



ACIP

A. M. Windham Elementary School

Daleville City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

A. M. Windham Elementary School (Windham) is located in Daleville, Alabama, approximately one mile from the main gate to the military installation Fort Rucker. Located in the southeast corner of Alabama, it is one of two schools in the Daleville City Schools system. All kindergarten through sixth grade students in the system attend Windham. Approximately 38% of Windham's 507 students are affiliated in some form or fashion with Fort Rucker. This factor, combined with a high degree of low socioeconomic status students, results in a high rate of transiency at the school. Windham experiences an average of 20% - 25% student turnover throughout the course of every school year. In excess of 78% of students are identified as receiving either free or reduced lunch under the federal lunch program, qualifying Windham for federal Title I funding. Windham has the following demographics for the 2016-2017 year:

- White - 250
- Black - 153
- Hispanic - 72
- Asian - 4
- Multi-racial - 13
- Pacific Islander - 4
- American Indian - 11

* This does not include the preschool.

Daleville City Schools has experienced declining enrollment for the past decade. Prior to the 2009 - 2010 school year, Windham was a Kindergarten through fourth grade institution. Due to financial constraints, Daleville Middle School was closed and Windham absorbed fifth and sixth grade. The physical campus was initially split with fifth and sixth grade remaining on the main campus, approximately 1 mile away from the elementary school, for the first year of the transition. Fifth grade moved to the Windham campus for the 2010 - 2011 school year and was joined by sixth grade at the start of the 2011 - 2012 school year. The 2011 - 2012 school year was the first year that all 7 grades were located on the same campus. Windham Elementary, in 2013 - 2014, had an enrollment of 561 students, served by 42 educators and 5 paraprofessionals. The start of the 2014-2015 academic year shows an enrollment of 546. 2016 the enrollment was 517. Our current enrollment as of October 2017 is 507. Academically, Windham met 25 out of 25 AYP goals for the 2010 - 2011 school year. Windham did not make AYP between 2002 and 2004 resulting in being identified as a school in need of improvement. After achieving AYP for two years, Windham was released from NCLB sanctions, and was no longer under school improvement, starting with the 2008 school year. Through a concerted effort by faculty and staff, Windham has remained out of school improvement, despite the addition of two new grade levels and increased numbers of students in subgroup categories that were previously not large enough to be counted towards AYP.

School's Purpose

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

Our mission statement is "Dream It, Believe It, Achieve It." We have also incorporated the 7 Habits identified by the late Dr. Stephen R. Covey. His principle oriented message has become infused with all aspects of the educational process. The 7 habits are:

- Be Proactive
- Begin With the End in Mind - Put First Things First
- Think Win-Win
- Seek First to Understand Then to Be Understood
- Synergize
- Sharpen the Saw

These 7 habits have altered school culture to support our mission statement and beliefs. This shift in culture was vital in order to create a shared vision that identifies the open-ended, problem solving nature of a technologically rich society. Our school is becoming a professional learning organization. Our teachers are working together and using a variety of data to identify timely solutions to meet student educational needs.

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.

Our mission statement is "Dream It, Believe It, Achieve It." We have also incorporated the 7 Habits, identified by the late Dr. Stephen R. Covey into our school culture. His principle-oriented message has become infused with all aspects of the educational process. The 7 habits are: - Be Proactive - Begin With the End in Mind - Put First Things First - Think Win-Win - Seek First to Understand Then to Be Understood - Synergize - Sharpen the Saw These 7 habits have altered school culture to support our mission statement and beliefs. This shift in culture was vital in order to create a shared vision that identifies the open-ended problem solving nature of a technologically rich society. Our school is becoming a professional learning organization. Our teachers are working together and using a variety of data to identify timely solutions to meet student educational needs. Notable Achievements and Areas of Improvement In the Spring of 2011, Windham Elementary School faculty voted to utilize the "Leader in Me" program, as a means of changing school culture. The faculty identified the need to create 21st century student leaders who would be prepared to work in a global society. The need to alter school culture was first brought to fruition through a book study of "The Leader in Me" by Dr. Stephen R. Covey. The book study provided a platform for ownership and shared leadership. Members of the Building Leadership Team lead the study. A survey revealed that 92% of the staff felt that the Leader in Me process was essential for student success. The 2013-2014 academic year marks the third year of the Leader in Me process. The 7 Habits of the Leader in Me process have become intertwined throughout the school's culture and instruction. Teachers report a continued improvement in student behavior. A positive shift in teacher ownership of the educational process is also occurring because of the Leader in Me Program. The faculty has initiated a grass roots movement to incorporate the Alabama Math, Science, and Technology Initiative (AMSTI). The projected results of this initiative will see a change in the way instruction is delivered. Hands-on, student-centered learning will dominate instruction and continue to alter the school's culture. Windham Elementary School witnessed the completion of a long-range technological goal during the 2013-2014 academic year. Every classroom was outfitted with an interactive whiteboard. This year also marked the addition of a second laptop cart. The school now has two laptop carts and one iPad cart in place for instructional use. The administration and Dr. Buddy Weldon of the Troy Regional Inservice Center will continue to provide ongoing and timely professional development. Dr. Weldon provided individual and small group learning activities throughout the Spring of 2014. Training for the 2013-2014 academic year included student response systems, interactive whiteboards, document cameras, iPads, Google Drive, Remind 101 and Dropbox. This training has laid a foundation for the technological component of AMSTI. Training for the 2015-2016 will include Google Drive and Classroom. This training will be provided by both Troy Regional Inservice and local administration. Windham Elementary is enjoying the renewal of the three-year Department of Defense Education Activity grant. This grant supports programs that works to increase student academic achievement and help the students of military families overcome academic hurdles. The grant is funding a 1:1 Google Chromebook initiative in grades 1-6. The Chromebook initiative is viewed as a means of providing 21st century learning experiences to our digital natives. Research revealed the Chromebooks as a low cost, low maintenance means of achieving our goal over "traditional" laptops. Chromebooks are connected to Google accounts. Google provides a free suite of productive applications and storage space in Drive. These Web 2.0 tools and Cloud based storage present an opportunity for our students to create, collaborate, and share. We believe Chromebooks will serve as a digital platform as we shift towards student-centered instruction. LCD touch panel screens were installed in 15 classrooms during the Fall of 2017. These devices serve as a significant upgrade to the interactive whiteboards that were in place.

A preschool program was introduced at Windham in the fall of 2015. We believe this program offers a strategic opportunity to better prepare our students for entrance into kindergarten.

Additional Information

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

We have expanded our digital footprint on the Internet. Windham Elementary School employs SCHOOLinSITES as a host for our webpages. We also use Facebook to increase our transparency with the community. The school continues to enjoy an upswing in parent participation in PTO.

Areas of Improvement:

- * Strengthen vertical planning between all grades and between both the elementary and high school.
- * Strengthen and expand on the robotics program in fifth grade.
- * Strive towards the continued growth and training in our Leader in Me journey.

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.

At the beginning of the school year, a Title I parent meeting is held to inform parents of the Title I requirements. Parents are informed of this meeting through our monthly newsletter, e-mail, school website, school marquee, local newspaper, remind texting, and fliers. Title I information is given out and gone over with parents during PTO Open House at the beginning of the school year. All of the information is included in the Parent Involvement/Title I packet. If parents do not show up for the meeting, the packet is sent home with the child the next day. As new students are enrolled, their parents receive the same packet. We have parent representatives that serve as members of the Title I committee. Funds for parent involvement are spent on supplies for workshops and family nights, parent packets, parent brochures, paper for newsletters, fliers, and educational material for the Parent Resource Center.

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

Two parent stakeholders and a community stakeholder (pastor) participated in the development of our improvement plan. At the beginning of school we actively work to recruit parental stakeholders who may be in a position to assist during the normal work day. A Parent Advisory Committee is in place to review the Parent Involvement Policy and Plan as well as the Parent-Student-Teacher compact and makes changes where necessary. Parents are also asked and encouraged to participate on school-wide planning and improvement committees.

