approach to social, emotional, and behavior support.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, Rob H, Sugai, George and Lewis, Timothy

www.pbis.org

Activity - Behavior Management Apps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators can encourage positive and appropriate behavior through Class Dojo, PBIS, and Be Safe SPRIGeo.	Behavioral Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers, counselors

Measurable Objective 2:

demonstrate a behavior of ownership by students, faculty, parents or guardians by 05/25/2018 as measured by activity sign-in sheets and survey responses.

Strategy1:

Student Investment - Create opportunities for everyone to invest in students.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson and Davis and also selected articles from NEA, NPTA, and NCPIE.

Activity - Participation in School Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will be invited to participate in various planned activities, meetings, and opportunities to serve on a committee.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and school social worker.

Measurable Objective 3:

collaborate to create a shared vision between students, faculty and parents by 05/25/2018 as measured by survey results.

Strategy1:

Shared Vision: Tomorrow, Today; "Ownership" - We will promote a shared vision and ownership through professional development and community involvement.

Category: Implement Community Based Support and Intervention System

Research Cited: MacNeil, Angus J., Prater, Doris I., Busch, Steve and also selected articles from NEA, NAESP, National PTA.

ACIP

Weeden Elementary School

Activity - FLCN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An opportunity for all stakeholders to participate in professional development.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	System Administration, School Administration

Measurable Objective 4:

collaborate to analyze data to guide and inform stakeholders about our decisions concerning school culture by 05/25/2018 as measured by parent, students, and faculty surveys.

Strategy1:

Surveys - We will disseminate surveys both in print and electronically. Translations in Spanish will be provided.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson & Davis, articles from NEA, NPTA, NCPPIE

Activity - Stakeholder Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will complete surveys online and in print. Translations in Spanish will be provided.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Goal 4:

Academics

Measurable Objective 1:

increase student growth by offering opportunities to participate in weekly art and music classes by 05/25/2018 as measured by progress reports created by art and music teachers.

Strategy1:

Student Programs - Students have the opportunity to participate in various programs throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Jensen, E., Chapman, R., and Buka, S. and articles by NAEA (National Art Education Association), Art Education Journal

Activity - Show Choir	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade students will have the opportunity to participate in Show Choir based on academic and behavior reports. They have various performances for the school and community throughout the school year.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, art and music teachers, staff

ACIP

Weeden Elementary School

Activity - Arts Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Weeden students have the opportunity to publish works of art at the annual Arts Alive Festival in the spring.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, art teacher, staff

Measurable Objective 2:

increase student growth by offering opportunities for all students to learn and become proficient in mathematics skills by 05/25/2018 as measured by assessments such as Scantron Performance, benchmark tests, and classroom assessments.

Strategy1:

AMSTI Strategies - Staff will implement AMSTI mathematics strategies to provide all students with the knowledge and skills needed for success in the workforce and/or post secondary studies (CCRS), AMSTI will be used as a supplement to our adopted state series, Envisions.

Category: Develop/Implement Learning Supports

Research Cited: Newman, Dennis, Finney, Pamela B. and articles by NCTM (National Council of Teachers of Mathematics), ALSDE (Alabama State Department of Education)

Activity - Lunch and Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lunch hour, parents are invited to observe and participate in classrooms using AMSTI strategies. Students explain how to use strategies so parents can help with homework assignments.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers and staff, AMSTI staff

Measurable Objective 3:

collaborate to partner with local universities to strengthen the teaching profession to successfully meet the need of students. by 05/25/2018 as measured by participation in Impact 80 and other collaborative endeavors.

Strategy1:

University Collaboration - Partnering with local universities to strengthen the teaching profession and help meet the needs of our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mohr, J. and Spekman, R.

Activity - Higher Education Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools partner with the University of North Alabama to offer teachers the opportunity to obtain higher degrees at a reduced cost. Interns from the University of North Alabama and Athens State University are placed in classrooms with experienced teachers to provide learning opportunities in the teaching profession. UNA students participate in the PALs Program (Progressing Academic Learners) to provide Weeden students additional literacy instruction.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, University staff, classroom teachers, and interns

Measurable Objective 4:

SY 2017-2018

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increase student growth by offering opportunities for all students to learn and become proficient in literacy skills by 05/25/2018 as measured by assessments such as Scantron Performance, DIBELS, benchmark tests, and classroom assessments.

Strategy1:

Language Acquisition - During the first thirty days of school, the ESL and classroom teachers will schedule EL committee meetings with parents to set individual goals for all ELs and write expanded IELP's for students that did not make adequate progress on assessments.

Category: Develop/Implement Learning Supports

Research Cited: SIOP and WIDA

Activity - SIOP Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP method to insure that students are mastering language objectives and content standards simultaneously	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, EL teachers, classroom teachers

Strategy2:

ARI Strategies - Students will be actively engaged in a reading curriculum that is explicit and systematic through the implementation of ARI (Alabama Reading Initiative) strategies outlined in different modules.

