ACIP

West Madison Elementary School

Madison City Schools

Dr. Daphne P Jah, Principal
4976 Wall Triana Highway
Madison, AL 35758

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

Goals and Plans for ACIP 2015-16

Stakeholder Feedback Diagnostic

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?

West Madison Elementary School is located in Madison, Alabama. The mission of West Madison Elementary School is to provide a student-centered curriculum to develop lifelong learners who demonstrate confidence in themselves and respect for others. We will accomplish this through a learning community of caring and competent educators who provide rigorous, quality instruction to all students. There is an overall positive learning environment for each child and individual that enters our building. We promote an academic environment that's second to none, where students are challenged and prepared to be lifelong learners and positive contributors to our world.

West Madison's enrollment for the 2015-16 school year is 447 Kindergarten through sixth grade students. The diverse population of students are made up of walkers and car/bus riders from the local neighborhood. Our school is composed of, 3 kindergarten classes, 4 first grades, 4 second grades, 3 third grades, 3 fourth grades, 3 fifth grades and 3 sixth grade classes. Average class size is 22.

Our student population represents five different ethnic groups: Sixty-six percent Caucasian students, 17% African American, 10% Asian and 7% Hispanic or other. The percentage of low-income students (i.e., students eligible for free and reduced lunch program) is 22%. There has been an increase in the percentage of students with limited English proficiency (i.e., 2% to 7%). This has been due to the increase in the overall number of students and reflect our continually evolving and multicultural community and student population.

The school staff and administration provide a strong, rigorous academic program, emphasizing high expectations and achievement for all students. Our attendance rate is excellent at 96%. We have 38 certified and highly qualified teachers. We also have a full time counselor, speech teacher, instructional partner, school nurse and media specialist. We have support personnel whose services and support are invaluable.

West Madison is part of the Madison City School System located in Madison, Alabama, serving the cities of Madison and Triana. The System was established in 1998 after separating from the Madison County School System and consists of two state of the art high schools, two middle schools and seven elementary schools. West Madison students filter into Discovery Middle School and Bob Jones High School.

The City of Madison, located in North Alabama near Huntsville, has experienced a tremendous growth rate of 286% between the 1980 and the 1990 censuses growing from 6,081 people to 42,983 during that time period. Now the city of Madison has an estimated population of 50,000+. Madison is an affluent suburban community, with the average value of construction at $112,257. Today, Madison is one of the fastest growing cities in the southeastern United States, with one of the highest per capita incomes. It's residents work in highly technical jobs with companies such as the HudsonAlpha Institute for Biotechnology, SCI, Intergraph, Boeing as well as the U. S. Army Aviation and Missile Command and NASA. Over 69% of adults in Madison hold a Bachelor's or advanced degree. US News & World Reported listed Madison in the "Top 10 Places to Grow Up" and CNN Money named Madison Alabama in the "Top 100 Best Places to Live". We benefit from a very supportive group of community partners whose main focus is to ensure a quality education for all students.

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.

West Madison Motto: Helping Today's Stars Reach Tomorrow's Skies

The Mission of West Madison Elementary School is to provide a student-centered curriculum to develop lifelong learners who demonstrate confidence in themselves and respect for others. We strive to provide a positive, safe atmosphere that
is dedicated to helping students reach high levels of academic achievement by providing the foundation that ensures their success. All students are challenged to reach their maximum potential so that they will become productive, healthy, creative citizens in an ever changing world.

The school faculty, staff and community has committed to a shared purpose and direction. West Madison has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time, and human, material, and fiscal resources.

West Madison Elementary School stakeholders establishes and builds understanding and commitment to the school vision by working collaboratively.   The school community involves stakeholders by involving faculty, staff, parents and community leaders in giving feedback to ideas generated by the Building Leadership Team and the faculty at West Madison Elementary School. The school communicates it's vision to build stakeholder understanding and support by posting the mission and belief statements on our website (www.madisoncity.k12.al.us) and throughout our building. We also include it in our Monday Focus e-newsletter and on several e-memos sent out to our stakeholders through an email system. Our vision is also stated at our PTA meetings. Copies of our school improvement plan are available on site.