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

At parent meeting throughout the Fall, Windham Elementary School presents information about its Title I programs, the curriculum, and forms of academic assessments used. Parents are informed of these meetings through monthly newsletters, the school website, e-mails, fliers, newspaper announcements, and upcoming events are posted on the school marquee. At the parent meetings, parents learn about priority goals established by the CIP. They also learn how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. Our school Title I ELL paraprofessional is available when needed to interpret information to the parents. Windham Elementary School has a school-parent-student compact that is distributed at the beginning of each school year. The compact is explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in their classrooms for use during parent-teacher and/or student/teacher conference. In May of each year, Windham Elementary School's Leadership Team (CIP Committee) meets together to review, evaluate, and revise its Continuous Improvement Plan. Surveys are sent out at the end of the school year. Results are analyzed to determine improvements for the following year. Parents are encouraged to express concerns to us at any time at the school. This can be done in person, via telephone, writing, or e-mail. All concerns are addressed. Additionally, we request ideas by note at the beginning of the school year. If a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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	Scores were utilized on a 3 point scale to provide comparability to previous years scores. Utilizing the 4 point scale would have negatively trended all scores downward.	Student Performance Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

4th grade Reading and 6th grade math showed the largest areas of improvement.

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

Overall Math scores were the highest among all grade levels on the Aspire. 4th grade reading and 6th grade math showed growth.

Which area(s) indicate the overall highest performance?

Overall, math scored highest in all grade levels. Reading scored at or above 3 in 4th and 6th grade.

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

In the area of reading, 3rd and 5th grade black students showed improvement and in the area of math 3rd and 6th grade showed improvement for black students. For white students, improvement was noted in 3rd and 4th grade reading while improvement was noted in 4th grade and 6th grade math.

Between which subgroups is the achievement gap closing?

In the areas of 3rd grade reading and math, and 5th grade reading, black students outscored white students. In several other areas, black students showed growth that exceeded that of White students.

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

Data is consistent with scores from STAR Reading and Math as well as STRIDE data.

Areas in Need of Improvement

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

Third grade reading, 5th grade math and 5th grade science all stand out as areas in need of improvement. All areas need to be improved but these are the lowest scores.

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

Third grade reading and math showed negative growth as well as 5th grade reading and 6th grade reading. These year over year areas are difficult to ascertain. 3rd grade contained a high number of students with various learning disabilities who showed growth during the year but failed to live up to the previous year's students.

Which area(s) indicate the overall lowest performance?

3rd and 5th grade reading showed the lowest overall performance.

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

Largest significant drop in reading was in 4th grade reading for white students followed closely by 5th grade reading in white students.

Between which subgroups is the achievement gap becoming greater?

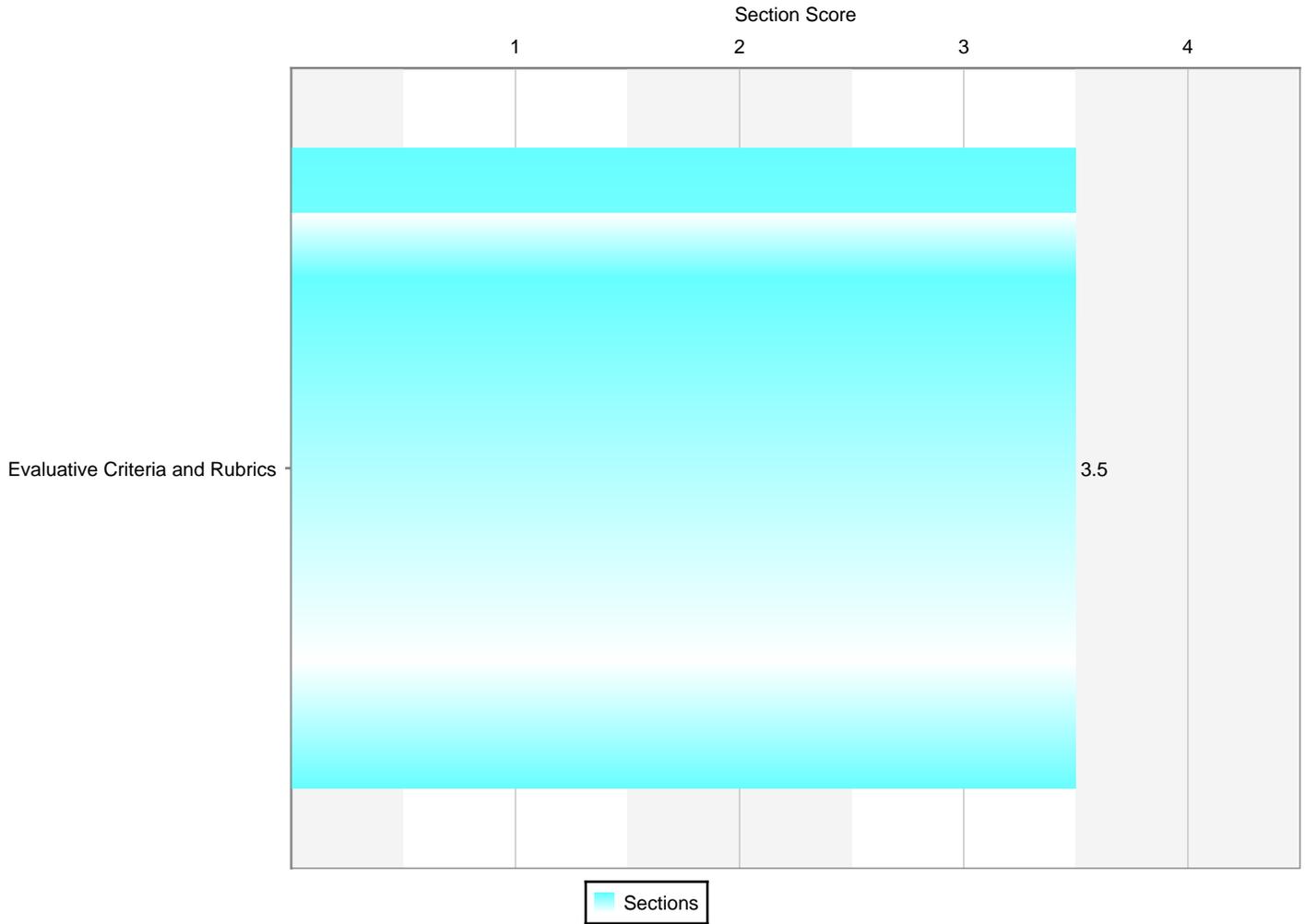
5th grade math appears to be the only area where the achievement gap increased. In all other areas there was a decrease.

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

All students are addressed equally based on their needs consistent with diagnostics such as the STAR Reading and Math tests.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Dr. Diane Flournoy - Superintendent/Federal Programs Coordinator Mr. Chris Mitten - Principal Dr. Marcus Howell - Assistant Principal Mrs. Mandy Mack - Speech Mrs. Jacquelin Hines - Sixth Grade Mrs. Bethany Azar - Fourth Grade Mrs. Alicia Reynolds - Fourth Grade Mrs. Savannah Dunaway - Fifth Grade Mrs. Haley Carter - First Grade Mrs. Michelle Stanfield - Fifth Grade Mrs. Brittany Jones - Third Grade Mrs. Angie Morgan - Kindergarten Mr. Jim Peters - Community Stakeholder Mrs. Amity Kilmer - PTO President Student Lighthouse Team (Leader in Me) Mrs. Lynne McWilliams - Chief Financial Officer	Signatures

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		Signature

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Diane Flournoy Superintendent 626 North Daleville Avenue Daleville, Alabama 36322 334-598-2456	

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

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

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide technologically rich, student-centered instruction	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$91000
2	All educators and students in grades 1-6 will become proficient users of a variety of Web 2.0 applications.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$36200
3	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Improve Student Reading Scores	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	Improve Student Math Scores	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
6	Windham Elementary will continue to integrate web-based technology as a communication and collaboration tool.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Improve student writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	Students and staff will continue with the implementation of The Leader In Me	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
9	Develop a plan for parent engagement.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
10	Students are prepared to transition to the next grade level.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Provide technologically rich, student-centered instruction

Measurable Objective 1:

collaborate to Launch a Google Chromebook 1:1 initiative in grades 3 through 6. by 05/23/2016 as measured by proper installation and use of the interactive boards.

Strategy 1:

Google Chromebook 1:1 initiative - Google Chromebooks will be provided for grades 3 through 6 courtesy of a DoDEA grant.

Category:

Research Cited: Inventory, administrative observations, action research, AMSTI, and teacher instructional feedback

Activity - Chromebooks grades 5-6.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Chromebooks (\$32,500) and carts (\$13,500) for grades 5-6.	Technology	10/01/2013	05/23/2017	\$45500	Other	Administrators and Technology Staff. We are also going to utilize teacher leaders in grades 5-6 who have had success using Google Classroom.