Category: Develop/Implement Learning Supports

Research Cited: Arnbruster, Bonnie B., Lehr, Fran, and Osborn, Jean and articles from NRP (National Reading Panel)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model best practices, guide instruction, teach effective comprehension strategies and have the students apply the skills in a new and meaningful way.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers, staff

Goal 5:

Professionals

Measurable Objective 1:

collaborate to collect and organize data to allow teachers to evaluate the effectiveness of professional opportunities by 05/25/2018 as measured by teacher evaluations.

Strategy1:

Data Collection - Data will be collected to evaluate the effectiveness of professional development, Attendees will offer feedback through completion of evaluations in order to improve understanding of content presented.

Category: Develop/Implement Professional Learning and Support

Research Cited: Barrett, Nathan; Butler, J.S.; Toma, Eugenia F.

ACIP

Weeden Elementary School

Activity - Evaluations and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive feedback from walk through data and evaluations from Educator Effectiveness. Evaluations of professional development will be completed by attendees.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional partner, and classroom teachers,

Measurable Objective 2:

collaborate to prepare all teachers through professional development the knowledge and skills to successfully meet the needs of all students. by 05/25/2018 as measured by data obtained through surveys and walk through data.

Strategy1:

Collaborative Teams - Various teams will meet throughout the academic year to plan, discuss and implement a variety of interventions to support student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Batsche, G., Grimes, J.L., Kovaleski, J., Prasse, J.F. and various articles by NRP (National Reading Panel) and What Works Clearinghouse

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the curriculum through walk throughs by administrators, central office personnel, and teachers. Observations will be used as a tool to improve teaching and learning. Teachers will be given feedback regarding differentiated learning opportunities, equitable learning practices, use of technology, and student engagement in rigorous, quality work	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Central office staff, administrators, and classroom teachers

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students are discussed during common grade level planning times and then if needed, are referred to the RTI team (Response to Instruction)	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers and staff

Measurable Objective 3:

collaborate to provide all employees with the knowledge and skills to successfully complete their job in a manner which supports students by 05/25/2018 as measured by participation in professional development, walk throughs, and surveys.

Strategy1:

Staff Development Opportunities - All staff will be provided with a variety of professional development to gain knowledge and skills to successfully complete their job and support students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Yoon, Kwang Suk, Lee, Silvia Wen-Yu, Sparks, Georgea Mohlman

ACIP

Weeden Elementary School

Activity - ARI (Alabama Reading Initiative)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI supports the development, high quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade level standards. Training will be provided in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional partner, classroom teachers

Activity - FLCN (Falcon Learning Community Network)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All system-wide staff will meet four times throughout the year for professional development. Dr. Eric Thomas, a motivational speaker, will address all employees on empowering and inspiring staff and students using strategies to connect students to the learning process	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Eric Thomas, Central office staff, school administrators, system employees

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:

Parent and Family Engagement

Measurable Objective 1:

collaborate to use data analysis to create activities promoting parental involvement by 05/25/2018 as measured by the end of the year parent survey data results .

Strategy1:

Gather input from parents utilizing surveys - Throughout the year, parents will be given surveys to gather input that will help guide the services that we provide.

Category: Implement Community Based Support and Intervention System

Research Cited: From the work of Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will disseminate parent surveys both in print and electronically through parent emails from Chalkable. We will provide surveys in both English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 2:

demonstrate a behavior which provides transparent communication to parents and families by 05/25/2018 as measured by parents attending school meetings and viewing facebook, and our weekly Smore.

Strategy1:

Provide opportunities for transparent communication - Throughout the year, we will offer general meetings, scheduled parent conferences, school events, volunteer programs, and opportunities to serve on school committees. To inform parents, we will utilize SchoolCast, Chalkable, weekly Smore, teacher newsletters, social media, and our school website. Translations in Spanish are provided.

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

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Multiple opportunities for communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host multiple activities for parents to participate in their child's education and we will provide information in multiple formats using a variety of sources.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 3:

collaborate to provide civic services that support students and families by 05/25/2018 as measured by student and parent participation .

Strategy1:

Community Partnerships - We will partner with businesses, churches, and other community organizations to provide services for students and families.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Civic Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with community churches (clothes, school supplies), The Little Red Schoolhouse, Sydney Safe (snack bags), TNT Fireworks (books and school supplies) and Foster Grandparent Program.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Goal 2:

To create opportunities for parental involvement

Measurable Objective 1:

collaborate to create activities to promote parental involvement by 05/25/2018 as measured by parent activity sign-in sheets and parent survey responses.