West Madison Elementary School identifies goals each year to advance our vision. The entire faculty works together to review the disaggregated data and identify areas of improvement. We then work collaboratively to determine the strategies that we will use to achieve these goals with every student. Our Pupil Support Team helps teachers identify students who are at risk and collaborates to find strategies to address their needs. Professional development is researched-based and aligned with our goals and strategies.These strategies are then monitored by conducting monthly "data meetings" with each grade level to ensure that the school's vision, purpose and goals are guiding the teaching and learning.

West Madison Elementary recognizes each child is an individual with the ability to learn at the highest level. Data is consistently reviewed and committees are formed to address the ongoing needs of our school. The school wide committee members identify strengths and weaknesses based on the data and writes strategies to improve student achievement. All strategies are intentional, purposeful and connected to real world problems. Data drives the goals which drives the professional development. Input from surveys of parents and teachers also guide professional learning opportunities for teachers.

There is an ongoing review of data through STAR Assessments and other formative assessments conducted by teachers. Collaborative planning meetings occur 3 times per month as well as cross grade level instructional meetings and walkthroughs.

Teachers have identified Instructional Targets based on current realities and goals set for students and teachers.

Instructional Targets are below:

Community Building

Teachers:

- Will create and sustain an environment of high expectations reaching all learners.

- Will foster an acceptance and respect of our school's diverse community.

- Will create a safe, purposeful learning environment.

Students:

- In partnerships with teachers, students will develop an appreciation and value the importance of their own learning.

- Actively cultivate honest, responsible, and respectful leaders.

Content Planning

Teacher will:

- Define and utilize learning targets from the CCRS.

- Integrate technology to meet the needs of all students.

- Maintain high expectations by providing differentiated instruction.

Student will:

- Demonstrate the relevance of the learning targets through meaningful activities.

- Collaborate with teachers to develop and monitor personal learning goals.

Instruction

Teachers:

- Planning will be purposeful and related to the student's experiential background through questioning and use of higher order thing skills.

- Develop authentic and challenging activities where students collaborate to reach specific goals.

- Provide technology and other real world resources to generate conversation about student perspectives and learning.

Students:

- Engage in experiences to develop higher order thinking skills.

- Participate in differentiated activities and collaborate to set and achieve goals.

- Utilize technology and other real world resources to generate conversations about their learning.

Assessment for Learning

Teacher will:

- Use varied forms of assessments to guide instruction.

- Use data and assessments to plan and celebrate student successes for meeting high expectations.

- Create purposeful, rigorous, research-based assignments and assessments from content standards.

Student will:

- Develop ownership by actively demonstrating learning through real world applications.

- Reflect and adjust to meet personal and meaningful learning goals.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

West Madison Elementary school is a place to learn and grow! Our most notable achievements are many, but at the top of the list is our sense of community and pride. Teachers and parents alike call our wonderful little school, "The best kept secret in Madison". Our surveys confirm that when people come through our doors, they get that feeling of family and home. We have achieved a culture of a family-like commitment to our children and community.

Other notable achievements are the awards and recognition that many of our academic and extracurricular programs have received, as have our service learning projects. The students have participated in many service learning projects throughout the year. One project has been students working with the Society of St. Andrew to help bag locally donated foods, such as sweet potatoes, for homeless shelters and church food banks. Students have also collected hats and mittens for children at the downtown rescue mission, collected used athletic equipment for children in other countries, helped local animal shelters, and adopted a child from the local Angel Tree for Christmas.

Our school has enriched, positive learning opportunities both inside and outside the classroom setting. We established an encouraging learning environment through engaging classroom instruction and a myriad of programs focusing on academic achievement, physical development, social-emotional growth, and the arts and technology. West Madison teachers provide Choir, Lego Robotics, Chess Club, a competitive Math Team for grades 3-6, and Destination Imagination (DI). We also have a Student Leadership Team for young men in our school, a Juggling Team, as well as a Watch DOGS (Dads of Great Students) program implemented in our school. We have a Kindergarten Buddy Program which pairs up 6th grade students with kindergarten student buddies. Our Spanish lessons have expanded from a K-1 to a K-3 program. We have also contracted with MindGear a local Fabrications Lab come to West Madison with their Traveling STEM Program once a month for each grade level during this school year. Our teachers also incorporated hands-on and projected-based learning in their classrooms, for example we recently had local engineers and scientist come judge a grade-level "Invention Convention", where the students thought-out and designed an invention that they felt was needed in today's society. These were very innovative and interesting, to say the least.