Activity - Gmail Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will undergo extensive training using Google Gmail to send and receive email.	Technology	08/10/2015	05/23/2017	\$0	Other	Dr. Buddy Weldon and the school administrators

Activity - Chromebooks grades 1-4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Chromebooks (\$32,000) and carts (\$13,500) for grades 3-4.	Technology	10/01/2015	05/23/2017	\$45500	Other	School administrators and Mrs. Julia Fulford, grant writer.

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

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Administration will train teachers in the use of Google Classroom as a means of managing student assignments. This training will run over a three year period.	Technology	10/01/2014	05/23/2018	\$0	Other	School administration, Dr. Buddy Weldon, and Ryan Kelley
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Strategy 2:

Google Drive - Google Drive provides a web-based platform that supports productivity and collaboration through a suite of productivity applications. Faculty will use Google Classroom to deliver and manage digital instruction with students.

Category:

Research Cited: Albion, P. (2008). Web 2.0 in teacher education: Two imperatives for action. *Computers in the Schools*, 25(4), 181–198.

Anderson, P. (2007). What is web.2.0? Ideas, technologies, and implications for education. *JISC Technology and Standards Watch*, 1–64.

Anderson, R. E., & Dexter, S. (2005). School technology leadership: An empirical investigation of prevalence and effect. *Educational Administration Quarterly*, 41, 49–82.

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83, 39–43. doi: 10.1080/00098650903505415

Activity - Google Drive Training - Faculty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will undergo training provided by Dr. Buddy Weldon and the administrators.	Technology	10/01/2014	05/23/2017	\$0	No Funding Required	Administrators and technology staff.

Activity - Google Drive Training - Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library media specialist will integrate library information lessons into Google Drive to increase student experiences with 21st century skills.	Technology, Academic Support Program	10/01/2015	05/23/2017	\$0	Other	Library media specialist and administrators

Measurable Objective 2:

demonstrate a proficiency Increasing new faculty member's understanding and usage of interactive whiteboard technology throughout instruction. by 05/23/2018 as measured by direct observation from administrators.

Strategy 1:

Interactive Whiteboard Training/LCD Interactive Screens - New Faculty Members - Dr. Buddy Weldon will provide timely support during a series of training sessions provided through Technology in Motion. Ryan Kelley will provide daily support.

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

Activity - Whiteboard Training - New Faculty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Dr. Buddy Weldon, Technology in Motion will provide new faculty with training for the interactive whiteboards and new LCD screens.	Direct Instruction, Technology, Academic Support Program	10/01/2015	05/23/2019	\$0	No Funding Required	Dr. Buddy Weldon, Ryan Kelley, and administration
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Goal 2: All educators and students in grades 1-6 will become proficient users of a variety of Web 2.0 applications.

Measurable Objective 1:

collaborate to incorporate web-based instructional applications across the curriculum by 05/23/2016 as measured by artifacts of learning..

Strategy 1:

Google Drive - Provide access and timely training in using Google Drive applications in the classroom

Category:

Research Cited: Deboer, G. E. (2002). Student-centered teaching in a standards-based world: Finding a sensible balance. *Science & Education*, 11, 405–417.

DeGennaro, D. (2010). Opening digital doors. *Educational Leadership*, 68(3), 73–76.

Dekeyser, S., & Watson, R. (2006). Extending Google docs to collaborate on research papers. Technical report, The University of Southern Queensland, Australia.

Activity - Google Drive Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Buddy Roland and the school administrators will provide timely instruction on the use of these products.	Technology	10/15/2013	05/23/2018	\$0	No Funding Required	Administrators and technology staff

Measurable Objective 2:

collaborate to update wireless at Windham Elementary School by 05/22/2015 as measured by completion of work and student and teacher access.

Strategy 1:

WES Wireless - Bids will be let to install wireless at Windham Elementary School

Category:

Research Cited: Completion of work

Activity - Update Wireless at WES (K and 2-6)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Update Wireless at WES	Technology	08/19/2013	05/23/2017	\$35000	USAC Technology	Technology Staff and administration
Activity - Wireless - 1st Grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The installation of 3 wireless access points in first grade.	Technology	10/01/2015	05/23/2016	\$1200	Title I Schoolwide	Mr. Ken Shoemake, technology director.

Goal 3: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency to use interactive boards in the classroom to enhance education by 05/22/2015 as measured by by principal visitation and observation.

Strategy 1:

Interactive Board Training - Interactive Board Training will be provided by TIM Trainer.

Category:

Research Cited: Inventory

Activity - Interactive Board Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TIM Trainer will provide training on interactive boards	Professional Learning	11/05/2013	05/21/2014	\$0	Other	Principal and District Technology Staff

Goal 4: Improve Student Reading Scores

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Literacy Skills in Reading by 05/23/2018 as measured by STAR.

Strategy 1:

Literacy Strategies - Teachers will ...

Category:

Research Cited: ARI...

Activity - STAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction	Academic Support Program	08/01/2015	05/23/2018	\$0	No Funding Required	Faculty

Activity - Direct Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor teaching strategies through direct observation.	Other	10/01/2014	05/23/2018	\$0	No Funding Required	Administration and Reading Coach

Goal 5: Improve Student Math Scores**Measurable Objective 1:**

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math skills in Mathematics by 05/23/2017 as measured by ACT Aspire.

Strategy 1:

Math Strategies - Teachers will receive a number of professional development activities aimed at modeling strategies and deeper content knowledge with regards to the implementation of CCRS. Job embedded training through AMSTI as well as peer coaching/training.

Category:

Research Cited: ...

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will...	Direct Instruction	10/01/2013	05/02/2014	\$0	No Funding Required	Teachers and staff

Activity - Flipbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development regarding the use of flipbooks as resources for implementing the CCRS.	Professional Learning	03/04/2014	03/04/2014	\$0	No Funding Required	All homeroom and resource faculty members and administration .
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Activity - Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers attended job embedded training at Windham Elementary. Training was lead by staff personnel with support of AMSTI. Depth of knowledge training.	Professional Learning	10/08/2015	05/23/2018	\$0	Other	Grade level math teachers.

Goal 6: Windham Elementary will continue to integrate web-based technology as a communication and collaboration tool.

Measurable Objective 1:

demonstrate a behavior Faculty will transition to using Gmail and Google Drive as communication and collaboration tools. by 10/01/2014 as measured by Through the completion of training and direct observation..

Strategy 1:

Professional Development - Technology In Motion - Faculty will receive timely and ongoing training over a series of months.

Category:

Research Cited: Anderson, P. (2007). What is Web 2.0? Ideas, technologies and implications for education. JISC Technology and Standards Watch.

Activity - Gmail Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Buddy Weldon will provide instruction on using Gmail as a communications tool.	Professional Learning	08/29/2014	05/23/2018	\$0	No Funding Required	Administration and Faculty.

Goal 7: Improve student writing

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 12/19/2014 as measured by Formative assessments.

Strategy 1:

Writing workshop - Teachers from the writing committee team will attend workshop. In return these teachers will share strategies with fellow grade level teachers.

Category:

Activity - Six Traits Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six Traits Writing Workshop provided by Troy Regional Inservice.	Professional Learning	03/03/2014	08/01/2016	\$0	No Funding Required	Six grade level chairs, reading coach, and administration

Goal 8: Students and staff will continue with the implementation of The Leader In Me

Measurable Objective 1:

collaborate to Foster and create a climate and culture of leaders through continued staff training and implementation with students by 05/23/2018 as measured by The total number of office referrals will reduce by 5% annually.

Strategy 1:

Lighthouse (BB) Team Training - Lighthouse team members (BBT) will be working to plan, revise, and implement the proven strategies of The Leader in Me and the Seven Habits of Highly Effective People. Three days of coaching with Franklin Covey.

Category: Develop/Implement Student and School Culture Program

Research Cited: Franklin Covey research on TLIM and Implementation

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Active Coaching from Franklin Covey Representative to help with implementation of The Leader in Me	Behavioral Support Program	08/04/2016	05/19/2017	\$5000	Other	Principal, Assistant Principal, Lighthouse (Breaking Barriers) Team

Goal 9: Develop a plan for parent engagement.

Measurable Objective 1:

A total of 10 All Students will increase student growth in reading in Reading by 05/23/2018 as measured by test scores.

