



ACIP

Weeden Elementary School

Florence City Schools

Mr. Joey Dawson, Principal
400 Baldwin Street
Florence, AL 35630

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Stakeholder Feedback Diagnostic

Introduction.....	12
Stakeholder Feedback Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

Student Performance Diagnostic

Introduction 19

Student Performance Data 20

Evaluative Criteria and Rubrics 21

Areas of Notable Achievement 22

Areas in Need of Improvement 23

Report Summary 24

ACIP Assurances

Introduction 26

ACIP Assurances 27

Plan for ACIP

Overview 30

Goals Summary 31

 Goal 1: Prepare and Support Teachers and Leaders to Graduate Colleague-and-Career Ready Students 32

 Goal 2: Increase average daily attendance 32

 Goal 3: All students at Weeden Elementary will become more proficient in the writing process 33

 Goal 4: Adequate Progress in Language Acquisition 34

 Goal 5: Strengthen Academic Language 34

Activity Summary by Funding Source 36

Progress Notes 38

Strategies to Increase Parental Involvement

Introduction 40

Strategies to Increase Parental Involvement 41

Title I Schoolwide Diagnostic

Introduction.....	46
Component 1: Comprehensive Needs Assessment	47
Component 2: Schoolwide Reform Strategies	50
Component 3: Instruction by Highly Qualified Staff.....	85
Component 4: Strategies to Attract Highly Qualified Teachers	86
Component 5: High Quality and Ongoing Professional Development	87
Component 6: Transition Strategies.....	92
Component 7: Teacher Participation in Making Assessment Decisions	94
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	95
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources.....	97
Component 10: Evaluation.....	98

Coordination of Resources-Comprehensive Budget

Introduction.....	101
I. State Foundation Funds: FTEs Earned.....	102
I. State Foundation Funds: Units Placed.....	103
I. State Foundation Funds:Total Salaries.....	104
II. Federal Funds.....	106
III. Local Funds (if applicable).....	109

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 41 certified employees. The certified staff members include 31 Caucasians, seven blacks, two Pacific Islanders, and one other. Of the 462 students who are currently enrolled, 32% are African Americans, 34% are Caucasian, 26% are Hispanic, less than 1% are Asian, and 8% are Multi Race.

The population of English Language Learners (EL) is 119. The student body represents a variety of socio-economic levels. The strongest indicator is the population of 95% who currently qualify for free and reduced-price meals. This school is 26% 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 Coach to train and assist teachers to meet the ever-present needs of struggling learners, EL, and Special Education students. All classroom teachers have been trained in Alabama Math, Science, and Technology (AMSTI) program. The staff participates in grade level and Professional Learning Teams (PLTs) to enhance communication across grade levels and specialty areas. Faculty meetings, grade level meetings, and PLTs are used to assess 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. The school's faculty and staff participated in professional development this summer by attending training on The 7 Habits of Highly Effective People. This program's foundational beliefs are that people are capable of aspiring to greatness, choosing to be leaders, and committing to high person values.

Weeden Elementary is a Shelter 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 90%. Three teachers have National Board Certification. Our staff received one of the highest percentages of classroom grants through the Florence Education Foundation during the 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 school 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 individual needs of children in grades Kindergarten through four.

System Brand - 5-Star Service

Theme - FOCUS

Vision - Aspiring to be number 1 in Alabama and among the top in the nation

I. 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/I-Pads
- B. To provide a schedule that promotes use of computers
- C. To enhance students' skills in all academic areas through the use of computers

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. Use school data to make decisions to better meet the needs of students
- E. Discipline - Respect, Responsibility, Resourcefulness
- F. UNA - utilize interns to enhance instruction

IV. To develop/promote strategies for improving ACT Aspire scores and students' writing skills

- A. Analyze 2014 test results to determine areas of strengths and weaknesses
- B. Continue vertical teaming to enhance learning among staff
- C. Share strategies to improve writing
- D. Continue implementation of AMSTI Math and Science

V. To enhance parental involvement at Weeden

- A. Provide 5-Star Service for students, parents, and community (to provide personalized service through professionalism, performance, partnerships, and being proactive)
- B. Promote activities throughout the school that involve parents, grandparents and the community
- C. Continue to keep parents informed through the use of Falcon notebooks

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 90% of the teacher obtaining a Master's Degree or higher. Three teachers have National Board Certification. 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 one of the highest percentage of classroom grants through the Florence Education Foundation in 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 school years. Weeden won the Florence City Recycling Award in 2011-2012, 2012-2013 and 2013-2014. During the 2011-2012, 2012-2013 and 2013-2014 school years, the Cafeteria (CNP) Team received the Fresh Fruits and Vegetables grant.

Weeden teachers received extensive technology training during the 2012-2013 school year. Teachers are provided extended learning opportunities through virtual classes offered by the University of North Alabama Inservice Center. All certified teachers were issued I-Pads and all homeroom teachers have SMARTBoards in their classrooms.

Areas of improvement for the next three years are:

- A. To continue technology training which will assist teachers and administrators in the enhancement of teaching strategies
- B. To increase rigor and relevance in all areas of instruction
- C. To continue implementations of the school-wide systematic framework to improve student's writing skills.

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. Faculty and staff are committed to providing a quality education for all students in an inviting, nurturing and safe environment. The schools 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. Eighty-one percent of EL students far exceeded the AMAO-A goals for language acquisition. Sixteen percent of EL students school-wide scored 4.8 (fluent) allowing them to exit the EL program. 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 Coach, and parent/community representatives. Input was also given during the Fall 2014 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 2014-2015 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP 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 CIP mid-year and at the end of the school year.

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.	Weeden Parent Survey Report

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

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?