We have most recently implemented an Exploratory Schedule for our fifth and sixth grade students. Two times each week, these students are able to attend a class based on interest. The classes consist of Spanish 101, Robotics and Animation, Chess, Yearbook, Coding, Advanced Math, etc.

Since parents and community are an integral part of our collaborative culture, West Madison has made a commitment to continually improve the relationships between the home, school, and community. Our school provides full time daycare to meet our families' needs of adequate supervision after school hours. In our Expanded Day (after-school care), students are instructed in science, technology, engineering, art and math (STEAM) education. We are supplementing our classroom instruction by incorporating such programs as our Summer Outreach program, Parent Academies, Back to School Nights, Family Reading Night, Principal's Blog, Parent Portal, emails to parents from Accelerated Reader, and home access to Success maker. We host Curriculum Nights for parents to find out procedures and pertinent information about their child's current grade level. We offer a yearly School Carnival and invite our West Madison families as well as families from the community. Along with participating in our student service projects, our West Madison families are given the opportunity to give back to the community by participating in collecting money for the children of St. Jude Research Hospital. They can also give to our yearly Food Drives, and collect pop tabs for the Ronald McDonald House. We were the first school in the system to partner with a local church

which provides weekend food bags (Paw Packs) to our poverty students.

Parents, grand parents, and family are always welcome at West Madison and many to come to school and eat lunch with their child. These same parents will often offer to do duty free lunch for their child's teacher as well as read to the class after lunch.

PTA programs are 6-7 times per year and different grade levels each month perform, display, or otherwise show what they have learned in class, therefore, we have very good attendance. PTA parents host our "Boo Hoo Breakfast" for the new Kindergarten parents in August and also "Breakfast with the Principal" twice during the school year. Throughout the school year they set up and run our Scholastic Book Fair, and have a family pizza night the first night of the Book Fair. They also provide volunteers that help on picture days, make copies for teachers, and come up with different fundraising ideas each year.

Another notable achievement is that West Madison has participated in the Instructional Partner Program through the Alabama Best Practice Center for the past two years. This program has created an opportunity to increase the teacher leaders capacity within our school. The structure of the partnership approach has enhanced our culture. There is an even greater focus on student achievement and working together in partnership with all stakeholders. There is a strategic use of data. Teachers participate in data meetings by grade level and by subject area as a vertical team. Teachers are intentional and purposeful in their instruction and instruction is connected to real world issues. This has resulted in an increase in the number of 4's on the Alabama Reading and Math Test in grades 4-6 over the past three years.

We continue to strive to provide each student with a variety of technological experiences. West Madison teachers have a technology rich classroom. We have interactive whiteboards in every homeroom encouraging student interaction with the classroom teaching materials. Classroom are also equipped with a Lightspeed sound system, IPads and a document camera. We have two computer labs which we maintain and update. Teachers have access to a classroom response system, as well as video cameras and digital cameras. We also have Media Cast available for all classrooms. Our Media Center has 8 desk top computers and a class set of IPads to check out. These technologies have been purchased by the school system, by parents through the West Madison PTA, by grants written by teachers, as well as a grant this past year from KIA for $4500.00 for the school technology and $500.00 for one teacher's classroom technology needs. The school system most recently has updated and added access points in our building in order to building upon our infrastructure. Each teacher has also received a new lab top. We have also received 2 chromebook carts for additional student use. Three of our teachers were also selected to received Mac Book Pros with additional video editing software to utilize with students in their classrooms.

In the next three years the faculty and staff will work to continue our unified vision and culture of high expectations. We will work to maintain our high test scores and continue to close the achievement gap between poverty and non-poverty students. We will continue to improve our communication between stakeholders and improve our technology in the school.

Additional Information

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

At West Madison Elementary School we are proud to provide a safe and nurturing environment for all our students to learn. Everything that happens is geared towards our school vision. In an effort to promote highest student performance one of our strongest assets, and something to be proud of, is teacher collaboration. In a structured climate, teachers have learned about the importance of working as a team. As a result of these collaboration meetings it has become the norm to look at student's work, score assessments together following rubrics, and share ideas and practices without the fear of being criticized. Collaboration meetings for this purpose are held vertically. Horizontally, teachers collaborate to identify students in need of academic assistance. These students could be referred for Morning Success Maker Math or Reading support, PST, 504's or MET for evaluation purposes.

In terms of technology our staff is continuously being trained in new curriculum and standards to better serve our children.