Strategy 1:

Program review Plan - Continued growth

Category: Develop/Implement Student and School Culture Program

Activity - Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental engagement	Behavioral Support Program	05/31/2017	05/31/2018	\$0	Other	All

Goal 10: Students are prepared to transition to the next grade level.**Measurable Objective 1:**

collaborate to Vertically plan between grade levels and schools by 05/23/2018 as measured by direct observation of meetings.

Strategy 1:

Vertical Meetings - Teachers will hold meetings in order to better align instruction and discuss strategies to improve student transition between grade levels.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Jacobs, H. H. (2010). A new essential curriculum. Curriculum, 21, 7-17.

Activity - Vertical Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will meet to identify student needs and transition strategies.	Direct Instruction	08/08/2017	05/23/2018	\$0	No Funding Required	Administration and faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Board Training	TIM Trainer will provide training on interactive boards	Professional Learning	11/05/2013	05/21/2014	\$0	Principal and District Technology Staff
Google Classroom Training	Administration will train teachers in the use of Google Classroom as a means of managing student assignments. This training will run over a three year period.	Technology	10/01/2014	05/23/2018	\$0	School administration , Dr. Buddy Weldon, and Ryan Kelley
Google Drive Training - Students	The library media specialist will integrate library information lessons into Google Drive to increase student experiences with 21st century skills.	Technology, Academic Support Program	10/01/2015	05/23/2017	\$0	Library media specialist and administrators
Chromebooks grades 5-6.	Purchase Chromebooks (\$32,500) and carts (\$13,500) for grades 5-6.	Technology	10/01/2013	05/23/2017	\$45500	Administrators and Technology Staff. We are also going to utilize teacher leaders in grades 5-6 who have had success using Google Classroom.
Gmail Training	Teachers will undergo extensive training using Google Gmail to send and receive email.	Technology	08/10/2015	05/23/2017	\$0	Dr. Buddy Weldon and the school administrators
Coaching	Active Coaching from Franklin Covey Representative to help with implementation of The Leader in Me	Behavioral Support Program	08/04/2016	05/19/2017	\$5000	Principal, Assistant Principal, Lighthouse (Breaking Barriers) Team

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Engagement	Parental engagement	Behavioral Support Program	05/31/2017	05/31/2018	\$0	All
Chromebooks grades 1-4	Purchase Chromebooks (\$32,000) and carts (\$13,500) for grades 3-4.	Technology	10/01/2015	05/23/2017	\$45500	School administrators and Mrs. Julia Fulford, grant writer.
Modeling	Math teachers attended job embedded training at Windham Elementary. Training was lead by staff personnel with support of AMSTI. Depth of knowledge training.	Professional Learning	10/08/2015	05/23/2018	\$0	Grade level math teachers.
Total					\$96000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wireless - 1st Grade	The installation of 3 wireless access points in first grade.	Technology	10/01/2015	05/23/2016	\$1200	Mr. Ken Shoemake, technology director.
Total					\$1200	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Update Wireless at WES (K and 2-6)	Update Wireless at WES	Technology	08/19/2013	05/23/2017	\$35000	Technology Staff and administration
Total					\$35000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gmail Professional Development	Dr. Buddy Weldon will provide instruction on using Gmail as a communications tool.	Professional Learning	08/29/2014	05/23/2018	\$0	Administration and Faculty.
Flipbooks	Professional development regarding the use of flipbooks as resources for implementing the CCRS.	Professional Learning	03/04/2014	03/04/2014	\$0	All homeroom and resource faculty members and administration

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STAR	Direct instruction	Academic Support Program	08/01/2015	05/23/2018	\$0	Faculty
AMSTI	Students will...	Direct Instruction	10/01/2013	05/02/2014	\$0	Teachers and staff
Six Traits Writing Workshop	Six Traits Writing Workshop provided by Troy Regional Inservice.	Professional Learning	03/03/2014	08/01/2016	\$0	Six grade level chairs, reading coach, and administration .
Google Drive Training - Faculty	Teachers will undergo training provided by Dr. Buddy Weldon and the administrators.	Technology	10/01/2014	05/23/2017	\$0	Administrators and technology staff.
Direct Observation	Administrators will monitor teaching strategies through direct observation.	Other	10/01/2014	05/23/2018	\$0	Administration and Reading Coach
Vertical Meeting	Teachers and administrators will meet to identify student needs and transition strategies.	Direct Instruction	08/08/2017	05/23/2018	\$0	Administration and faculty
Google Drive Training	Dr. Buddy Roland and the school administrators will provide timely instruction on the use of these products.	Technology	10/15/2013	05/23/2018	\$0	Administrators and technology staff
Whiteboard Training - New Faculty	Dr. Buddy Weldon, Technology in Motion will provide new faculty with training for the interactive whiteboards and new LCD screens.	Direct Instruction, Technology, Academic Support Program	10/01/2015	05/23/2019	\$0	Dr. Buddy Weldon, Ryan Kelley, and administration .
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Due to data corruption we were unable to upload the data. We have worked with Advance-Ed and they have been unable to fix it. I will revert back to last year's diagnostic.	

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Standards one and four of the Parent Survey averaged above 3.75. Standards one, three and five of the student survey averaged above 3.75.

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

In the staff survey, the movement towards a more decentralized leadership and stakeholder ownership stood out. Professional learning and sufficient numbers of qualified instructors was notable. Instructional time, material resources scored above 4.00 Technology infrastructure scored just below 3.75. On the Parent Survey Purpose stood out with a 4.11. This is attributable to the "Leader in Me." There is also a clear sense of high expectations. My child has at least one advocate also scored high. The same score was achieved with safe learning and environment. Both purpose and student engagement scored well on the student survey.

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

We believe that the "Leader in Me," coupled with the recent installation of interactive technology is altering the school culture. We must also note that our digital footprint through Facebook and our webpage is having an impact on stakeholder involvement and feedback.

Areas in Need of Improvement

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

On the staff and student surveys 2.1 and 3.1 were notable.

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

Indicator 4.3 on the student survey, indicator 3.8 on the staff survey and parent survey.

What are the implications for these stakeholder perceptions?

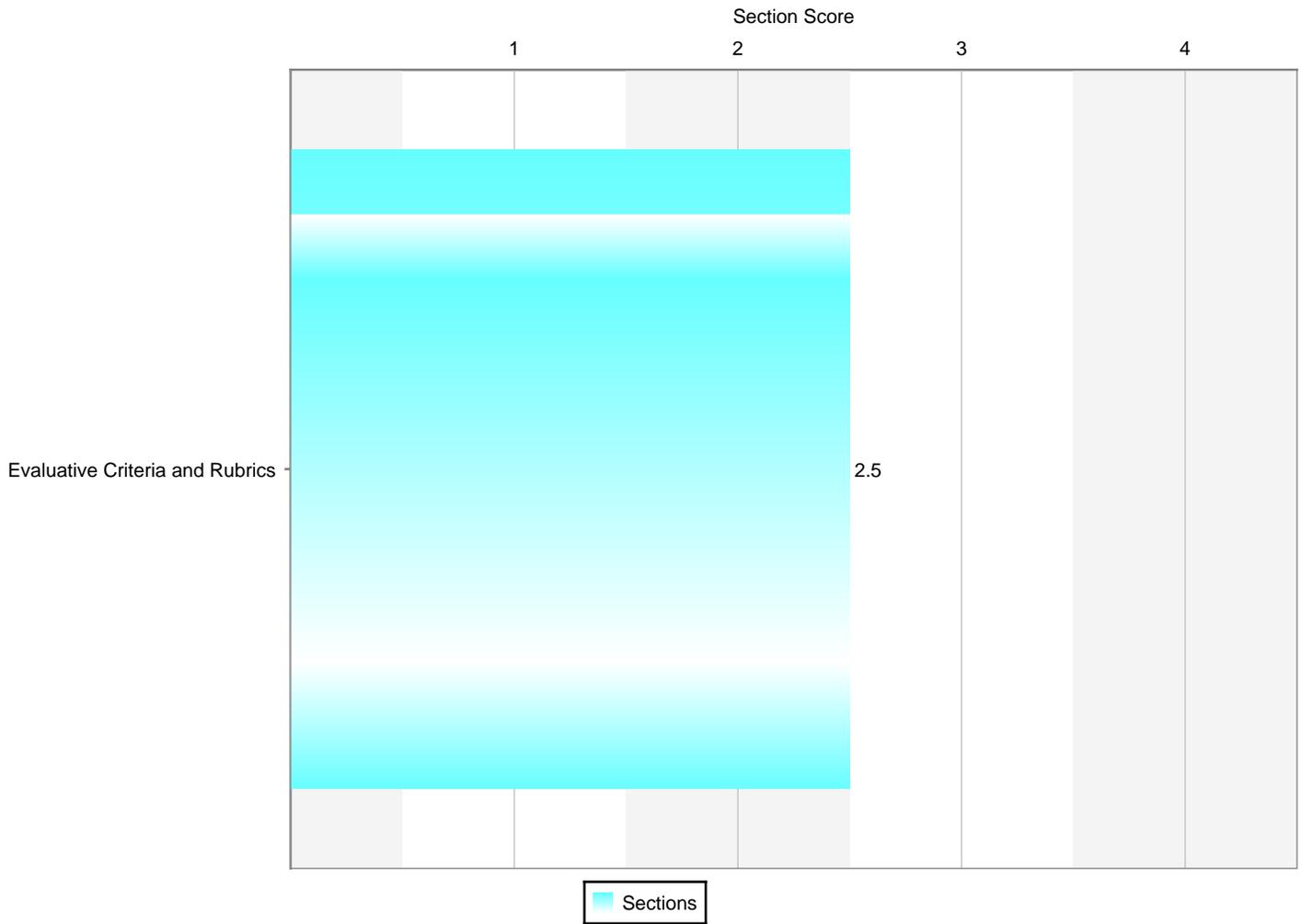
Windham Elementary school is striving to engage students in the meaningful instruction. More professional development is needed in CCRS. We are continuing to send instructional leaders to training in CCRS. Data meetings and support continue to support instruction.