Strategy1:

Parent meetings - Weeden will offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development. Meetings are offered at various times throughout the day and evening. Weeden convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and rights to be involved in the program.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M., Wilson, Janell D., Wilson, Charles E. Notar (2005) Parental Involvement in the Classroom. Journal of Instructional Psychology, 32, 13-16.

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school provides parents/community stakeholders with an opportunity for meaningful and ongoing consultations and communications about the academic quality of the school. The school involves parents/community stakeholders in the development of the school-wide plan through collaborative meetings.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	District administrators, school administrators, instructional and professional partner, and community stakeholders

Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of meetings by various modes of communication such as: school-wide parent newsletter, school web site, facebook, twitter, emails through INOW, teachers' newsletters, and Weeden School Cast. These are available in English and Spanish.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	District Administrators, school administrators, instructional partners, and professional partners

Goal 3:

Culture

Measurable Objective 1:

collaborate to create a shared vision between students, faculty and parents by 05/25/2018 as measured by survey results.

Strategy1:

Shared Vision: Tomorrow, Today; "Ownership" - We will promote a shared vision and ownership through professional development and

community involvement.

Category: Implement Community Based Support and Intervention System

Research Cited: MacNeil, Angus J., Prater, Doris I., Busch, Steve and also selected articles from NEA, NAESP, National PTA.

Activity - FLCN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An opportunity for all stakeholders to participate in professional development.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	System Administration, School Administration

Measurable Objective 2:

collaborate to analyze data to guide and inform stakeholders about our decisions concerning school culture by 05/25/2018 as measured by parent, students, and faculty surveys.

Strategy1:

Surveys - We will disseminate surveys both in print and electronically. Translations in Spanish will be provided.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson & Davis, articles from NEA, NPTA, NCPPIE

Activity - Stakeholder Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will complete surveys online and in print. Translations in Spanish will be provided.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Measurable Objective 3:

demonstrate a behavior of ownership by students, faculty, parents or guardians by 05/25/2018 as measured by activity sign-in sheets and survey responses.

Strategy1:

Student Investment - Create opportunities for everyone to invest in students.

Category: Develop/Implement Student and School Culture Program

Research Cited: Jackson and Davis and also selected articles from NEA, NPTA, and NCPPIE.

Activity - Participation in School Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will be invited to participate in various planned activities, meetings, and opportunities to serve on a committee.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and school social worker.

Measurable Objective 4:

collaborate to promote and encourage positive student behavior by 05/25/2018 as measured by number and type of discipline office referrals, RTI behavior referrals and classroom behavior management tools.

Strategy1:

PBIS - PBIS will improve social, emotional, and academic outcomes for all students.

This can be implemented through a multi-tiered approach to social, emotional, and behavior support.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, Rob H, Sugai, George and Lewis, Timothy

www.pbis.org

Activity - Behavior Management Apps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators can encourage positive and appropriate behavior through Class Dojo, PBIS, and Be Safe SPRIGeo.	Behavioral Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers, counselors

Goal 4:

Academics

Measurable Objective 1:

increase student growth by offering opportunities for all students to learn and become proficient in mathematics skills by 05/25/2018 as measured by assessments such as Scantron Performance, benchmark tests, and classroom assessments.

Strategy1:

AMSTI Strategies - Staff will implement AMSTI mathematics strategies to provide all students with the knowledge and skills needed for success in the workforce and/or post secondary studies (CCRS), AMSTI will be used as a supplement to our adopted state series, Envisions.

Category: Develop/Implement Learning Supports

Research Cited: Newman, Dennis, Finney, Pamela B. and articles by NCTM (National Council of Teachers of Mathematics), ALSDE (Alabama State Department of Education)

Activity - Lunch and Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lunch hour, parents are invited to observe and participate in classrooms using AMSTI strategies. Students explain how to use strategies so parents can help with homework assignments.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers and staff, AMSTI staff

Measurable Objective 2:

increase student growth by offering opportunities to participate in weekly art and music classes by 05/25/2018 as measured by progress reports created by art and music teachers.

Strategy1:

Student Programs - Students have the opportunity to participate in various programs throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Jensen, E., Chapman, R., and Buka, S. and articles by NAEA (National Art Education Association), Art Education Journal

Activity - Arts Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Weeden students have the opportunity to publish works of art at the annual Arts Alive Festival in the spring.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, art teacher, staff

Activity - Show Choir	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade students will have the opportunity to participate in Show Choir based on academic and behavior reports. They have various performances for the school and community throughout the school year.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, art and music teachers, staff

Measurable Objective 3:

collaborate to partner with local universities to strengthen the teaching profession to successfully meet the need of students. by 05/25/2018 as measured by participation in Impact 80 and other collaborative endeavors.

Strategy1:

University Collaboration - Partnering with local universities to strengthen the teaching profession and help meet the needs of our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mohr, J. and Spekman, R.