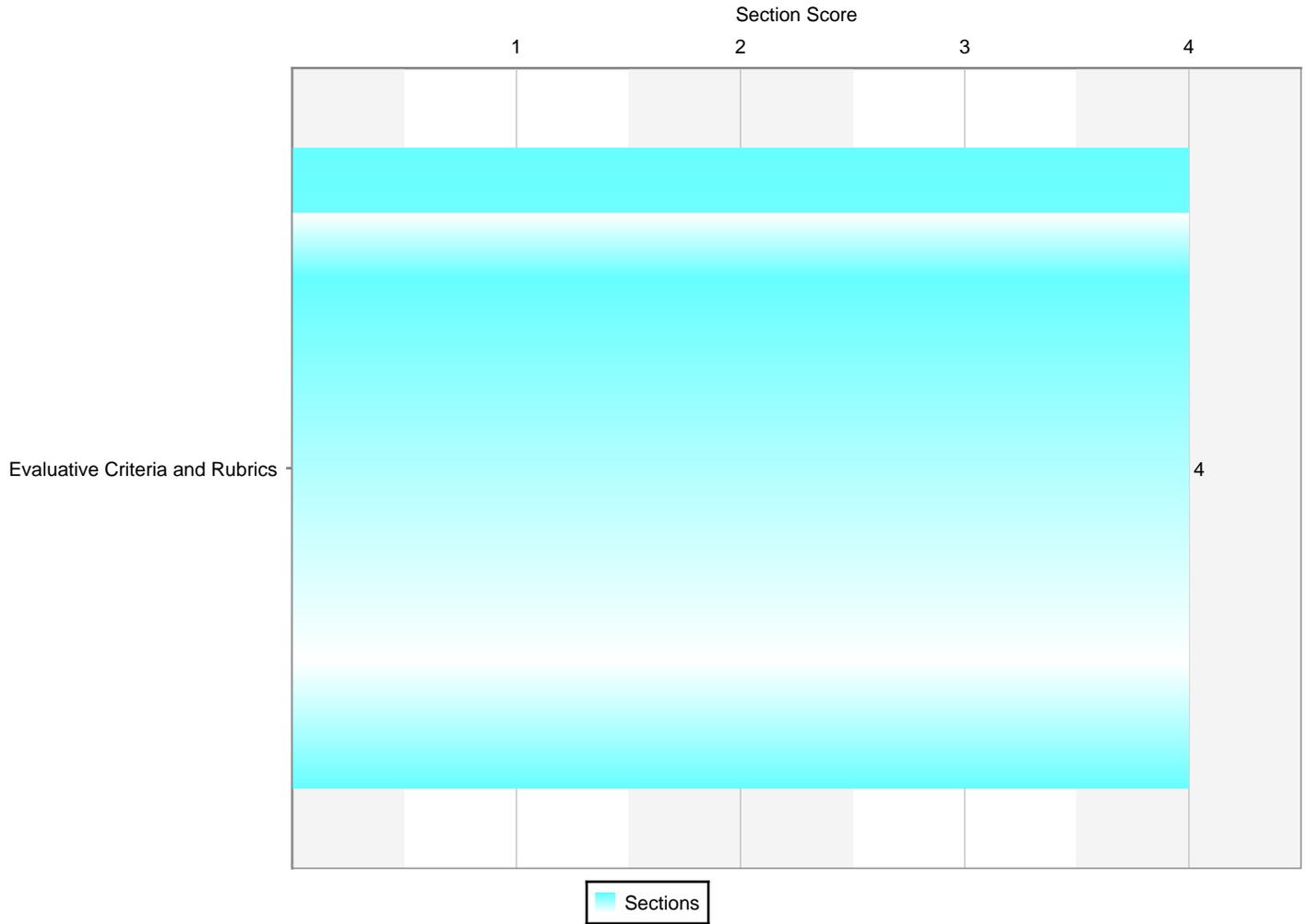
Weeden needs to focus on good instructional practices and ongoing formative assessments.

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



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		Weeden Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

Kindergarten and first grade students at Weeden perform well on the DIBELS Next assessment.

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

Based on the ACT Aspire 2013-2014 math data, more than 50% of the 4th grade students demonstrated mastery of the following skills: Geometry (53%), Measurement and Data (54%), Justification and Explanation (60%), and Operations and Algebraic Thinking (66%). In ELA and Reading, 32% of the 4th grade students demonstrated mastery in Integration of Knowledge and Ideas such as: making connections between the written text of a story and the visual or oral presentation of the text, comparing and contrasting themes, topics, and plot patterns of literature from various cultures and reading/comprehending literature appropriate for fourth grade. Because this was our first year taking the ACT Aspire, the percentages may not seem as high as we would like but we know there is still room for growth.

Which area(s) indicate the overall highest performance?

66% of Weeden fourth graders met the readiness benchmark in Operations and Algebraic Thinking on the ACT Aspire.

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

Weeden 2nd graders show 25% At Risk in Oral Reading Fluency on the DIBELS Next Assessment.

Between which subgroups is the achievement gap closing?

28% of the special education subgroup met their target growth on Global Scholars. They made a 15% gain from fall to spring.

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

49% of students taking the test met their goal in math on Global Scholars

Areas in Need of Improvement

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

55% of 2nd grade students showed Low Risk on the DIBELS Next assessment

Only 26% of 3rd graders met the readiness benchmark for Measurement and Data Category on the ACT Aspire.

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

There were no decreasing trends in data, but 2nd grade oral reading fluency on DIBELS Next is an area of focus.

Which area(s) indicate the overall lowest performance?

2nd grade oral reading fluency on DIBELS Next

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

No subgroups show decreasing trends in performance, but the special education subgroup will continue to be an area for focus

Between which subgroups is the achievement gap becoming greater?

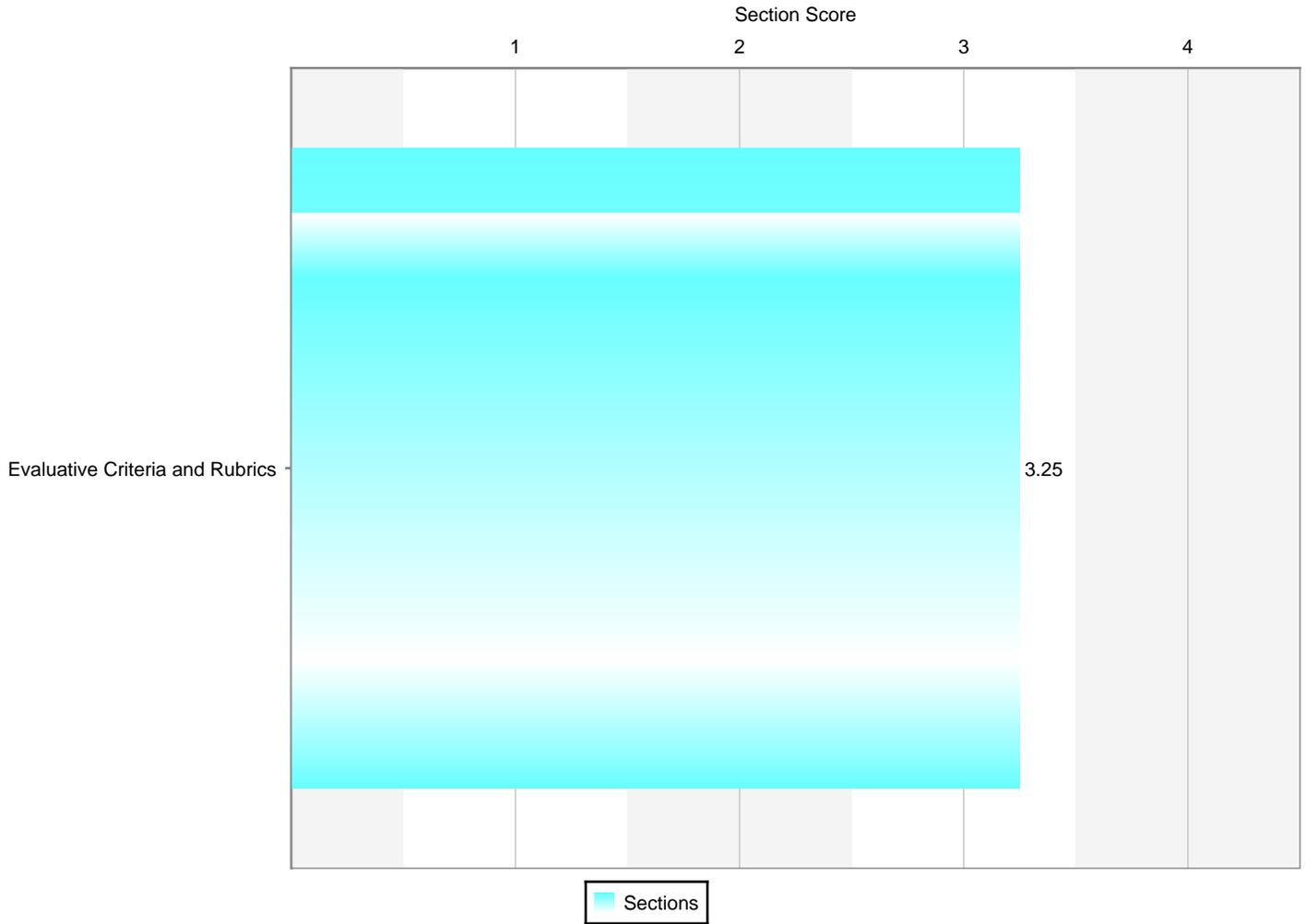
No subgroups show an increasing achievement gap, but the special education subgroup will continue to be an area of focus