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

Numerous teachers and the reading coach have requested additional professional development opportunities regarding AMSTI and the CCRS.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Comprehensive needs assessment was completed through the analysis of data including: DIBELS, STAR Reading, STAR Math, STAR Early Literacy, ACT Aspire and parent and teacher surveys.

What were the results of the comprehensive needs assessment?

Throughout all levels of the ACT Aspire we saw a trend towards slightly better achievement especially in the areas of Reading and Language. This was logical as we have been working on these areas for years. Areas of needed improvement included Math, Writing, and Science.

What conclusions were drawn from the results?

The conclusions from the results were that we need to focus on revising and improving math and science instruction school wide to continue the transition to CCR Standards. The ACT Aspire scores showed some degree of improvement especially in sixth grade.

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

As we have continued CCRS implementation we made a curricular change. This combined with the continued positive perception that has been cultivated through The Leader in Me process has us poised for continued growth. We have seen a drastic improvement in staff morale as well as willingness to attack and accomplish new challenges. Our enrollment is suffering a slight decline.

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

School goals are related to engagement and academic achievement. We wish to increase proficiency in all areas, especially in the areas of math, science, and writing. Furthermore, a focus on Depth of Knowledge and vertical curricular alignment will help to increase achievement.

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

The goals are representative of the use of STAR Reading and Math, ACT Aspire scores, and STRIDE data as well as DIBELS scores. The data is used to paint an overall picture for teachers of what areas are areas of focus and how to tailor instruction to the individual students in the classroom. The goals for improvement of math and reading scores relate to the data that is used throughout the year to track and guide the progress of students in all three tiers of instruction. The realization that our math scores were suffering due to basic numerical understanding and depth of knowledge beginning in grades K, 1, and 2. and manifesting itself in the upper grades helps to reinforce this

need. We are excited to be using Scantron testing this academic year. We will be testing three times. Testing results will be immediate and will allow us to better shape our instruction.

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

The vast majority of our students are disadvantaged. The teacher's input is vital in making sure that our school goals address the needs of every child in every situation throughout the school. Through RTI meetings and data meetings, student needs are discussed and assessed regularly to be sure that the needs of students in all 3 tiers of instruction are addressed. That includes helping the struggling Tier III and Tier II students as well as accelerating the Tier I students who are ready to excel. Additionally, The Leader in Me philosophy embraces the whole student and the need for all students to develop leadership capacity translating to greater success across all socioeconomic areas. We believe that the Leader in Me framework is an excellent tool for shifting school culture and promoting horizontal leadership throughout the building.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Provide technologically rich, student-centered instruction

Measurable Objective 1:

collaborate to Launch a Google Chromebook 1:1 initiative in grades 3 through 6. by 05/23/2016 as measured by proper installation and use of the interactive boards.

Strategy1:

Google Chromebook 1:1 initiative - Google Chromebooks will be provided for grades 3 through 6 courtesy of a DoDEA grant.

Category:

Research Cited: Inventory, administrative observations, action research, AMSTI, and teacher instructional feedback

Activity - Chromebooks grades 5-6.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks (\$32,500) and carts (\$13,500) for grades 5-6.	Technology	10/01/2013	05/23/2017	\$45500 - Other	Administrators and Technology Staff. We are also going to utilize teacher leaders in grades 5-6 who have had success using Google Classroom.

Activity - Google Classroom Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will train teachers in the use of Google Classroom as a means of managing student assignments. This training will run over a three year period.	Technology	10/01/2014	05/23/2018	\$0 - Other	School administration, Dr. Buddy Weldon, and Ryan Kelley

Activity - Chromebooks grades 1-4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks (\$32,000) and carts (\$13,500) for grades 3-4.	Technology	10/01/2015	05/23/2017	\$45500 - Other	School administrators and Mrs. Julia Fulford, grant writer.

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Activity - Gmail Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will undergo extensive training using Google Gmail to send and receive email.	Technology	08/10/2015	05/23/2017	\$0 - Other	Dr. Buddy Weldon and the school administrators.

Strategy2:

Google Drive - Google Drive provides a web-based platform that supports productivity and collaboration through a suite of productivity applications. Faculty will use Google Classroom to deliver and manage digital instruction with students.

Category:

Research Cited: Albion, P. (2008). Web 2.0 in teacher education: Two imperatives for action. *Computers in the Schools*, 25(4), 181–198.

Anderson, P. (2007). What is web.2.0? Ideas, technologies, and implications for education. *JISC Technology and Standards Watch*, 1–64.

Anderson, R. E., & Dexter, S. (2005). School technology leadership: An empirical investigation of prevalence and effect. *Educational Administration Quarterly*, 41, 49–82.

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83, 39–43. doi:

10.1080/00098650903505415

Activity - Google Drive Training - Faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will undergo training provided by Dr. Buddy Weldon and the administrators.	Technology	10/01/2014	05/23/2017	\$0 - No Funding Required	Administrators and technology staff.

Activity - Google Drive Training - Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will integrate library information lessons into Google Drive to increase student experiences with 21st century skills.	Academic Support Program Technology	10/01/2015	05/23/2017	\$0 - Other	Library media specialist and administrators.

Measurable Objective 2:

demonstrate a proficiency Increasing new faculty member's understanding and usage of interactive whiteboard technology throughout instruction. by 05/23/2018 as measured by direct observation from administrators.

Strategy1:

Interactive Whiteboard Training/LCD Interactive Screens - New Faculty Members - Dr. Buddy Weldon will provide timely support during a series of training sessions provided through Technology in Motion. Ryan Kelley will provide daily support.

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

Research Cited:

Activity - Whiteboard Training - New Faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dr. Buddy Weldon, Technology in Motion will provide new faculty with training for the interactive whiteboards and new LCD screens.	Technology Academic Support Program Direct Instruction	10/01/2015	05/23/2019	\$0 - No Funding Required	Dr. Buddy Weldon, Ryan Kelley, and administration.

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A. M. Windham Elementary School

Goal 2:

All educators and students in grades 1-6 will become proficient users of a variety of Web 2.0 applications.

Measurable Objective 1:

collaborate to update wireless at Windham Elementary School by 05/22/2015 as measured by completion of work and student and teacher access.

Strategy1:

WES Wireless - Bids will be let to install wireless at Windham Elementary School

Category:

Research Cited: Completion of work

Activity - Wireless - 1st Grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The installation of 3 wireless access points in first grade.	Technology	10/01/2015	05/23/2016	\$1200 - Title I Schoolwide	Mr. Ken Shoemake, technology director.