Activity - Higher Education Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools partner with the University of North Alabama to offer teachers the opportunity to obtain higher degrees at a reduced cost. Interns from the University of North Alabama and Athens State University are placed in classrooms with experienced teachers to provide learning opportunities in the teaching profession. UNA students participate in the PALs Program (Progressing Academic Learners) to provide Weeden students additional literacy instruction.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, University staff, classroom teachers, and interns

Measurable Objective 4:

increase student growth by offering opportunities for all students to learn and become proficient in literacy skills by 05/25/2018 as measured by assessments such as Scantron Performance, DIBELS, benchmark tests, and classroom assessments.

Strategy1:

Language Acquisition - During the first thirty days of school, the ESL and classroom teachers will schedule EL committee meetings with parents to set individual goals for all ELs and write expanded IELP's for students that did not make adequate progress on assessments.

Category: Develop/Implement Learning Supports

Research Cited: SIOP and WIDA

Activity - SIOP Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP method to insure that students are mastering language objectives and content standards simultaneously	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, EL teachers, classroom teachers

Strategy2:

ARI Strategies - Students will be actively engaged in a reading curriculum that is explicit and systematic through the implementation of ARI (Alabama Reading Initiative) strategies outlined in different modules.

Category: Develop/Implement Learning Supports

Research Cited: Arnbruster, Bonnie B., Lehr, Fran, and Osborn, Jean and articles from NRP (National Reading Panel)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model best practices, guide instruction, teach effective comprehension strategies and have the students apply the skills in a new and meaningful way.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers, staff

Goal 5:

Professionals

Measurable Objective 1:

collaborate to provide all employees with the knowledge and skills to successfully complete their job in a manner which supports students by 05/25/2018 as measured by participation in professional development, walk throughs, and surveys.

Strategy1:

Staff Development Opportunities - All staff will be provided with a variety of professional development to gain knowledge and skills to successfully complete their job and support students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Yoon, Kwang Suk, Lee, Silvia Wen-Yu, Sparks, Georgea Mohlman

Activity - FLCN (Falcon Learning Community Network)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All system-wide staff will meet four times throughout the year for professional development. Dr. Eric Thomas, a motivational speaker, will address all employees on empowering and inspiring staff and students using strategies to connect students to the learning process	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Eric Thomas, Central office staff, school administrators, system employees

ACIP

Weeden Elementary School

Activity - ARI (Alabama Reading Initiative)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI supports the development, high quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade level standards. Training will be provided in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional partner, classroom teachers

Measurable Objective 2:

collaborate to collect and organize data to allow teachers to evaluate the effectiveness of professional opportunities by 05/25/2018 as measured by teacher evaluations.

Strategy1:

Data Collection - Data will be collected to evaluate the effectiveness of professional development, Attendees will offer feedback through completion of evaluations in order to improve understanding of content presented.

Category: Develop/Implement Professional Learning and Support

Research Cited: Barrett, Nathan; Butler, J.S.; Toma, Eugenia F.

Activity - Evaluations and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive feedback from walk through data and evaluations from Educator Effectiveness. Evaluations of professional development will be completed by attendees.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional partner, and classroom teachers,

Measurable Objective 3:

collaborate to prepare all teachers through professional development the knowledge and skills to successfully meet the needs of all students. by 05/25/2018 as measured by data obtained through surveys and walk through data.

Strategy1:

Collaborative Teams - Various teams will meet throughout the academic year to plan, discuss and implement a variety of interventions to support student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: Batsche, G., Grimes, J.L., Kovaleski, J., Prasse, J.F. and various articles by NRP (National Reading Panel) and What Works Clearinghouse

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students are discussed during common grade level planning times and then if needed, are referred to the RTI team (Response to Instruction)	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, classroom teachers and staff

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

Goal 1:

Academics

Measurable Objective 1:

increase student growth by offering opportunities for all students to learn and become proficient in literacy skills by 05/25/2018 as measured by assessments such as Scantron Performance, DIBELS, benchmark tests, and classroom assessments.

Strategy1:

Language Acquisition - During the first thirty days of school, the ESL and classroom teachers will schedule EL committee meetings with parents to set individual goals for all ELs and write expanded IELP's for students that did not make adequate progress on assessments.

Category: Develop/Implement Learning Supports

Research Cited: SIOP and WIDA

Activity - SIOP Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP method to insure that students are mastering language objectives and content standards simultaneously	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, EL teachers, classroom 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.

- 1) We use TransAct to communicate academic results in a language parents can understand.
- 2) We use interpreters for parent/teacher conferences.
- 3) We translate progress reports.
- 4) We invite parents to come to EL committee meetings where they receive assessment scores and the committee sets measurable goals and monitors progress toward attainment of results.