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

The special education subgroup will continue to be an area of focus.

Report Summary

Scores By Section



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, ELL, 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 accessed. The Weeden Instructional Leadership Team worked meticulously and collaboratively to develop a CIP which will guide instruction. The Instructional Leadership Team is attached.	Weeden Instructional Leadership Team 2014-2015

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 US Department of Education. The school's statement regarding Equal Education/Employment Opportunity can be found within the Florence City Schools Parent/Student Handbook 2014-2015.	Equal Education Employment Statement

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 P.O. Box 10 Florence, Alabama 35631 256-768-3000	

ACIP

Weeden Elementary School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Weeden Elementary has a Parent Involvement Plan as required by 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 Involvement Plan 2014-2015

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 (NCLB Section 1118(d)(1-2)(A,B,C)) 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 9, 2014. 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 available in students' classrooms. The Weeden School-Parent Compact for 2014-2015 is attached.	Weeden School Parent Compact

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Prepare and Support Teachers and Leaders to Graduate College-and-Career Ready Students	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$320000
2	Increase average daily attendance.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	All students at Weeden Elementary will become more proficient in the writing process.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300
5	Strengthen Academic Language	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300

Goal 1: Prepare and Support Teachers and Leaders to Graduate College-and-Career Ready Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy 1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Tech Tuesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning	08/18/2014	05/27/2016	\$0	No Funding Required	Instructional Coach, Media Specialist
Activity - Online Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology	08/18/2014	05/27/2016	\$0	No Funding Required	Teachers
Activity - Conference Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning	09/02/2014	05/27/2016	\$320000	District Funding	Certified staff

Goal 2: Increase average daily attendance.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 94% to 95% by 05/27/2015 as measured by attendance reports.

Strategy 1:

Strategy 1 - Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by after the fifth unexcused absence to be reminded of the Florence City School's attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Research Cited: Truancy Matters: Research, Policies and Practices by Judith A. Martinez (October 13, 2006)

Activity - AMSTI Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will model strategies and activities to parents. Food available for purchase.	Parent Involvement	10/02/2014	10/02/2014	\$0	No Funding Required	Administrator s, classroom teachers, resource teachers and instructional coach

Goal 3: All students at Weeden Elementary will become more proficient in the writing process.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

75% of All Students will demonstrate a proficiency students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/27/2015 as measured by a rubric.

Strategy 1:

Strategy 1 - Becoming an Author-Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a writer product.

Research Cited: Research Cited: Adria Klein, Training Coordinator for Comprehensive Early Learning. She is also a consultant in the Macmillan McGraw Hill reading series currently adopted.

Activity - Monitor Becoming An Author	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Monitor the implementation of the writing process by conducting walkthroughs and critiquing writing samples on display.	Professional Learning	09/02/2014	05/27/2015	\$0	No Funding Required	Administrator s, classroom teachers, 2014-2015 Academic Leaders
---	-----------------------	------------	------------	-----	---------------------	---

Goal 4: Adequate Progress in Language Acquisition

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

70% of English Learners students will demonstrate a proficiency of making APLA on the ACCESS test in English Language Arts by 05/15/2015 as measured by scores on the ACCESS test.

Strategy 1:

EL Committee - The EL Committee (content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an Individualized English Language Plan (IELP) for any student scoring between 3.9-4.7 or for any student who did not make APLA.

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/15/2014	05/15/2015	\$300	Title II Part A	EL teacher, EL Committee

Goal 5: Strengthen Academic Language

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency of strengthening academic language in all domains in English Language Arts by 05/15/2015 as measured by WIDA Standards.

Strategy 1:

SIOP Strategies - SIOP strategies will be implemented in all classrooms to ensure that students are learning language objectives and content objectives simultaneously. Newly hired teachers will receive training in SIOP strategies.

Research Cited: WIDA Standards

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

ACIP

Weeden Elementary School

Newly hired teachers will participate in a monthly SIOP Book study after school. Participants will attend monthly face to face meetings and post reflections, video clips, and lesson plans on Edmodo using available technology.	Professional Learning	10/15/2014	05/15/2015	\$300	Title II Part A	EL teacher
---	-----------------------	------------	------------	-------	-----------------	------------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Triangulation of Data	ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/15/2014	05/15/2015	\$300	EL teacher, EL Committee
Professional Development	Newly hired teachers will participate in a monthly SIOP Book study after school. Participants will attend monthly face to face meetings and post reflections, video clips, and lesson plans on Edmodo using available technology.	Professional Learning	10/15/2014	05/15/2015	\$300	EL teacher
Total					\$600	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conference Attendance	Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning	09/02/2014	05/27/2016	\$320000	Certified staff
Total					\$320000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Becoming An Author	Monitor the implementation of the writing process by conducting walkthroughs and critiquing writing samples on display.	Professional Learning	09/02/2014	05/27/2015	\$0	Administrators, classroom teachers, 2014-2015 Academic Leaders
Online Course	Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology	08/18/2014	05/27/2016	\$0	Teachers

ACIP

Weeden Elementary School

AMSTI Family Night	Teachers and students will model strategies and activities to parents. Food available for purchase.	Parent Involvement	10/02/2014	10/02/2014	\$0	Administrator s, classroom teachers, resource teachers and instructional coach
Tech Tuesday	Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning	08/18/2014	05/27/2016	\$0	Instructional Coach, Media Specialist
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
------	------	--------	----------	------------	------------

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

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. 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. 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. The school involves parents in the development of the schoolwide plan through collaborative meetings.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

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. 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. The evaluation includes parents 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. Funds for parent involvement are used for materials, computers, parent involvement meetings. A parent resource room is available to parents for checking out instructional activities to use with our students.

3. 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.

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 for assistance. 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 SY 2014-2015

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 meetings.

4. 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).

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.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

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 through the end-of-the year parent survey.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Weeden works hard to involve parents in the implementation of the schoolwide 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. 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.