Activity - Update Wireless at WES (K and 2-6)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Update Wireless at WES	Technology	08/19/2013	05/23/2017	\$35000 - USAC Technology	Technology Staff and administration.

Measurable Objective 2:

collaborate to incorporate web-based instructional applications across the curriculum by 05/23/2016 as measured by artifacts of learning..

Strategy1:

Google Drive - Provide access and timely training in using Google Drive applications in the classroom

Category:

Research Cited: Deboer, G. E. (2002). Student-centered teaching in a standards-based world: Finding a sensible balance. *Science & Education*, 11, 405–417.DeGennaro, D. (2010). Opening digital doors. *Educational Leadership*, 68(3), 73–76.

Dekeyser, S., & Watson, R. (2006). Extending Google docs to collaborate on research papers. Technical report, The University of Southern Queensland, Australia.

Activity - Google Drive Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dr. Buddy Roland and the school administrators will provide timely instruction on the use of these products.	Technology	10/15/2013	05/23/2018	\$0 - No Funding Required	Administrators and technology staff

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A. M. Windham Elementary School

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency to use interactive boards in the classroom to enhance education by 05/22/2015 as measured by by principal visitation and observation.

Strategy1:

Interactive Board Training - Interactive Board Training will be provided by TIM Trainer.

Category:

Research Cited: Inventory

Activity - Interactive Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TIM Trainer will provide training on interactive boards	Professional Learning	11/05/2013	05/21/2014	\$0 - Other	Principal and District Technology Staff

Goal 4:

Improve Student Reading Scores

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Literacy Skills in Reading by 05/23/2018 as measured by STAR.

Strategy1:

Literacy Strategies - Teachers will ...

Category:

Research Cited: ARI...

Activity - Direct Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor teaching strategies through direct observation.	Other	10/01/2014	05/23/2018	\$0 - No Funding Required	Administration and Reading Coach

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Activity - STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction	Academic Support Program	08/01/2015	05/23/2018	\$0 - No Funding Required	Faculty

Goal 5:

Improve Student Math Scores

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math skills in Mathematics by 05/23/2017 as measured by ACT Aspire.

Strategy1:

Math Strategies - Teachers will receive a number of professional development activities aimed at modeling strategies and deeper content knowledge with regards to the implementation of CCRS. Job embedded training through AMSTI as well as peer coaching/training.

Category:

Research Cited: ...

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers attended job embedded training at Windham Elementary. Training was lead by staff personnel with support of AMSTI. Depth of knowledge training.	Professional Learning	10/08/2015	05/23/2018	\$0 - Other	Grade level math teachers.

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will...	Direct Instruction	10/01/2013	05/02/2014	\$0 - No Funding Required	Teachers and staff

Activity - Flipbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development regarding the use of flipbooks as resources for implementing the CCRS.	Professional Learning	03/04/2014	03/04/2014	\$0 - No Funding Required	All homeroom and resource faculty members and administration.

Goal 6:

Improve student writing

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, SY 2017-2018

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A. M. Windham Elementary School

Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 12/19/2014 as measured by Formative assessments.

Strategy1:

Writing workshop - Teachers from the writing committee team will attend workshop. In return these teachers will share strategies with fellow grade level teachers.

Category:

Research Cited:

Activity - Six Traits Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six Traits Writing Workshop provided by Troy Regional Inservice.	Professional Learning	03/03/2014	08/01/2016	\$0 - No Funding Required	Six grade level chairs, reading coach, and administration.

Goal 7:

Students and staff will continue with the implementation of The Leader In Me

Measurable Objective 1:

collaborate to Foster and create a climate and culture of leaders through continued staff training and implementation with students by 05/23/2018 as measured by The total number of office referrals will reduce by 5% annually.

Strategy1:

Lighthouse (BB) Team Training - Lighthouse team members (BBT) will be working to plan, revise, and implement the proven strategies of The Leader in Me and the Seven Habits of Highly Effective People. Three days of coaching with Franklin Covey.

Category: Develop/Implement Student and School Culture Program

Research Cited: Franklin Covey research on TLIM and Implementation

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Active Coaching from Franklin Covey Representative to help with implementation of The Leader in Me	Behavioral Support Program	08/04/2016	05/19/2017	\$5000 - Other	Principal, Assistant Principal, Lighthouse (Breaking Barriers) Team

Goal 8:

Develop a plan for parent engagement.

Measurable Objective 1:

A total of 10 All Students will increase student growth in reading in Reading by 05/23/2018 as measured by test scores.

ACIP

A. M. Windham Elementary School

Strategy1:

Program review Plan - Continued growth

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental engagement	Behavioral Support Program	05/31/2017	05/31/2018	\$0 - Other	All

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Improve Student Reading Scores

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Literacy Skills in Reading by 05/23/2018 as measured by STAR.

Strategy1:

Literacy Strategies - Teachers will ...

Category:

Research Cited: ARI...

Activity - STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction	Academic Support Program	08/01/2015	05/23/2018	\$0 - No Funding Required	Faculty

Activity - Direct Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor teaching strategies through direct observation.	Other	10/01/2014	05/23/2018	\$0 - No Funding Required	Administration and Reading Coach

Goal 2:

Improve Student Math Scores

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math skills in Mathematics by 05/23/2017 as measured by ACT Aspire.

Strategy1:

Math Strategies - Teachers will receive a number of professional development activities aimed at modeling strategies and deeper content knowledge with regards to the implementation of CCRS. Job embedded training through AMSTI as well as peer coaching/training.

Category:

Research Cited: ...

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will...	Direct Instruction	10/01/2013	05/02/2014	\$0 - No Funding Required	Teachers and staff

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers attended job embedded training at Windham Elementary. Training was lead by staff personnel with support of AMSTI. Depth of knowledge training.	Professional Learning	10/08/2015	05/23/2018	\$0 - Other	Grade level math teachers.

Activity - Flipbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development regarding the use of flipbooks as resources for implementing the CCRS.	Professional Learning	03/04/2014	03/04/2014	\$0 - No Funding Required	All homeroom and resource faculty members and administration.

Goal 3:

Improve student writing

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 12/19/2014 as measured by Formative assessments.

Strategy1:

Writing workshop - Teachers from the writing committee team will attend workshop. In return these teachers will share strategies with fellow grade level teachers.

Category:

Research Cited:

Activity - Six Traits Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six Traits Writing Workshop provided by Troy Regional Inservice.	Professional Learning	03/03/2014	08/01/2016	\$0 - No Funding Required	Six grade level chairs, reading coach, and administration.

Goal 4:

Students and staff will continue with the implementation of The Leader In Me

Measurable Objective 1:

collaborate to Foster and create a climate and culture of leaders through continued staff training and implementation with students by 05/23/2018 as measured by The total number of office referrals will reduce by 5% annually.

Strategy1:

Lighthouse (BB) Team Training - Lighthouse team members (BBT) will be working to plan, revise, and implement the proven strategies of The Leader in Me and the Seven Habits of Highly Effective People. Three days of coaching with Franklin Covey.

Category: Develop/Implement Student and School Culture Program

Research Cited: Franklin Covey research on TLIM and Implementation

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Active Coaching from Franklin Covey Representative to help with implementation of The Leader in Me	Behavioral Support Program	08/04/2016	05/19/2017	\$5000 - Other	Principal, Assistant Principal, Lighthouse (Breaking Barriers) Team

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit

while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Provide technologically rich, student-centered instruction

Measurable Objective 1:

demonstrate a proficiency Increasing new faculty member’s understanding and usage of interactive whiteboard technology throughout instruction. by 05/23/2018 as measured by direct observation from administrators.

Strategy1:

Interactive Whiteboard Training/LCD Interactive Screens - New Faculty Members - Dr. Buddy Weldon will provide timely support during a series of training sessions provided through Technology in Motion. Ryan Kelley will provide daily support.

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

Research Cited:

Activity - Whiteboard Training - New Faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dr. Buddy Weldon, Technology in Motion will provide new faculty with training for the interactive whiteboards and new LCD screens.	Technology Direct Instruction Academic Support Program	10/01/2015	05/23/2019	\$0 - No Funding Required	Dr. Buddy Weldon, Ryan Kelley, and administration.

Measurable Objective 2:

collaborate to Launch a Google Chromebook 1:1 initiative in grades 3 through 6. by 05/23/2016 as measured by proper installation and use of the interactive boards.