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

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

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

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

The annual LEAPS report as required by ASDE is completed each year. The completion and review of this report assists in ensuring that all teachers are highly-qualified, teaching in their field, and certified by the State of Alabama. Teacher assignments are based on their credentials, ability to implement reform strategies; and identified needs of students. Certificates are placed in each school showing that all teachers of that school are highly qualified.

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?

Weeden has a total of 43 certified staff members and 0 left at the end of the 2016-2017 school year by retirement, resignation, or reassignment.

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

Weeden has 10 teachers with a BS, 23 with an MA, 8 with a 6-year degree and 2 with a doctorate.

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).

Weeden benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via a partnership with the University of North Alabama. Weeden's outstanding instructional practices were recently featured in a movie by Alabama GRIT, which will be shown across the state; we believe this is another way to attract the best professionals, ones who want to achieve the best for themselves and their students, to our school.

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

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

All teachers, through professional development, gain the knowledge and skills to successfully meet the needs of all students and as measured by data obtained through surveys and walk through data. Administrators, central office personnel, and teachers monitor the implementation of the curriculum through walkthroughs. These observations will be used as a tool to improve teaching and learning. Teachers will be given feedback regarding differentiated learning opportunities, equitable learning practices, use of technology, and student engagement in rigorous, quality work. Data Days are held as professional opportunities to analyze academic assessments.

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

Many strategies are employed to identify professional development needs at Weeden School. The school faculty plays a role in identifying professional development needs and the school administrator works with district level administrators to ensure that all professional development is aligned with the Florence City Instructional Roadmap. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions, but be sustaining and on-going when possible. Funding from central office is provided to each school, regardless of whether the state allocates funds or not, to focus on the professional growth of teachers which will impact student achievement. Falcon Learning Network has been established to allow teachers to decide their track of learning for the school year, as well as activities presented through the Best Practices Center with the State Department of Education. There are professional development Data Days in the school calendar to allow professional development to be ongoing and embedded. In the 2017-18 school year, all teachers and staff will participate in ARI training.

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

Weeden has an informal mentoring program. The primary objective of the mentoring program is to assimilate new teachers into the school culture and improve their teaching practices. The mentoring program is designed to provide ongoing support for new or struggling teachers. All new teachers participate and are assigned a master teacher who is matched appropriately according to grade level. Topics of discussion in the Mentoring Program for new teachers include teacher observations, classroom management, and research based instructional strategies. Each department and grade level has an academic leader who serves as one who directs and keeps faculty members cohesive in their instruction. Mentoring also occurs via coaching by the Instructional Partner.

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

Many strategies are employed to identify professional development needs at Weeden. The school faculty plays a role in identifying professional development needs and the school administrator works with district level administrators to ensure that all professional development is aligned with the Florence City Instructional Roadmap. The Falcon Learning Community Network is ongoing throughout the school year. With a spiral curriculum, teachers are able to put practices into place before adding new ones. All professional development must be high-quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions, but be sustaining and on-going when possible. Funding from central office is provided to each school, regardless of whether the state allocates funds or not, to focus on the professional growth of teachers which will impact student achievement. There are professional development Data Days in the school calendar to allow professional development to be ongoing and embedded. In the 2017-18 school year, teachers and staff will be trained in ARI.

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:

Parent and Family Engagement

Measurable Objective 1:

collaborate to provide civic services that support students and families by 05/25/2018 as measured by student and parent participation .

Strategy1:

Community Partnerships - We will partner with schools, businesses, churches, and other community organizations to provide services for students and families.

Category: Implement Community Based Support and Intervention System

Research Cited: Machen, Sandra M. Wilson, Janell D. Wilson, Charles E. Notar and also selected articles from NEA and NAESP.

Activity - Civic Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with community churches (clothes, school supplies), The Little Red Schoolhouse, Sydney Safe (snack bags), TNT Fireworks (books and school supplies) and Foster Grandparent Program.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers have multiple opportunities to provide input into decision making processes beginning with the annual One Day Meeting with the Superintendent, Assistant Superintendent, and other central office personnel. Teachers also provide input during faculty meetings, grade level meetings, vertical team meetings, Professional Learning Teams, Problem Solving Teams, and bi-monthly data meetings with principal and Instructional Partner. Grade Level Academic Leaders convey the assessment concerns and need within their grade level to Principal and Instructional Partner. Systemwide grade level and vertical meetings are conducted to create consistency of assessments, and pacing guides are developed over the summer to ensure that all three elementary schools are covering the same materials per quarter. Electronic communications such as e-mail and Canvas has simplified the collaboration process among teachers and staff. Continuous monitoring of formative and summative assessment data allows teachers to adjust instructional practices. During the annual school wide data analysis meeting in September, faculty members met in teams to disaggregate data from Scantron Performance to identify areas of strengths and weaknesses for the purpose of developing our action plan for 2017-2018 school year. In order to provide appropriate differentiated instruction for all students, data is analyzed from multiple sources, including but not limited to, Scantron Performance, DIBELS Next progress monitoring, benchmark testing, item analysis from unit and weekly McGraw data, and EnVisions Topics. Collaboration is also conducted during grade level data meetings and one-on-one data meetings with principal and Instructional Partner.