6b. 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 NCLB Section 1118, 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 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)

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 Title I Parent Center with games, computers, flash cards and other materials to help their students with struggling skills. Parents are continuously encouraged to become involved in their child's education.

6c. 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 NCLB Section 1118, 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)

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, and school callouts.

6d. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully

participating in the education of their children.(Describe)

The Title I Social Worker is available to assist parents in the Title I Parent Center. There are computers, learning games, flash cards, 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.

6e. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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

6f. 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 NCLB Section 1118, 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)

Transportation is provided for parents who cannot provide transportation for themselves. Childcare is available upon request so that parents can attend meetings.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

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 for assistance. 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.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

Members of The Leadership Team along with additional faculty and staff and community representatives met on August 13, 2014 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 number 1 in Alabama and among the nation. Some of the data examined included INOW data, ACT Aspire, DIBELS, STAR, Global Scholars, 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 Coach, Counselor, EL teacher, classroom teachers from multiple grade levels, Title 1 personnel as well as parents and a representative from the community. 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. June 10-14, 2013 and September 5th-9th, 2013 faculty and staff attended training on 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 will create a culture of leadership.

2. 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. We are currently at 94%. ACT Aspire data indicated that our strengths in grades 3 and 4 were in math. In 3rd grade math, our strength was in Foundations. In 4th grade math, our strength was in Operations and Algebraic Thinking. In 3rd grade, 44% met or exceeded benchmark standards. In 4th grade, 37% met or exceeded benchmark standards. In math, 51% of students in 4th grade was close to readiness standards. By analyzing reading data in 3rd grade, 21% of students met or exceeded benchmark standards. In 4th grade, 30% of students met or exceeded benchmark standards. There are 29% of students close to meeting readiness standards in 4th grade. There was an increase of 9% of students who met or exceeded benchmark standards from grade 3 to grade 4 in reading. Reading is clearly an area of concern.

3. What conclusions were drawn from the results?

Although Weeden School has some areas of weakness in our math scores according to ACTAspire, the Weeden stakeholders feel that the continued implementation of AMSTI and the Envisions Math program emphasizing small group instruction in math as well as the incorporation of information obtained during OGAP training, 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 2014-2015 school year will be in the areas of reading, writing and increasing student attendance.

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

Student attendance is an issue that the school will be addressing this year. Our goal is to increase student attendance from 94%-95%. 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, availability of the Title 1 Parent Center, 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 computer lab school personnel must be present for the parents to utilize the lab. A Rosetta Stone license would be beneficial to assist parents in language acquisition.

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

Continuous progress monitoring of 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, PLT, 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 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. All teachers have received extensive Common Core training as well as training in Global Scholar, Envision Math, and the new adopted McGraw-Hill reading Series. Global Scholars 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.

6. 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 grade K-2 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. 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 and are marked each time the standard is taught. The core standard(s) are indicated by the display student project which allows stakeholder to view the purpose of the work samples on display. Teachers utilize the assessments available in the reading series, DIBELS reports, Global Scholars data, STAR 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 and Quick checks 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 and assistant, Special Education teachers and assistants and is offered after school for students who qualify for assistance.

7. 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 and strategies are research-based. Continuous progress monitoring of formative and summative assessment data allows the teachers to adjust instructional practices. Outside consultants have delivered professional development in a writing model for grades K-4 that has been successful in guiding students through the five stages of writing development. SMART Boards, ELMO Document cameras, iPads, four Lenovo computers are utilized in each K-4 classroom. Teachers have received extensive training in the incorporation of these educational tools. The school contains a computer lab that is utilized by all grades and mobile computers are available for check out for use in the classroom. 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, free-reduced lunch status, 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. Data is updated at least every 4 weeks and information is forwarded to the Title 1 Coordinator each 9 weeks. 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 cross 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. UNA volunteers assist in classrooms and in the afterschool program.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City Schools' attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will model reading strategies and activities to parents. The Florence-Lauderdale Public Library will be present to register students for library cards. Food will be available for purchase.	Parent Involvement			10/02/2014	10/02/2014	\$0 - No Funding Required	Administration, classroom teachers and resource teachers and instructional coach

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City Schools' attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Activity - AMSTI Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will model reading/math/science strategies and activities to parents. Food will be available for purchase.	Parent Involvement			10/02/2014	10/02/2014	\$0 - No Funding Required	Administration, classroom teachers and resource teachers and instructional coach

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/22/2015 as measured by a rubric.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw Hill reading series currently adopted.

ACIP

Weeden Elementary School

Activity - Digital publishing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice writing skills through utilization of computers for electronic publication of papers.	Direct Instruction			10/06/2014	05/28/2015	\$0 - No Funding Required	Classroom teacher, Instructional Technology Assistant, Principal

Activity - Monitor Implementation of Becoming An Author	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display	Professional Learning			09/02/2014	05/28/2015	\$0 - No Funding Required	Administration, Classroom teachers, 2014-2015 Academic Leaders

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new, meaningful way.	Direct Instruction			08/25/2014	05/28/2015	\$0 - No Funding Required	classroom teachers, resource teachers

Goal 4:

Adequate Progress in Language Acquisition

Measurable Objective 1:

82% of All Students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 10/15/2014 as measured by data from the ACCESS Test for EL's.

Strategy1:

Goal Setting/IELP's - During the first 30 days of school, the ESL and classroom teachers will schedule EL Committee Meetings to set individual goals for all ELs and write expanded IELP's for students that did not make APLA during the 2012 school year. The EL Committee will meet to analyze student assessment data and write an Individual English Language Plan for any student scoring from 3.9-4.7 on the ACCESS Test.

Research Cited: SIOP, WIDA

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward attainment of language goals will be monitored bi-annually through EL Committee Meetings that will take place in November and February. Changes to IELP's will be made for students that are not making progress.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method to ensure that students are mastering language objectives and content standards simultaneously.	Direct Instruction			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, content area teachers

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if students are making progress toward language acquisition. Data from other assessments will be analyzed to determine students' academic strengths and weaknesses.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of All Students will demonstrate a proficiency using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics and in Reading by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student

results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Academic Support Program			08/18/2014	05/28/2015	\$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Strategy2:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools, including but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Research Cited: <http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf>

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom, and in the overall learning process.	Policy and Process			08/18/2014	05/28/2015	\$0 - No Funding Required	Classroom Teachers, Principals

Measurable Objective 2:

75% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Writing by 05/28/2015 as measured by a rubric.

Strategy1:

Become an Author - Students will complete a writing assignment daily by drafting, revising, proofreading, and publishing a written product.

This strategy will incorporate the use of technology throughout.