Our counseling program provides support to all our students, and helps with discipline by providing a strong Character Building education. We will also be partnering with the Enrichment Center, a local community agency, to provide leadership activities for our Student Leadership Team. Grants received from PPG will help to offset the cost for this program.

Administration has identified and given leadership opportunities to a variety of faculty members from different grade levels to provide guidance and training to the faculty.

We are a team of Faculty, Staff, Parents, and Community at large whose sole mission is to Educate, Engage and Empower Students to be Successful in an ever changing, diverse society. We strive to accomplish this mission abiding by our motto of "Helping Today's Stars Reach Tomorrow's Skies".

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The planning process for continuous improvement begins with a comprehensive needs assessment based on the data system used during the first semester. We analyze the end of the year STAR test from the previous year, the beginning of the year STAR assessment and the ACT Aspire scores. Once teachers analyzed the student data they were able to determine goals and plans for improvement. Each grade level set end of the year STAR and Aspire Score goals. Each goal is posted in the teacher classrooms. Monthly data meetings are held to discuss student achievement and to determine areas of strengths and areas of concern. Next steps are determined by analyzing core instructional programs and intervention instructional strategies. The information is brought before the leadership team for discussion and analysis. The leadership team met with Central Office staff to determine Professional Development Plans based on determined goals. The STAR assessment, given 5 times during the year, is a adequate predictor of strengths and weaknesses. The assessment is analyzed after each administration. Instruction is then adjusted in the classroom. The leadership team and Central Office personnel meet on a monthly basis to determine continuous needs, plans and trajectory towards goals. A sign in sheet and agenda are used at each meeting to record attendance. When the draft is complete, the faculty and staff will review it and suggest modifications if needed. The A-CIP for the 2015-16 school year will then be published and shared with all stakeholders.

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

The stakeholder groups represented, a teacher from every grade level, the assistant principal, the EL teacher, a special education teacher, the counselor, the principal and assistant principal, 2 parents, the media specialist and the Instructional Partner

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

The final plan will be presented to the faculty of teachers. The plan will also be presented at a Principal Breakfast as well as a PTA Meeting. The plan will be available for view in the school office. The goals will be posted on the school website.

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	Data includes Poverty Data Longitudinal; STAR data; ACT Aspire Data; DIBELS Longitudinal Data	District and School Poverty Data DIBELS Longitudinal Data PARCA Data Poverty Data STAR Data

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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

DIBELS Data

Using the DIBELS Next Assessments, the benchmark scores for each grade level has been raised.

Below are the Spring DIBELS scores for grades K-2:

Kindergarten

FSF - 65%

LNF - 55%

PSF- 88%

NWF - 45% WWR - 52%

First Grade

NWF - 67% WWR - 63%

ORF - 62% Accuracy 32%

Second Grade

ORF 57% Accuracy 53%

ACT Aspire Scores

Reading/Math

Third Grade

53% Proficient (Reading) 85% (Math)

Fourth Grade

73% (Reading) 81% (Math)

Fifth Grade

55% (Reading) 66% (Math) 55% Science

Sixth Grade 74% (Reading) 82% (Math)

Total Number of Poverty students proficient Spring STAR Data

41% in Reading and 66% in Math

Non-poverty students 72% proficient in reading and 85% in Math

First Grade

Poverty - Non-Poverty

Reading

58%   82%

Second Grade
47%   76%

Third Grade
24%   64%

Fourth Grade
47%   76%

Fifth Grade
50%   58%

Sixth Grade
18%   76%

Math
First Grade
58%   77%

Second Grade
65%   86%

Third Grade
52%   89%

Fourth Grade
80%   93%

Fifth Grade
75%   75%

Sixth Grade
64%   89%

During the summer of 2013-14, the school system decided to conduct the DIBELS Next assessment for students in grades K-3 to increase rigor with the DIBELS assessment. It was also decided that year, we would allow the third grade students to compact. Once the students compact at 140 wpm, they would not continue to be tested. During the 2014-2015 school year, second grade students were allowed to compact when they reached the score of 110 and held it consistently.