Strategy1:

Google Drive - Google Drive provides a web-based platform that supports productivity and collaboration through a suite of productivity applications. Faculty will use Google Classroom to deliver and manage digital instruction with students.

Category:

Research Cited: Albion, P. (2008). Web 2.0 in teacher education: Two imperatives for action. *Computers in the Schools*, 25(4), 181–198.
 Anderson, P. (2007). What is web.2.0? Ideas, technologies, and implications for education. *JISC Technology and Standards Watch*, 1–64.
 Anderson, R. E., & Dexter, S. (2005). School technology leadership: An empirical investigation of prevalence and effect. *Educational Administration Quarterly*, 41, 49–82.
 Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83, 39–43. doi: 10.1080/00098650903505415

ACIP

A. M. Windham Elementary School

Activity - Google Drive Training - Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will integrate library information lessons into Google Drive to increase student experiences with 21st century skills.	Academic Support Program Technology	10/01/2015	05/23/2017	\$0 - Other	Library media specialist and administrators.

Activity - Google Drive Training - Faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will undergo training provided by Dr. Buddy Weldon and the administrators.	Technology	10/01/2014	05/23/2017	\$0 - No Funding Required	Administrators and technology staff.

Strategy2:

Google Chromebook 1:1 initiative - Google Chromebooks will be provided for grades 3 through 6 courtesy of a DoDEA grant.

Category:

Research Cited: Inventory, administrative observations, action research, AMSTI, and teacher instructional feedback

Activity - Google Classroom Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will train teachers in the use of Google Classroom as a means of managing student assignments. This training will run over a three year period.	Technology	10/01/2014	05/23/2018	\$0 - Other	School administration, Dr. Buddy Weldon, and Ryan Kelley

Activity - Chromebooks grades 5-6.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks (\$32,500) and carts (\$13,500) for grades 5-6.	Technology	10/01/2013	05/23/2017	\$45500 - Other	Administrators and Technology Staff. We are also going to utilize teacher leaders in grades 5-6 who have had success using Google Classroom.

Activity - Chromebooks grades 1-4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks (\$32,000) and carts (\$13,500) for grades 3-4.	Technology	10/01/2015	05/23/2017	\$45500 - Other	School administrators and Mrs. Julia Fulford, grant writer.

Activity - Gmail Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will undergo extensive training using Google Gmail to send and receive email.	Technology	08/10/2015	05/23/2017	\$0 - Other	Dr. Buddy Weldon and the school administrators.

Goal 2:

Students and staff will continue with the implementation of The Leader In Me

Measurable Objective 1:

collaborate to Foster and create a climate and culture of leaders through continued staff training and implementation with students by 05/23/2018 as measured by The total number of office referrals will reduce by 5% annually.

Strategy1:

Lighthouse (BB) Team Training - Lighthouse team members (BBT) will be working to plan, revise, and implement the proven strategies of The Leader in Me and the Seven Habits of Highly Effective People. Three days of coaching with Franklin Covey.

Category: Develop/Implement Student and School Culture Program

Research Cited: Franklin Covey research on TLIM and Implementation

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Active Coaching from Franklin Covey Representative to help with implementation of The Leader in Me	Behavioral Support Program	08/04/2016	05/19/2017	\$5000 - Other	Principal, Assistant Principal, Lighthouse (Breaking Barriers) Team

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

Improve Student Reading Scores

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Literacy Skills in Reading by 05/23/2018 as measured by STAR.

Strategy1:

Literacy Strategies - Teachers will ...

Category:

Research Cited: ARI...

Activity - STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction	Academic Support Program	08/01/2015	05/23/2018	\$0 - No Funding Required	Faculty

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Activity - Direct Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor teaching strategies through direct observation.	Other	10/01/2014	05/23/2018	\$0 - No Funding Required	Administration and Reading Coach

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

We have a full-time ESL teacher who helps answer parent questions.

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

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

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

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

There is a very low teacher turnover rate at Windham. Staffing decisions are made by interviewing all candidates deemed to be worthy of employment. Additionally, efforts have been made to recruit minority applicants. The best candidate for the job is then recommended for employment to the superintendent who in turn recommends that person to the board of education.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

We have one new teacher this year. One teacher retired and one moved to a different state.

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

Experience ranges from 1 to 30+ years of experience. The majority of staff has between 5 and 20 years of teaching experience. The reading coach has a multitude of classroom experience in another state prior to becoming reading coach here 10 years ago. Interventionists both have previous classroom experience and possess unique skill sets that suit them for their positions. Both title personnel are excellent with technology and trained to assist with ELL students.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

We work closely with both Auburn University and Troy University to host student teachers. This not only enables a relationship that proves to be invaluable when hiring teachers, it provides a training ground for current and future staff.

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

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

Data drives our instruction. Goals identified in the ACIP based on the needs of our students, guide our professional development.

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

Continued training with the AMSTI personnel from Troy University, Technology in Motion Training from Dr. Buddy Weldon, 6 Traits Writing Training ongoing with the Reading Coach, Google Drive and Chrome transitioning with the implementation of Chromebooks in our 1 to 1 initiative. Leader in Me training.

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

New teachers are assigned a mentor and meet regularly with their mentors to undergo training as needed to help develop new teachers.

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

Professional development is sustained and ongoing throughout the year as professional development opportunities are available several times per month. Not only through locally led data meetings, but by also bringing in outside people to assist with the professional development, STI Assessment personnel come in after each administration of the test to host data meetings and examine the standards that are being taught and tested. AMSTI personnel also visit the school regularly and meet with teachers to help teach and reinforce the standards relating to math and science instruction. Technology in motion is on campus several times per month to help with the training and implementation of new technologies throughout the campus. Professional development is truly ongoing throughout the school year. We have contracted for The Leader in Me Coaching which includes three days of job embedded coaching with a consultant from Franklin Covey.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Students are prepared to transition to the next grade level.

Measurable Objective 1:

collaborate to Vertically plan between grade levels and schools by 05/23/2018 as measured by direct observation of meetings.

Strategy1:

Vertical Meetings - Teachers will hold meetings in order to better align instruction and discuss strategies to improve student transition between grade levels.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Jacobs, H. H. (2010). A new essential curriculum. Curriculum, 21, 7-17.

Activity - Vertical Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet to identify student needs and transition strategies.	Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Administration and faculty

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

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

Teachers are always involved in the use of non required assessments. STAR testing has been utilized several times a year in order to provide data that is requested by teachers for RTI and instructional decisions. Teachers are aware that if there is an assessment that is deemed too cumbersome or not useful, they discuss the pros and cons of the tool in order to decide whether or not to keep it going.

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

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

Students are identified and assessed routinely to ensure that everything is being done to help them master the state's academic assessment standards. Beginning with the standardized assessment results at the beginning of the school year and progressing through regular STAR reading and math assessments as well as DIBELS, students are placed into categories in relation to RTI. Tier I students are considered proficient and progressing on pace. Tier II students fall into the category of being just below proficiency and in danger of falling behind. Tier III students are considered to be in need of intensive intervention. They are high risk students who fall in the 25% percentile and below but not qualifying for special services. These students are monitored and offered intensive intervention. RTI meetings are held weekly to address strategies for these students. Each of the Tier III students has an intervention plan designed to get them whatever help they need to help them advance to proficiency as quickly as possible.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are identified as needing additional assistance are placed on RTI. A plan is developed for each student and they are given extra help in several different ways. The classroom teacher first offers additional help and remediation where possible. Additionally, Title I personnel work to provide assistance in the instructional classroom during core academic subjects. Additional help with small group pullout instruction is utilized to offer even more assistance. The effectiveness of the intervention is reviewed weekly during RTI meetings and progress monitoring that is done by the classroom teacher and Title I personnel.

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.

Currently there are not any formal programs beyond the regular school day. Teachers and staff are willing to help students and tutor on their own time but there is not formal program in place.

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.

Currently we work very hard to address the challenges of each group of students. At this time we don't have any students who are identified as Migrant, or Homeless. Each individual group has its own challenges. ELL students' challenges are addressed through help by an ELL paraprofessional as well as at each identified student as having an ELL plan that is specifically designed to meet their needs. Special Education students are served in accordance with IDEA and their individual IEPs. Our economically disadvantaged students are served through the tenets of our Title I program. We don't have any N or D students who have been identified at this time.

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

n/a

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

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

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning. The following is a comprehensive list of fund sources and an explanation of their usage.