Research Cited: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display.	Academic Support Program			09/02/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Academic Leaders

Goal 6:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Communication Services - All Florence City School employees will have access to email for communication and collaboration purposes. In addition, employees, students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology			08/18/2014	05/28/2015	\$10000 - District Funding	Tech Director, Tech Specialist

Goal 7:

Prepare and Support Teachers and Leaders to Graduate Colleague-and-Career Ready Students

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

ACIP

Weeden Elementary School

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning			09/02/2014	05/27/2016	\$320000 - District Funding	Certified staff

Activity - Tech Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning			08/18/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach, Media Specialist

Activity - Online Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology			08/18/2014	05/27/2016	\$0 - No Funding Required	Teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City Schools' attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

ACIP

Weeden Elementary School

Activity - AMSTI Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will model reading/math/science strategies and activities to parents. Food will be available for purchase.	Parent Involvement			10/02/2014	10/02/2014	\$0 - No Funding Required	Administration, classroom teachers and resource teachers and instructional coach

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/22/2015 as measured by a rubric.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw Hill reading series currently adopted.

Activity - Monitor Implementation of Becoming An Author	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display	Professional Learning			09/02/2014	05/28/2015	\$0 - No Funding Required	Administration, Classroom teachers, 2014-2015 Academic Leaders

Activity - Digital publishing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice writing skills through utilization of computers for electronic publication of papers.	Direct Instruction			10/06/2014	05/28/2015	\$0 - No Funding Required	Classroom teacher, Instructional Technology Assistant, Principal

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new, meaningful way.	Direct Instruction			08/25/2014	05/28/2015	\$0 - No Funding Required	classroom teachers, resource teachers

Goal 4:

Adequate Progress in Language Acquisition

Measurable Objective 1:

82% of All Students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 10/15/2014 as measured by data from the ACCESS Test for EL's.

Strategy1:

Goal Setting/IELP's - During the first 30 days of school, the ESL and classroom teachers will schedule EL Committee Meetings to set individual goals for all ELs and write expanded IELP's for students that did not make APLA during the 2012 school year. The EL Committee will meet to analyze student assessment data and write an Individual English Language Plan for any student scoring from 3.9-4.7 on the ACCESS Test.

Research Cited: SIOP, WIDA

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if students are making progress toward language acquisition. Data from other assessments will be analyzed to determine students' academic strengths and weaknesses.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method to ensure that students are mastering language objectives and content standards simultaneously.	Direct Instruction			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, content area teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward attainment of language goals will be monitored bi-annually through EL Committee Meetings that will take place in November and February. Changes to IELP's will be made for students that are not making progress.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Writing by 05/28/2015 as measured by a rubric.

Strategy1:

Become an Author - Students will complete a writing assignment daily by drafting, revising, proofreading, and publishing a written product.

This strategy will incorporate the use of technology throughout.

Research Cited: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display.	Academic Support Program			09/02/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Academic Leaders

Measurable Objective 2:

85% of All Students will demonstrate a proficiency using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics and in Reading by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Academic Support Program			08/18/2014	05/28/2015	\$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Strategy2:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools, including but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Research Cited: <http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf>

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom, and in the overall learning process.	Policy and Process			08/18/2014	05/28/2015	\$0 - No Funding Required	Classroom Teachers, Principals

Goal 6:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Communication Services - All Florence City School employees will have access to email for communication and collaboration purposes. In addition, employees, students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

ACIP

Weeden Elementary School

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology			08/18/2014	05/28/2015	\$10000 - District Funding	Tech Director, Tech Specialist

Goal 7:

Prepare and Support Teachers and Leaders to Graduate Colleague-and-Career Ready Students

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Online Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology			08/18/2014	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning			09/02/2014	05/27/2016	\$320000 - District Funding	Certified staff

Activity - Tech Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning			08/18/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach, Media Specialist

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City Schools' attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Activity - AMSTI Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will model reading/math/science strategies and activities to parents. Food will be available for purchase.	Parent Involvement			10/02/2014	10/02/2014	\$0 - No Funding Required	Administration, classroom teachers and resource teachers and instructional coach

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/22/2015 as measured by a rubric.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw Hill reading series currently adopted.

Activity - Monitor Implementation of Becoming An Author	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display	Professional Learning			09/02/2014	05/28/2015	\$0 - No Funding Required	Administration, Classroom teachers, 2014-2015 Academic Leaders

Activity - Digital publishing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice writing skills through utilization of computers for electronic publication of papers.	Direct Instruction			10/06/2014	05/28/2015	\$0 - No Funding Required	Classroom teacher, Instructional Technology Assistant, Principal

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new, meaningful way.	Direct Instruction			08/25/2014	05/28/2015	\$0 - No Funding Required	classroom teachers, resource teachers

Goal 4:

Adequate Progress in Language Acquisition

Measurable Objective 1:

82% of All Students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 10/15/2014 as

measured by data from the ACCESS Test for EL's.

Strategy1:

Goal Setting/IELP's - During the first 30 days of school, the ESL and classroom teachers will schedule EL Committee Meetings to set individual goals for all ELs and write expanded IELP's for students that did not make APLA during the 2012 school year. The EL Committee will meet to analyze student assessment data and write an Individual English Language Plan for any student scoring from 3.9-4.7 on the ACCESS Test.

Research Cited: SIOP, WIDA

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method to ensure that students are mastering language objectives and content standards simultaneously.	Direct Instruction			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, content area teachers

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if students are making progress toward language acquisition. Data from other assessments will be analyzed to determine students' academic strengths and weaknesses.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward attainment of language goals will be monitored bi-annually through EL Committee Meetings that will take place in November and February. Changes to IELP's will be made for students that are not making progress.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Writing by 05/28/2015 as measured by a rubric.

Strategy1:

Become an Author - Students will complete a writing assignment daily by drafting, revising, proofreading, and publishing a written product.

This strategy will incorporate the use of technology throughout.

Research Cited: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display.	Academic Support Program			09/02/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Academic Leaders

Measurable Objective 2:

85% of All Students will demonstrate a proficiency using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics and in Reading by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools, including but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Research Cited: <http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf>

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom, and in the overall learning process.	Policy and Process			08/18/2014	05/28/2015	\$0 - No Funding Required	Classroom Teachers, Principals

Strategy2:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

ACIP

Weeden Elementary School

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Academic Support Program			08/18/2014	05/28/2015	\$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Goal 6:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Communication Services - All Florence City School employees will have access to email for communication and collaboration purposes. In addition, employees, students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology			08/18/2014	05/28/2015	\$10000 - District Funding	Tech Director, Tech Specialist

Goal 7:

Prepare and Support Teachers and Leaders to Graduate College-and-Career Ready Students

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Tech Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning			08/18/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach, Media Specialist

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning			09/02/2014	05/27/2016	\$320000 - District Funding	Certified staff

Activity - Online Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology			08/18/2014	05/27/2016	\$0 - No Funding Required	Teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital

importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City Schools' attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Activity - AMSTI Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will model reading/math/science strategies and activities to parents. Food will be available for purchase.	Parent Involvement			10/02/2014	10/02/2014	\$0 - No Funding Required	Administration, classroom teachers and resource teachers and instructional coach

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/22/2015 as measured by a rubric.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw Hill reading series currently adopted.