Kindergarten

2012-2013 88% of K students benchmarked on LNF

2011-2012 89% of K students benchmarked on LNF

2010-2011 86% of K students benchmarked on LNF

2009-2010 80% of K students benchmarked on LNF

2012-2013 82% of K students benchmarked on ISF

2011-2012 85% of K students benchmarked on ISF

2010-2011 69% of K students benchmarked on ISF

2009-2010 79% or K students benchmarked on ISF

2012-2013 95% of K students benchmarked on PSF

2011-2012 93% of K students benchmarked on PSF

2010-2011 96% of K students benchmarked on PSF

2009-2010 96% or K students benchmarked on PSF

2012-2013 90% of K students benchmarked on NWF

2011-2012 93% of K students benchmarked on NWF

2010-2011 85% of K students benchmarked on NWF

2009-2010 86% or K students benchmarked on NWF

First Grade

2012-2013 100% of 1st Grade students benchmarked on NWF

2011-2012 96% of 1st Grade students benchmarked on NWF

2010-2011 100% of 1st Grade students benchmarked on NWF

2009-2010 97% or 1st Grade students benchmarked on NWF

Even with the increase of rigor on the DIBELS Next Assessment. Forty percent of the students benchmarked on NWF (correct letter sounds) in the Fall and 79% of first graders benchmarked in the spring. On NWF (whole words read) 33% of first graders benchmarked in the Fall and 77% benchmarked in the Spring.

2012-2013 89% of 1st Grade students benchmarked on ORF

2011-2012 88% of 1st Grade students benchmarked on ORF

2010-2011 88% of 1st Grade students benchmarked on ORF

2009-2010 89% or 1st Grade students benchmarked on ORF

Second Grade

2012-2013 86% of 2nd Grade students benchmarked on ORF

2011-2012 89% of 2nd Grade students benchmarked on ORF

2010-2011 87% of 2nd Grade students benchmarked on ORF

2009-2010 94% or 2nd Grade students benchmarked on ORF

Third Grade

2012-2013 85% of 3rd Grade students benchmarked on ORF

2011-2012 89% of 3rd Grade students benchmarked on ORF

2010-2011 79% of 3rd Grade students benchmarked on ORF

2009-2010 82% or 3rd Grade students benchmarked on ORF

During the 2011-2012 school year, our school district began to look at the percentage of students who received a 4 on the Alabama Reading and Math test.   Proficiency is based on students receiving a 3 and a 4, however in order to increase rigor the district began looking at students who were proficient with a 4.

2012-2013 students in grades 4th, 5th, and 6th were above the state average. Seventy-nine % of 4th grade students scored a level 4 in reading. The state average is 56%. Eighty-four % of 5th grade students scored a 4 in reading and 81% scored a 4 in math. The state average was 60% in reading and 63% in math. Ninety-four percent of 6th grade students in reading scored a level 4. The state average was 66. Our third graders were the lowest in our district, however they scored above the state average with a 61% in reading. The state was 51% in reading.

There has been a positive trend of increasing the percentage of same students obtaining a 4 in the area of reading and math from 2009-2013.

In the area of reading the group of students who were third graders in 2009 and 6th graders in 2013, increased from 72% to 94% of students receiving a level 4. In Math the same group went from 65% - 82% in 2012, however there was a decline in 2013 in 6th grade to 66%.

During the 2013-2014 school year, the summative test for the state of Alabama changed. Students in grades 3-6 were required to take the ACT Aspire Assessment. Math has been a focus for our school and district for the past 3 years. This year on the ACT Aspire students in many grade levels scored higher in math than in reading. Results are listed below:

Reading - Percentage of students in each grade level who scored above the national average.

3rd Grade - 82%

5th Grade - 86%

6th Grade - 83%

Math - Percentage of students in grade level who scored above the national average.

3rd Grade - 84%

4th Grade - 74%

5th Grade - 82%

6th Grade - 86%

Reading - Percentage of students in grade levels who benchmarked

5th Grade - 79%

6th Grade - 79%

Math - Percentage of students in grade levels who benchmarked

3rd Grade - 83%

5th Grade 75%

6th Grade 81%

We at West Madison have 5 STAR testing windows. We compare and analyze the data received over the year. During the 2013-2014 school year, grade levels made the following progress:

Third Grade - Sixty-two percent of students scored at or able benchmark in reading during the fall administration of the test. In the spring administration, 80% of students scored at or above benchmark. Benchmark for Madison City has been set at 60. In the Spring the Student Growth Percentile (SGP) was at 67%.

Fifth Grade students in reading went from a standard score of 738 to 881 and had a 70 SGP.
Sixth Grade students ended the 2013-2014 school year with a 80 SGP in reading.