- State of Alabama Foundation Program: State of Alabama funds the basic programming in terms of teacher units based on enrollment.
- Title I: This money is used to supplement regularly funded programming. For the 2016 -2017 school year, Title I monies were being used to fund Title I teacher units as well as paraprofessionals, parent involvement activities, supplies, and professional development.
- Title II: class size reduction unit

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Title I is used to supplement regularly scheduled programming and remediation throughout the school. The funds are utilized to provide teachers and paraprofessionals for this purpose. Additionally, funds are used for parent involvement activities, supplies, and professional development.

Title II funds are utilized for class size reduction unit.

State Foundation Funds are utilized to fund the basic programming in terms of teacher units based on enrollment.

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

The school evaluate the program through the use of surveys of the parent involvement portion as well as utilizing vast amounts of data that is available. This data includes the state wide testing (ACT Aspire) DIBELS< STAR Reading, Math and Early Literacy, other classroom assessments, and STI achievement. The evaluation of the school wide program also includes assessment to determine the effectiveness of RTI and the teachers who implement those plans. this helps to determine whether or not the program is utilized in a satisfactory manner.

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?

The results are used by examining the ACT Aspire data and making comparisons year over year (as that data becomes available) We look at desegregated data to try and notice trends among races and sex as well as all available subgroups. This way we are able to determine strengths and weaknesses in order to achieve success in all areas.

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?

The school uses the achievement of students who are further from achieving the standards by working to move Tier III students to Tier II and likewise moving Tier II students up to Tier I. This is done through the continued efforts of teachers and staff and Title I teachers. constant progress monitoring is utilized in an effort to be sure that these students are moving forward in the right direction. constant RTI meetings assess the effectiveness of the program throughout the year. At the end of the year, numbers are examined to see if the RTI programs have been effective. Interventions happen both in and outside the classroom.

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 development and revision of the plan is fluid. We are always looking to make adjustments to the instructional practices of our school in order to keep improvement moving forward. If an area is not working as well as we would like, we make every effort to allocate resources in a manner that will help towards the achievement of the goals. Case in point would be the addition of the AMSTI training throughout the spring and summer. We felt that our staff was not meeting potential in Math and Science and the staff visited other schools and chose to change our instructional model.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	31.3

Provide the number of classroom teachers.

31.30

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1410958.08

Total

1,410,958.08

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	79040.0

Total

79,040.00

Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	30000.0

Total

30,000.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	61843.51

Total

61,843.51

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54855.53

Total

54,855.53

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7361.0

Total

7,361.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2699.0

Total

2,699.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14669.0

Total

14,669.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1059.0

Total

1,059.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	369252.83

Provide a brief explanation and breakdown of expenses.

In School Suspension Teacher - \$12,755.23 Salary

2 Title I Teachers - \$108,230.00

2 Paraprofessionals - \$36,020.00

Benefits for employees - \$71,287.02

Substitute Teachers - \$30,900.00

Copier Agreements - \$6,000.00

Instructional Supplies - \$14,367.66

Instructional Software - \$12,400.00

Computer Hardware- \$57,932.18

Parental Involvement Supplies - \$3507.33

Media Center Software - \$1142.50

Library Books - \$4000.00

Pre-K Paraprofessional - \$6030.12

Pre-K Paraprofessional Benefits - \$4180.79

Pre-K Instructional Supply - \$500.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	16665.77

Provide a brief explanation and a breakdown of expenses.

Class Size Reduction Teacher - \$11,799.92

Benefits - \$4,565.60

Professional Development - \$300.25

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	3875.0

Provide a brief explanation and a breakdown of expenses.

Instructional Supplies - \$1,000.00

Instructional Software - \$1,375.00

Computer Hardware - \$1500.00

Title IV

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

Provide a brief explanation and a breakdown of expenses.

0

Title V

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

Provide a brief explanation and a breakdown of expenses.

0

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

na

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

0

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

Provide a brief explanation and breakdown of expenses.

0

Other

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

Provide a brief explanation and a breakdown of expenses.

0

Local Funds

Label	Question	Value
1.	Provide the total	103373.38

Provide a brief explanation and breakdown of expenses.

SLP Personnel - \$71,148.39

SLP Benefits - \$29,024.99

School Nurse Travel - \$800.00

Printing and Binding - \$2400.00

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The annual Parent Title I meeting was held September 27, 2017.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) Typically there are multiple meetings held throughout the school year. The initial open house at the beginning of the year is held in the evening and is used primarily to introduce parents to the school process and encourage involvement with our PTO. Next the Title I annual meeting takes place and the parents are informed of the improvement process and their rights by the Federal Programs Coordinator as well as the Parent Involvement Coordinator. As they were not present the meeting was conducted by the principal 2) The majority of the remaining meetings are planned, scheduled and implemented through the Windham PTO. They work to offer involvement opportunities both in the evenings, on weekends, and during the school day. 3) Parent involvement funds are allocated and used by the parent involvement coordinator at the high school.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

At parent meetings throughout the fall, Windham Elementary School presents information about its Title I programs, curriculum, and forms of academic assessment used. Parents are informed of meetings through monthly newsletters, the school web-site, e-mails, text and fliers, newspaper announcements, and upcoming events are posted on the school digital marquee. At the parent meetings, parents hear about priority goals established in the plan, They also learn how to schedule parent-teacher conferences to discuss academic assessments. The school Title I ELL paraprofessional is available whenever needed to interpret information for the parents.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Windham has a parent-school compact that is distributed at the beginning of each school year. The compact is explained to the parents and they are asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is

successful in school. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The compacts are then housed in the classroom. Parents are utilized in the development of the compact and it is continuously reviewed and adapted as needed.

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

Windham Elementary works with parents to provide training and materials as needed to aid in the understanding and implementation of the parent involvement plan annually. Windham's leadership team meets to review and evaluate the CIP, surveys are distributed and results are analyzed to determine improvements for the following year. Parents are encouraged to express concerns to us at any time at the school. This can be done in person, via telephone, writing, or e-mail. All concerns are addressed. Additionally, ideas are requested by note at the beginning of the school year. If a parent finds the plan to be unsatisfactory, they have the right to submit their concerns.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The school will work to build capacity for parental involvement through a cooperative effort with the PTO, its officers, the teachers and all parents. Throughout the year the school works tirelessly to offer multiple means of training parents in order to create an inclusive and inviting atmosphere. Developing a strong partnership opens doors for increased cooperation in relation to the development of achievable goals for students. Strengthening the frequency and efficacy of parent conferences helps to support our parents understanding of the educational process here at Windham. Windham has informational nights that allow for parents to come and learn about our curriculum as well as the state content standards. We offer remote gradebook monitoring as well to help parents stay apprised of what regular classroom grades are being achieved.

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

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

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

The parent involvement center is rife with resources for parents to check out and utilize with their students. Additionally, the parents may gain access to the internet and whatever other resources we can provide as necessary through the parent involvement center. Located on the high school campus, the parent involvement center is staffed by volunteer parents as well as the parent involvement coordinator. In the event there is not a parent involvement coordinator this is handled by each school individually with resources being readily available.

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

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

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

The parent involvement coordinator holds annual trainings to help the school staff be aware and develop partnerships. These trainings are typically held at the school during a faculty meeting. They review the parent involvement plan as well as strategies for developing partnerships and holding effective parent teacher conferences. In the absence of a parent involvement coordinator this is handled at the school level.

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

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

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

The Daleville City School system shall compile and make available to parents a list of adult literacy training agencies as well as providing materials and training to assist parents toward improving their children's achievement. Parents will receive training and materials through workshops, monthly newsletters, our parent resource center and individual training as necessary.

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

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

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

The Daleville City School System will utilize the Parent Involvement Coordinator along with school staff whom are proficient in other languages to directly assist parents whose primary language is not English. Every effort will be made to communicate with these parents in their primary language. Additionally, parents and community members who share a family's primary language will be utilized to better communicate and respond to the needs of these families. All information about school and parent programs, meetings and other activities are sent home in the monthly newsletter, which is also e-mailed to parents who wish to have this service. Every effort is made to provide the newsletters in the native language of the family. In the event that there is not a Parent Involvement Coordinator this will be handled at the local school level to avoid a drop in parent involvement.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Additional services are available at all times by requesting support from either the local school or the parent involvement center. By making a request, school staff will do whatever is necessary to provide help and assistance in order to facilitate the involvement of parents.