Activity - Monitor Implementation of Becoming An Author	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display	Professional Learning			09/02/2014	05/28/2015	\$0 - No Funding Required	Administration, Classroom teachers, 2014-2015 Academic Leaders

Activity - Digital publishing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice writing skills through utilization of computers for electronic publication of papers.	Direct Instruction			10/06/2014	05/28/2015	\$0 - No Funding Required	Classroom teacher, Instructional Technology Assistant, Principal

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new, meaningful way.	Direct Instruction			08/25/2014	05/28/2015	\$0 - No Funding Required	classroom teachers, resource teachers

Goal 4:

Adequate Progress in Language Acquisition

Measurable Objective 1:

82% of All Students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 10/15/2014 as measured by data from the ACCESS Test for EL's.

Strategy1:

Goal Setting/IELP's - During the first 30 days of school, the ESL and classroom teachers will schedule EL Committee Meetings to set individual goals for all ELs and write expanded IELP's for students that did not make APLA during the 2012 school year. The EL Committee will meet to analyze student assessment data and write an Individual English Language Plan for any student scoring from 3.9-4.7 on the ACCESS Test.

Research Cited: SIOP, WIDA

ACIP

Weeden Elementary School

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if students are making progress toward language acquisition. Data from other assessments will be analyzed to determine students' academic strengths and weaknesses.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Activity - SLOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SLOP Method to ensure that students are mastering language objectives and content standards simultaneously.	Direct Instruction			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, content area teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward attainment of language goals will be monitored bi-annually through EL Committee Meetings that will take place in November and February. Changes to IELP's will be made for students that are not making progress.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Writing by 05/28/2015 as measured by a rubric.

Strategy1:

Become an Author - Students will complete a writing assignment daily by drafting, revising, proofreading, and publishing a written product.

This strategy will incorporate the use of technology throughout.

Research Cited: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display.	Academic Support Program			09/02/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Academic Leaders

Measurable Objective 2:

85% of All Students will demonstrate a proficiency using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics and in Reading by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools, including but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Research Cited: <http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf>

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom, and in the overall learning process.	Policy and Process			08/18/2014	05/28/2015	\$0 - No Funding Required	Classroom Teachers, Principals

Strategy2:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Academic Support Program			08/18/2014	05/28/2015	\$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Goal 6:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Communication Services - All Florence City School employees will have access to email for communication and collaboration purposes. In addition, employees, students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology			08/18/2014	05/28/2015	\$10000 - District Funding	Tech Director, Tech Specialist

Goal 7:

Prepare and Support Teachers and Leaders to Graduate Colleague-and-Career Ready Students

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Online Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology			08/18/2014	05/27/2016	\$0 - No Funding Required	Teachers

ACIP

Weeden Elementary School

Activity - Tech Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning			08/18/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach, Media Specialist

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning			09/02/2014	05/27/2016	\$320000 - District Funding	Certified staff

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

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City Schools' attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Activity - AMSTI Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will model reading/math/science strategies and activities to parents. Food will be available for purchase.	Parent Involvement			10/02/2014	10/02/2014	\$0 - No Funding Required	Administration, classroom teachers and resource teachers and instructional coach

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/22/2015 as measured by a rubric.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw Hill reading series currently adopted.

Activity - Digital publishing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice writing skills through utilization of computers for electronic publication of papers.	Direct Instruction			10/06/2014	05/28/2015	\$0 - No Funding Required	Classroom teacher, Instructional Technology Assistant, Principal

Activity - Monitor Implementation of Becoming An Author	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display	Professional Learning			09/02/2014	05/28/2015	\$0 - No Funding Required	Administration, Classroom teachers, 2014-2015 Academic Leaders

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

ACIP

Weeden Elementary School

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new, meaningful way.	Direct Instruction			08/25/2014	05/28/2015	\$0 - No Funding Required	classroom teachers, resource teachers

Goal 4:

Adequate Progress in Language Acquisition

Measurable Objective 1:

82% of All Students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 10/15/2014 as measured by data from the ACCESS Test for EL's.

Strategy1:

Goal Setting/IELP's - During the first 30 days of school, the ESL and classroom teachers will schedule EL Committee Meetings to set individual goals for all ELs and write expanded IELP's for students that did not make APLA during the 2012 school year. The EL Committee will meet to analyze student assessment data and write an Individual English Language Plan for any student scoring from 3.9-4.7 on the ACCESS Test.

Research Cited: SIOP, WIDA

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method to ensure that students are mastering language objectives and content standards simultaneously.	Direct Instruction			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, content area teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward attainment of language goals will be monitored bi-annually through EL Committee Meetings that will take place in November and February. Changes to IELP's will be made for students that are not making progress.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

ACIP

Weeden Elementary School

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if students are making progress toward language acquisition. Data from other assessments will be analyzed to determine students' academic strengths and weaknesses.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Writing by 05/28/2015 as measured by a rubric.

Strategy1:

Become an Author - Students will complete a writing assignment daily by drafting, revising, proofreading, and publishing a written product.

This strategy will incorporate the use of technology throughout.

Research Cited: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display.	Academic Support Program			09/02/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Academic Leaders

Measurable Objective 2:

85% of All Students will demonstrate a proficiency using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics and in Reading by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

ACIP

Weeden Elementary School

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Academic Support Program			08/18/2014	05/28/2015	\$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Strategy2:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools, including but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Research Cited: <http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf>

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom, and in the overall learning process.	Policy and Process			08/18/2014	05/28/2015	\$0 - No Funding Required	Classroom Teachers, Principals

Goal 6:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Communication Services - All Florence City School employees will have access to email for communication and collaboration purposes. In addition, employees, students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

ACIP

Weeden Elementary School

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology			08/18/2014	05/28/2015	\$10000 - District Funding	Tech Director, Tech Specialist

Goal 7:

Prepare and Support Teachers and Leaders to Graduate College-and-Career Ready Students

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Tech Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning			08/18/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach, Media Specialist

Activity - Online Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology			08/18/2014	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning			09/02/2014	05/27/2016	\$320000 - District Funding	Certified staff

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City Schools' attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school.

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Activity - AMSTI Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will model reading/math/science strategies and activities to parents. Food will be available for purchase.	Parent Involvement			10/02/2014	10/02/2014	\$0 - No Funding Required	Administration, classroom teachers and resource teachers and instructional coach

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/22/2015 as measured by a rubric.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw Hill reading series currently adopted.

Activity - Digital publishing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice writing skills through utilization of computers for electronic publication of papers.	Direct Instruction			10/06/2014	05/28/2015	\$0 - No Funding Required	Classroom teacher, Instructional Technology Assistant, Principal

Activity - Monitor Implementation of Becoming An Author	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display	Professional Learning			09/02/2014	05/28/2015	\$0 - No Funding Required	Administration, Classroom teachers, 2014-2015 Academic Leaders

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new, meaningful way.	Direct Instruction			08/25/2014	05/28/2015	\$0 - No Funding Required	classroom teachers, resource teachers

Goal 4:

Adequate Progress in Language Acquisition

Measurable Objective 1:

82% of All Students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 10/15/2014 as measured by data from the ACCESS Test for EL's.