In math 80% of third grade students scored at or above benchmark during the fall administration, however 84% scored at or above benchmark in the spring. The third grade also had a 72 SGP.

Fifth grade students increased from 82-88 percent scoring above benchmark, with a 63 SGP. This score was the highest in our district.

Sixth grade students increased from 70-78% scoring above benchmark, with a 69 SGP.

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

According to the ACT Aspire Data in reading students in grades 3 during the 2013-14 59% of them were proficient. In 2014-15 those same students 73% were proficient. In the area of math, students in 4th grade during the 2013-14 scored at the 57%ile. During the 2014-15 administration of the test, 66% were proficient. The same occurred with our 5th graders to 6th grade. 75% were proficient in 2013-14 and 82% in 2014-15.

On the DIBELS assessment in 2013-14 our K students scored 57% proficient and then 64% in 2014-15 on First Sound Fluency. On the Letter Naming Fluency Assessment 54% or students were proficient in 2013-14 and 60% during the 2014-15 school year.

There is a positive trend of performance on the ARMT+ which was given from 2009-2012. During those years, students in grades 4th, 5th and 6th increased in performance.

Students in grades K, 1, 2 and 3 have had a positive trend in performance on the DIBELS as well as the DIBELS Next Assessment.

2013 STAR data indicated a positive trend in performance for grades 3, 5 and 6 in reading and math.

Which area(s) indicate the overall highest performance?

During the 2011-2012 school year after a school system level data meeting, it was determined that our test scores in reading were much higher than they were in math, therefore as a system we began implementing many of the same strategies in math as we have in reading since the implementation of the Alabama Reading Initiative strategies. It is evident from 2013-2015 STAR scores and ACT Aspire scores that the focus on math and strategies associated with math have been effective.

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

According to the STAR Assessment; in grade 1 and 2 there is a trend towards increased performance; First grade poverty students in 2014 increased performance on the STAR in the area of reading from 20% proficient to 38% prof in 2015.   In the area of math, the same poverty students increased from 54% to 65% in 2015.
Third Grade students of poverty in 2014 40% were prof and in 2015 47% were prof in reading. In the area of math; 67% were prof in 2014 and 80% were prof. in 2015.

When analyzing subgroups to show trends towards increasing performance, it is difficult for us at West Madison to examine this information. West Madison only has a population of approximately 450 students, limiting the number of students we have in a sub group.   It was a practice of the state of Alabama, if there were not more than 20 students in a subgroup, then the score information was not reported.   We have obtained disaggregate data from STAR assessments given in 2013-2014, however this data is only for students of poverty and non poverty.

What we have done to answer this question is looked at individual student to determine if they have increased in performance over a 2-3 year period of time.

Student A and B are currently 6th graders, both students are African American, both students are free and reduced, student A however is a special education student:

Student A
ARMT +
3rd Grade Reading
Standard Score of 536 Level 2
4th Grade Reading
SS of 597 Level 2

3rd Grade Math
SS 552 Level 1
SS 594 Level 2

STAR Reading
3rd SS 166 to 108 1.4 to 1.7
4th SS 124 to 220   1.5 to 2.1
5th SS 197 to 384 1.9 to 3.4

STAR Math

3rd SS 371 to 390 1.5 to 1.7

4th SS 447 to 597   2.3 to 3.9

5th SS 608 to 760 4.1 to 6.9

Student A showed good gains on both assessments.

Student B

ARMT +

3rd Grade Reading

Standard Score of 603 Level 3

4th Grade Reading

SS of 644 Level 4

3rd Grade Math

SS 586 Level 2

SS 592 Level 2

STAR Math

3rd SS 341 to 427 2.8 to 3.7

4th SS 617 to 669   4.2 to 5.0

5th SS 731 to 754 6.2 to 6.7

STAR Reading

3rd SS 586 to 443 3.5 to 2.1

4th SS 355 to 401   3.1 to 4.6

5th SS 398 to 626 3.5 to 5.8

Over the three years, this student also made good progress over time. From a 1.8 in 3rd grade ending with a 6.7 in 5th grade in math and a 3.5 to a 5.8 in reading.

In the next group of students, who are currently 5th graders, two students are African American, two students are Caucasian, one of which is also special ed. All 4 students are free and reduced.