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?

Initial identification is determined through the results of previous year's Scantron test results. DIBELS Next results are used in kindergarten through second grade to identify students that are performing well below benchmark level in early literacy skills. Additional identification is made through the Scantron Performance Series which is a diagnostic test for core instructional areas given to students in second through fourth grades three times a year to determine standards mastery. It provides information about student growth and learning gaps. The program provides teachers with suggested learning objectives for students scoring in the lower quartile range for their grade level. In addition, Scantron Performance provides formative assessments for differentiated instruction for individual students and small groups. Compass Learning then develops pre-built assignments that are aligned to the current assessment standard.

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?

Classroom teachers provide Tier II instruction within the classroom. Resource teachers and assistants, such as Title I, Special Education, and EL, provide additional Tier II and Tier III instruction increasing the intensity of instruction and individual delivery for students who have not met skill mastery. Structured, flexible, mastery-based, multi-sensory technology programs are used to provide differentiated instruction to students at their independent learning level. These programs include, but are not limited to, IXL, Compass Learning, FrontRow and Imagine Learning. Several community resources provide valuable assistance to the students. The system's HOPE Program furnishes tutors to homeless students that require academic support. The Chamber of Commerce supplies funding for a part time teacher who provides small group Tier II and Tier III instruction. The Foster Grandparent program provides funding to lower income senior adults to offer additional assistance to students with academic needs. Parent volunteers are utilized in classroom to give additional academic support to students. The University of North Alabama has formed a partnership with Weeden to provide pre-service teachers that plan and implement targeted instruction to students that are having difficulty mastering early literacy skills. Highland Baptist Church has adopted our school and sends volunteers to assist students that are not achieving proficiency levels.

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 WASP (Weeden After School Program) is available to any student for a small fee. This program assist with homework and provides enrichment activities for the children, using school employees to provide this support. Structured, flexible, mastery-based, multi-sensory technology programs are used to provide differentiated instruction to students at their independent learning level.

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.

Teachers provide input during faculty meetings, grade level meetings, vertical team meetings, Problem Solving teams, and bi-monthly data meetings with the principal and instructional partner. We also use IEP and IELP meetings to address the needs of individual students. The HOPE program addresses the needs of students who are classified as homeless. As a Title I school, we are able to meet the needs of all economically disadvantaged students. As part of the EL program, documents are offered in Spanish. Teachers have received professional development in SIOP strategies. The special education teacher provides additional support and instruction based on individual student needs. Backpacks are provided and filled with food items donated by community resources and are distributed on Fridays to needy students. Thanksgiving food baskets are also given to needy families. At the beginning of school, school supplies are donated by community organizations.

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

N/A

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

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

State of Alabama School Foundation Program funds are allocated to Weeden based upon student enrollment. All Foundation allocated units are located at the school. Title I funds are used to pay for teachers to supplement the regular academic program. Title II funds are used to provide professional development for the faculty staff of the school as well as to provide Class Size Reduction (CRS) as needed. Title III funds contribute to the school having access to an EL Teacher/Facilitator. HOPE Program funds are used to provide a system wide Homeless Liaison. General funds from the district level contribute to the overall instructional program at the school.

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)?

Weeden coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. While no funds are received for violence prevention, efforts at the school level focus on maintaining healthy and safe environments. All other funding sources mentioned in the question are not applicable to Weeden.

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

Evaluations of the CIP are systematic, ongoing and timely. Parents are involved in the joint development of the plan. The central office staff is supportive in assisting the school in planning and implementing parent involvement activities and in the development of our school wide plan. Parents receive a written invitation to attend the annual Title 1 Parent Meeting. This meeting is held with our stakeholders including representation from the central office, Weeden School administrators, faculty and staff members as well as parent representatives and community members to discuss our schoolwide Title 1 Plan and to describe the purpose of the program. The Schoolwide Plan is presented. A summary of data and academic goals will be addressed as well as school attendance, safety, and discipline. The administrators, Title 1 teachers, and social worker are introduced. The Parent/Teacher/Student Compact is examined. Involvement committees are created and activities are planned. Revisions are made based on the needs of the students and the requests of the parents. The District Title 1 Plan is also reviewed and revised. At the end of the year Title I parent meeting, the year long parent activities are discussed to determine if the events have been successful. We discuss practical strategies that can be shared with families to help close the academic gap. Open communication is the key. Keeping parents informed of events taking place in the school is of utmost importance. Parent/Teacher conferences are held each semester. Assessment data is analyzed and compared with previous data to determine adequate progress. Student progress is monitored and parents are kept informed of their child's achievement and are notified when additional academic assistance is necessary. This is done through the use of data notebooks, where students keep track of their own progress and can take ownership of their learning. When necessary, Title 1 personnel, tutors, foster grandparents, and an after school program are available to help close the achievement gap. The Leadership team meets regularly to determine if goals are being met and to determine if higher goals need to be set to exceed expectations and accountability. The CIP is again revised. The team meets again toward the end of the school year to finalize the plan. An annual evaluation of the content and effectiveness of the Title 1 program is conducted in May at the central office. The Advisory Council meets to look at budgets, services, and plans and makes revisions for the next year. This committee includes the Federal Programs and Curriculum Director, administrators, teachers, parents, support personnel and community stakeholders.