Strategy1:

Goal Setting/IELP's - During the first 30 days of school, the ESL and classroom teachers will schedule EL Committee Meetings to set individual goals for all ELs and write expanded IELP's for students that did not make APLA during the 2012 school year. The EL Committee will meet to analyze student assessment data and write an Individual English Language Plan for any student scoring from 3.9-4.7 on the ACCESS Test.

Research Cited: SIOP, WIDA

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP Method to ensure that students are mastering language objectives and content standards simultaneously.	Direct Instruction			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, content area teachers

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if students are making progress toward language acquisition. Data from other assessments will be analyzed to determine students' academic strengths and weaknesses.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress toward attainment of language goals will be monitored bi-annually through EL Committee Meetings that will take place in November and February. Changes to IELP's will be made for students that are not making progress.	Other			10/15/2014	05/28/2015	\$0 - No Funding Required	EL Facilitators, EL Committees

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of All Students will demonstrate a proficiency using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics and in Reading by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Academic Support Program			08/18/2014	05/28/2015	\$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

Strategy2:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools, including but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Research Cited: <http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf>

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom, and in the overall learning process.	Policy and Process			08/18/2014	05/28/2015	\$0 - No Funding Required	Classroom Teachers, Principals

Measurable Objective 2:

75% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Writing by 05/28/2015 as measured by a rubric.

Strategy1:

Become an Author - Students will complete a writing assignment daily by drafting, revising, proofreading, and publishing a written product. This strategy will incorporate the use of technology throughout.

Research Cited: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

ACIP

Weeden Elementary School

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the writing process through walk throughs and critiquing student writing samples on display.	Academic Support Program			09/02/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Academic Leaders

Goal 6:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Communication Services - All Florence City School employees will have access to email for communication and collaboration purposes. In addition, employees, students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology			08/18/2014	05/28/2015	\$10000 - District Funding	Tech Director, Tech Specialist

Goal 7:

Prepare and Support Teachers and Leaders to Graduate Colleague-and-Career Ready Students

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

Strategy1:

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay

ACIP

Weeden Elementary School

current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Tech Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer "Tech Tuesday" professional development once per month facilitated by district teachers and emphasizing digital culture.	Professional Learning			08/18/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach, Media Specialist

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning			09/02/2014	05/27/2016	\$320000 - District Funding	Certified staff

Activity - Online Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology			08/18/2014	05/27/2016	\$0 - No Funding Required	Teachers

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All Title I instructional paraprofessionals at Weeden are highly qualified in accordance with NCLB requirements. Paraprofessionals assist students under the direct supervision of classroom teachers.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All teachers at Weeden are HQ by the NCLB requirements. 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-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. Attestations of the 100% HQ teachers are at each school and at the Central Office.	

3. 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-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. Attestations of the 100% HQ teachers are at each school and at the Central Office.

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Weeden has a total of 41 certified staff members and 2 left at the end of the 2014-2015 school year by retirement, resignation, or reassignment.

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

Weeden has 11.50 teachers with a BS, 24.50 with an MA, 2 with a 6-year degree and 1 with a doctorate.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

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.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

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. The district also provides a New Teacher Training which allows new employees to have a comfort level before the start of school with technology, Inow, Educate Alabama, curriculum, pacing and assessments.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The turnover rate is considered minimal, but Weeden does benefit 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.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

By the end of the 2014-2015 school year, the average daily attendance will increase from 94% to 95% as measured by the average daily attendance by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 14, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City School's attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school. Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of all students will demonstrate a proficiency in writing by 5/28/15 as measured by a rubric.. Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas.

Strategy 1:

Becoming An Author-Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, training coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw-Hill reading series currently adopted.

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measureable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day. Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001.

Narrative:

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. There are Professional Development Data days in the school calendar to allow professional development to be ongoing and embedded.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?**Goal 1:**

Increase average daily attendance.

Measurable Objective 1:

By the end of the 2014-2015 school year, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 14, 2013. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City School's attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school. Research Cited: Truancy Matters: Research, Policies, and Practices by Judith A. Martinez (October 13, 2006)

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/23/2014 as measured by a rubric.

Strategy 1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product.

Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the MacMillan/McGraw-Hill reading series currently adopted.

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/23/2014 as measured by formative and summative assessments and teacher observation.

Strategy 1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day. Research

Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September, 2001

Narrative:

Many strategies are employed to identify professional development needs at Weeden Elementary. 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. There are Professional Development Data days in the school calendar to allow professional development to be ongoing and embedded.

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

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

By the end of the 2014-2015 school year, the average daily attendance will increase from 94% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City School's attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's *The Leader in Me* to encourage student self-discipline and ownership for their learning and their attendance in school. Research Cited: *Truancy Matters: Research, Policies & Practices* by Judith A. Martinez (October 13, 2006)

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in writing by 5/28/2015 as measure by a rubric. Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product. Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw-Hill reading series currently adopted.

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day. Research Cited: *Put Reading First: The Research Building Blocks for Teaching Children to Read* (National Institute for Literacy) September 2001.

Narrative:

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 teach include teacher observations, classroom management, and research based instructional strategies. Mentoring also occurs via coaching by the Instructional Coach.

Describe how this 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. 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. There are Professional Development Data days in the school calendar to allow professional development to be ongoing and embedded.

4. Describe how this 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. 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. There are Professional Development Data days in the school calendar to allow professional development to be ongoing and embedded.

Component 6: Transition Strategies

1. 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.

Goal 1:

Increase average daily attendance.

Measurable Objective 1:

demonstrate a behavior By the end of the 2014-2015 school year, the average daily attendance will increase from 94% to 95% as measured by the average daily attendance. by 05/28/2015 as measured by INOW attendance reports.

Strategy1:

Parental Involvement - Faculty and staff met collaboratively to create a plan of action for increasing student attendance on August 13, 2014. Using Stephen Covey's 7 Habits Model, the team established a framework for improving student attendance. All stakeholders will be proactive in this endeavor. Parents will be given multiple opportunities to participate in school functions to make them aware of their vital importance in the education of their child. Classes will be recognized for improvement in attendance with small, frequent intrinsic and extrinsic rewards. The system social worker will visit the homes of children with excessive absences to assess environmental factors and identify barriers that contribute to high absenteeism. Parents will be contacted by phone after the first absence or by written correspondence after the fifth unexcused absence to be reminded of the Florence City School's attendance policy in regard to their legal responsibilities. Office administration will compose a list of students with poor attendance based on an analysis of INOW reports and share this list with the system social worker and school counselor for the purpose of early intervention. The staff will implement the strategies from Stephen Covey's The Leader in Me to encourage student self-discipline and ownership for their learning and their attendance in school. Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 13, 2006)

Goal 2:

All students at Weeden Elementary will become more proficient in the writing process.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency Students will use appropriate writing techniques including vocabulary and sentence structure that are vivid and precise and clearly express the writer's ideas. in Writing by 05/28/2015 as measured by a rubric.

Strategy1:

Becoming An Author - Students will complete a writing assignment daily by drafting, revising, proofreading and publishing a written product. Research Cited: Adria Klein, Training Coordinator at the Foundation for Comprehensive Early Learning. She is also a consultant in the Macmillan/McGraw-Hill reading series currently adopted.

Goal 3:

To actively engage all students in a reading curriculum that is rigorous and transformative through the implementation of the Wonders reading series.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/28/2015 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading In The Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Narrative:

The faculty and staff at Weeden is cognizant of the need to support students emotionally and academically during times of transition from preschool to elementary school and from elementary school to middle school. The following transition strategies are in place:

1. Kindergarten tours are offered in the spring of each year to familiarize incoming kindergarten students with the campus and school environment.
2. Information meetings are conducted each spring to inform parents of incoming kindergarten students of the curriculum and general guidelines.
3. Kindergarten students/parents are mailed a welcome letter in the summer from their kindergarten teacher.
4. Students that attend the Florence City Headstart Program at Handy tour the school in the spring with their parents.
5. Students are mailed a letter from the principal during the summer informing them of the name of their upcoming teacher and also supplies which will be needed.
6. Orientation for all students is held before the first day of school where teachers give specific information regarding their classroom.
7. Students exiting Weeden to attend Hibbett Middle School are transported to the school in the spring to tour the school and preview curriculum and extracurricular offerings of the school.
8. Parents of students exiting the school to preview the school one evening in the spring.
9. Transitional IEP meetings are held each spring for special education students entering and exiting the schools and teachers from the sending and receiving schools are present at the IEP meetings.

Component 7: Teacher Participation in Making Assessment Decisions

1. 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. Teachers also provide input during faculty meetings, grade level meetings, vertical team meetings, Profession Learning Teams, Problem Solving Teams, and bi-monthly data meetings with Principal and Instructional Coach. Grade level Academic Leaders convey the assessment concerns and need within their grade level to Principal and Instructional Coach. Systemwide grade level and vertical meetings are conducted to create consistency of assessments. Electronic communications such as e-mail and Edmodo 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 disaggregated data from ACT Aspire to identify areas of strengths and weaknesses for the purpose of developing our action plan for 2014-2015 school year. In order to provide appropriate differentiated instruction for all students data is analyzed from multiple sources, including but not limited to, Global Scholars, DIBELS Next progress monitoring and benchmark testing, item analysis from unit and weekly McGraw data, and EnVisions Topics and Benchmark tests are analyzed. Collaboration is also conducted during grade level data meetings and one-on-one data meetings with Principal and Instructional Coach.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. 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 ACT Aspire testing. 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 Global Scholars program 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 Global Scholars provides formative assessments for differentiated instruction for individual students and small groups.

2. 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. The FALCON afterschool program provides instruction outside of the regular school day at no charge to the parents. 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, SuccessMaker, STRIDE Academy, Brain Child, Rosetta Stone, My Reading Coach, and EdMark. 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 older adults to offer addition 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.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

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, SuccessMaker, STRIDE Academy, Brain Child, Rosetta Stone, My Reading Coach, and EdMark. Questioning styles and frameworks such as Bloom's Taxonomy and Larry Bell's Twelve Power Words are applied in classrooms to make instruction more rigorous and relevant. Student engagement strategies such as Whole Brain Teaching are implemented to keep students focused. SIOP methods are incorporated into classroom lessons to differentiate instruction. Flexible grouping styles are implemented to enhance student learning at all levels. Ongoing assessments drive instructional decisions. Teachers utilize various intervention methods when working with struggling readers. Explicit, systematic teacher directed instructions within a standards based learning environment makes curriculum accessible to all learners. The use of rubrics at every grade level offers additional differentiation to

scaffold learning for all students.

4. 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 FALCON afterschool program provides instruction outside of the regular school day at no charge to the parents. 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, SuccessMaker, Stride Academy, Brain Child, Rosetta Stone, My Reading Coach, and EdMark. Several community resources also provide valuable assistance to the students. The WASP afterschool program is available to any student for a small fee. This program assist with homework and provides enrichment activities for the children.

5. 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, Professional Learning Teams, Problem Solving teams, and bi-monthly data meetings with the principal and instructional coach. 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.

6. 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**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

There are several monetary sources that are integrated into the financial management and instructional program at Weeden. Types of funds include State of Alabama School Foundation Program, Title I, Title II, Title III, and Homeless. All funds support the goals of the CIP and overall student achievement. Please see the budget summary section of the ACIP

2. 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 and instructional assistants 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. Homeless 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.

3. 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, vocational and technical education, and job training.

Weeden coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications are processed at the central office to determine eligibility. 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

1. 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. In August, a meeting is held with our stake holders including representation from the central office, all Weeden School administrators, all faculty and staff members as well as parent representatives and community members to discuss our school wide Title 1 Plan. We celebrate our achievements and address the areas that need improvement. We analyze our data and determine our goals and our action plan for the year. The Leadership Committee then meets to determine eligibility criteria and assessment tools that will be considered when determining participation in the program. By September, all parents have received a written invitation to attend the Annual Title 1 Parent Meeting to describe the purpose of the program. The Schoolwide Plan is viewed and summary of data, strengths and weaknesses are discussed, school perception, EL curricula, as well as how academic goals will be addressed is viewed via PowerPoint. The administrators, Title 1 teachers, and social worker are introduced. School attendance, safety and discipline are discussed and The Parental Involvement Plan and the Parent/Teacher/Student Compact is examined. Involvement committees are arranged and activities are planned and 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 devised. In December, the Leadership Team meets again to discuss the parent activities that have occurred to determine if the events have been successful and if the times and locations have been sufficient. We discuss parent volunteers, if parents have received progress reports in sufficient time. 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. 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. When necessary, Title 1 personnel, tutors, foster grandparents, the Title 1 Resource room and afterschool programs 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.

2. 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 schoolwide data analysis meeting in September, faculty members met in teams to disaggregated data from ACTAspire to identify areas of strengths and weaknesses for the purpose of developing our action plan for 2014-2015 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.

3. 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?

Teachers use a framework which provides high quality, differentiated instruction, early and often, in the general education classroom. Once Tier I and Tier II instruction is given in the classroom and the teachers determine that the student is not making progress, the teachers 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. RTI data is used to determine if the achievement of the students in Tier III intervention is effective. 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.

4. 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

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	30.5

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	33.0

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1592839.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	87960.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	66159.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	60940.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	52934.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	2395.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	10230.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 1,873,457.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits for 5 Title I teachers, 1 Title I assistant, 20% of Parent Involvement Social Worker, 78% of EL Teacher/Facilitator; Teacher Substitutes; After School Program (6 positons-4 days per week/2hours per day) \$20 per hour; after school bus; \$500 per Title teacher for materials/supplies; \$8,714 for software; \$100 mat/supplies for parent involvement social worker; travel for social worker; 1 part-time retired teacher to work with kindergarten students.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	492992.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

\$2,165 for professional development for faculty/staff of Weeden (based on \$4.68 per student)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	2165.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Weeden has the largest Hispanic population in our system, one EL Teacher/Facilitator works at this location full-time. Her salary and benefits are split between Title I (78%), Title III (6%), State EL (3%), and general fund (13%).

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	5482.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are collected and expended at the school level.

Label	Question	Value
2.	Local Funds Provide the total.	0.0