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?

During the annual school-wide data analysis meeting in September, faculty members met in teams to identify areas of strengths and weaknesses for the purpose of developing our action plan for 2017-2018 school year. In order to provide appropriate differentiated instruction for all student's data is analyzed from multiple sources. The School Improvement Plan is revised regularly to reflect school needs. The leadership team meets regularly to determine if goals are being met and to determine if higher goals need to be set to exceed expectations and accountability. The CIP is again revised. The team meets again toward the end of the school year to finalize the plan.

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?

Data from Scantron Performance, DIBELS Next, and local benchmark tests aligned to the CCRS are used to determine if instruction has been effective. Students not making progress receive Tier II and Tier III instruction in the classroom. Teachers can refer the student to the PST. The Problem Solving Team assists the classroom teacher in designing and choosing strategies for improving student academic performance. The team's purpose is to develop academic and instructional strategies that are research based and have a high probability of success. Classroom teachers continue to monitor students to gather important student data that will drive instruction. Students use data notebooks to graph their progress from weekly tests, fluency passages, and Scantron Performance scores. This helps students monitor their own progress. RTI data is used to determine if the achievement of the students in Tier III intervention is effective. The Special Education referral process is initiated when students continue to regress. The Individual Education Plans of these students are evaluated annually to determine progress and revise goals.

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

The faculty and staff meet in August to review and revise the previous year's plan. The plan is continually updated throughout the year. Meetings are held mid-year and in the spring to address any revisions that need to be made in the ACIP. Parent and teacher surveys are conducted in the spring to evaluate the effectiveness of the program. The results of the surveys are analyzed and the information that is obtained is used to address any concern of stakeholders. Multiple assessment results are monitored to ensure continuous improvement

2018-2019 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.	29.15

Provide the number of classroom teachers.

30

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1617082.0

Total

1,617,082.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	100000.0

Total

100,000.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	60000.0

Total

60,000.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	60000.0

Total

60,000.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6694.0

Total

6,694.00

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.	2455.0

Total

2,455.00

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.	13341.0

Total

13,341.00

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.	963.0

Total

963.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	440456.75

Provide a brief explanation and breakdown of expenses.

Funds to support supplemental resource teachers and paraprofessionals. This supplemental staff facilitate remediation and gap closure for reading and math, for students who show a deficit in reaching academic proficiency.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	28658.0

Provide a brief explanation and a breakdown of expenses.

Title II Staff Development funds are held at the district level for district-wide initiatives.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	5446.0

Provide a brief explanation and a breakdown of expenses.

Title III funds are used to support district wide EL staff members, software for English Learners, and staff development. All funds are held at the district level.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A School district does not receive any 21CCLC funding.

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.

FCS does not receive rural and low-income schools funding.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

Provide a brief explanation and breakdown of expenses.

Funds housed at district level, available to school based on needs.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

Provide a brief explanation and breakdown of expenses.

Funds housed at district level, available to school based on needs.

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

Florence City Schools did not receive a school improvement grant for FY18.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

2018-2019 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))

Weeden convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program; a beginning-of-year and end of the year meeting is offered. The school also offers a flexible number of informational parent meetings and attempts to build a strong home/school connection, foster parenting skills and literacy development. Craft activities are offered to motivate families to attend. In addition, Weeden involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of school programs. The school strives to provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities where parents can provide input and school personnel can respond promptly to parent suggestions. Finally, the school provides parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school. In addition, the school's ELL teacher attends the meeting in order to translate for our ELL population and their families. The school involves parents in the development of the schoolwide plan through collaborative meetings.

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))

Weeden offers a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development. Meetings are offered at various times throughout the day and evening. Weeden convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and rights to be involved in the program. Parents complete an annual evaluation to determine the effectiveness of the parental involvement policy and the schoolwide plan in improving the academic quality of the school, and the needs of its families. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit suggestions and concerns regarding the parental involvement policy to the parent advisory committee. The parent/student/school compact is revised each fall at the Title I annual parent meeting. In addition, an AMSTI night and a "lunch and learn" math day is conducted to guide parent's understanding of ways to help their children at home. Funds for parent involvement are used for materials, computers, parent involvement meetings. A system-wide parent resource room is available to parents for checking out instructional activities to use with our students.

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))

Weeden has a list of available interpreters/translators to assist with communication/filling out forms. In the spring, as parents are registering students online for the following school year, assistance is provided. Language assistance is available and all schools can receive assistance in providing all information in a language parents can understand by calling the Federal Programs Office at (256) 768-3025 or (256) 768-3033. Florence City Schools provides the Parent/Student Handbook in English and Spanish, as well as providing translators as families register their children for school and fill out necessary forms. Also, the principals at each school are trained in how to use TransAct to access important school communications in several languages to ease communication with the non-speaking families. In each school office are "Language Survival Kits." These are handbooks with basic communication information such as "Where are the restrooms?", "What is your name?" etc. The handbooks have been translated in the following languages: French, German, Japanese, Russian, Spanish, Turkish and Vietnamese. They are based on grade levels of K-6 and 7-12. All parents at Weeden will be provided explanations of all academic programs and assessments in a language they can understand. A translator is provided for all Title I parent meeting.

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))

Weeden works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines, which say that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
 - b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
 - c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
 - d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
 - e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.
- The School-Parent Compact is a contract between the school, parent, and student to outline responsibilities of each involved. It is reviewed annually and used to make revisions as necessary.

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

The Continuous Improvement Plan is posted on the Weeden School website for parents and stakeholders to review. Parents are allowed to make suggestions or comments about the plan at our Title I meetings throughout the year and through the end-of-the year parent survey.

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)

Weeden works hard to involve parents in the implementation of the school-wide plan. Partnerships are encouraged and training is provided for teachers, administrators, and parents to strengthen the ability of strong parent-school partnerships to enhance student achievement. Weeden conducts "Lunch and Learn Math Days" periodically throughout the year, where parents will have lunch with their child and then join him/her for math class, so they will be able to understand how to help their child with homework. Parents are involved in jointly developing appropriate parental involvement policies and in reviewing school improvement through meetings with the school and also through the system's Parent Advisory Committee. Policies developed through this process are distributed to parents of students attending Title I schools. Additionally, the Board provides coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student achievement and school improvement. The school coordinates and integrates parental involvement strategies with other programs as appropriate. INow is available for parents to view their child's progress at any time. Progress reports are reported through INow. Parent teacher conferences are held in the fall and spring to discuss each child's progress. Conferences are also available at other times upon request.

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

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

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

Parents will be involved jointly in developing appropriate parent involvement policies and in reviewing school improvement through meetings with the school and through the system's Parent Advisory Committee. The Title I Social Worker is available to assist parents in the system-wide Title I Resource room with games, computers, flash cards and other materials to help their students with struggling skills. "Lunch and Learn Math Day" is provided periodically to help parents understand the ways their children are learning at Weeden school. Parents are continuously encouraged to become involved in their child's education

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)

Strengths and weaknesses of our parent involvement are discussed through faculty meetings and professional development sessions. Teachers were given the opportunity to make suggestions for future parent involvement activities and to engage parents in their overall students education. Parents are always encouraged to become involved through various communication methods such as parent newsletter, Weeden website, social media, and Canvas.

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)

The Title I Social Worker is available to assist parents in the System-wide Title I Parent Resource room. . There are computers, learning games, flashcards, and various instructional activities to assist parents with their child's education. Teachers are continuously corresponding with parents and also send materials home to assist parents with struggling skills. Similarly, the ELL teacher contacts parents as needed regarding academic performance as a liaison from school to home.

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

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

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

Parents are informed of meetings by various modes of communication such as parent newsletters, school website, teacher newsletters, social media and Canvas. These are available in English and Spanish.

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))

Weeden has a list of available interpreters/translators to assist with communication/filling out forms. Language assistance is available and all schools can receive assistance in providing all information in a language parents can understand by calling the Federal Programs Office at (256) 768-3025 or (256) 768-3033. Florence City Schools provides the Parent/Student Handbook in English and Spanish. Also, the principals at each school are trained in how to use TransAct to access important school communications in several languages to ease communication with the non-speaking families. In each school office are "Language Survival Kits." These are handbooks with basic communication information such as "Where are the restrooms?", "What is your name?" etc. The handbooks have been translated in the following languages: French, German, Japanese, Russian, Spanish, Turkish and Vietnamese. They are based on grade levels of K-6 and 7-12. All Weeden handouts/call outs are available in English and Spanish. Weeden is wheelchair accessible.