STAR Scores

Both African American students made progress, student A in Reading went from a SS of 321 in third grade to a 425 in 4th grade. Student B in reading went from a SS of 514 in 3rd grade to a 536 at the end of 4th grade. In the area of math, Student A progressed from a 538 SS to a 669 SS. Student B progressed from a 590 SS in 3rd grade to a SS of 716 in 4th grade. Student C, the special ed student entered 3rd grade with a SS of 694 and ended 4th grade with a 830 SS in reading. In math, he entered third grade with a SS of 664 and ended 4th grade with a SS of 641. Student D, in reading entered 3rd grade with a SS of 627 and ended 4th grade with a SS of 620. In math, the student entered 3rd grade with a SS of 645 and ended 4th grade with a SS of 672.

These students also have shown a progression towards increased performance.

Between which subgroups is the achievement gap closing?

Even though we have decreased the gap in some grade levels; a gap continues to exist between our poverty and non poverty in all grade levels.

When analyzing our 2012-13 data for STAR and ARMT it was determined that a gap existed between our poverty and non poverty students. Honestly, because our scores in our district have always been above the state average, there was not a focus on subgroups until the end of the 2012-2013 school year. It was at that time, we began to focus on our disaggregated data. During the 2013-14 school year was when we began to direct our focus to students of poverty. STAR scores indicated a large gap existed in our grade levels between our poverty and non poverty students, up until then, we didn't realize how large the gap was, since the ARMT disaggregated data many times didn't include the scores for subgroups since our population is so small. In all our grade levels, the free and reduced students grow over time in some cases having some of the largest growth in the district. During the 2013-14 school year, no gap existed between our poverty and non poverty students. Both groups scored 78%. The largest gap exists in our 5th and 6th grade in the area of reading. In math the gap is much smaller in all grade levels. This year (2014-15) we will be looking very closely at our poverty and non poverty students to begin closely the gap. We began at the beginning of the year, identifying to teachers who the students are.

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

All data sources used to determine gaps were the STAR Assessment for all students, ACT Aspire Data Grades 3-6 and DIBELS grades K-2.

Areas in Need of Improvement

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

Our poverty students in every grade level are below the expected levels of performance. Poverty students in grades 3 and 6 scored the lowest overall in reading and in math based on STAR Assessments.

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

When analyzing our most 2014-2015 ACT Aspire Scores and our STAR scores, even though we have made some increase in scores of poverty students in several grade levels, the scores of non poverty students in math have fallen in most grade levels.

When analyzing our most recent scores on the ACT Aspire and the STAR test, there has been an increase in overall math scores across the grade levels.   During the 2013-14 school year there was a slight decline in 4th grade math and reading scores on the STAR and ACT Aspire Assessment. Based on the 2013-14 results on the ACT Aspire, students in grades three and four had the lowest percentage of students who met benchmark in reading, with 59% of third graders and 62% of 4th graders. In math, only 57% of 4th graders and 75% of 5th graders met benchmark in the ACT Aspire.

Which area(s) indicate the overall lowest performance?

According to the 2014-15 administration of the ACT Aspire data, students in 3rd grade and 5th grade scored the lowest on the reading portion. 53% of 3rd grade students and 55% of 5th grade students were prof.

According to the 2013-14 administration of the ACT Aspire, students in 4th grade scored the lowest on the math and reading portion of the test. Fifty-Seven percent of the students met benchmark in math and 62% of the students met benchmark on the reading assessment. Only 59% of the students in third grade met benchmark on the same assessment. We will continue to analyze our poverty students in all grade levels to determine performance on state wide assessments.

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

When analyzing the STAR assessment, our students with poverty appear to be scoring the lowest on assessments. Many times these students are in several different sub groups, poverty and special education. The ACT Aspire did not provide us with poverty and non poverty disaggregated data. We do have disaggregated data from STAR assessments, however this data was not collected until the 2013-2014 school year.

Between which subgroups is the achievement gap becoming greater?

Our students of poverty in grade 6 has the greatest achievement gap of the other sub groups. We did not begin collecting disaggregated data from STAR assessments until the 2013-2014 school, therefore we do not have information as to whether the gap has become larger. We will continue to analyze disaggregate data to determine in the future to determine if the gap decreases.

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

Our students of poverty showed the lowest scores on the ARMT+ , the STAR, DIBELS as well as the ACT Aspire, when looking at individual student data.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
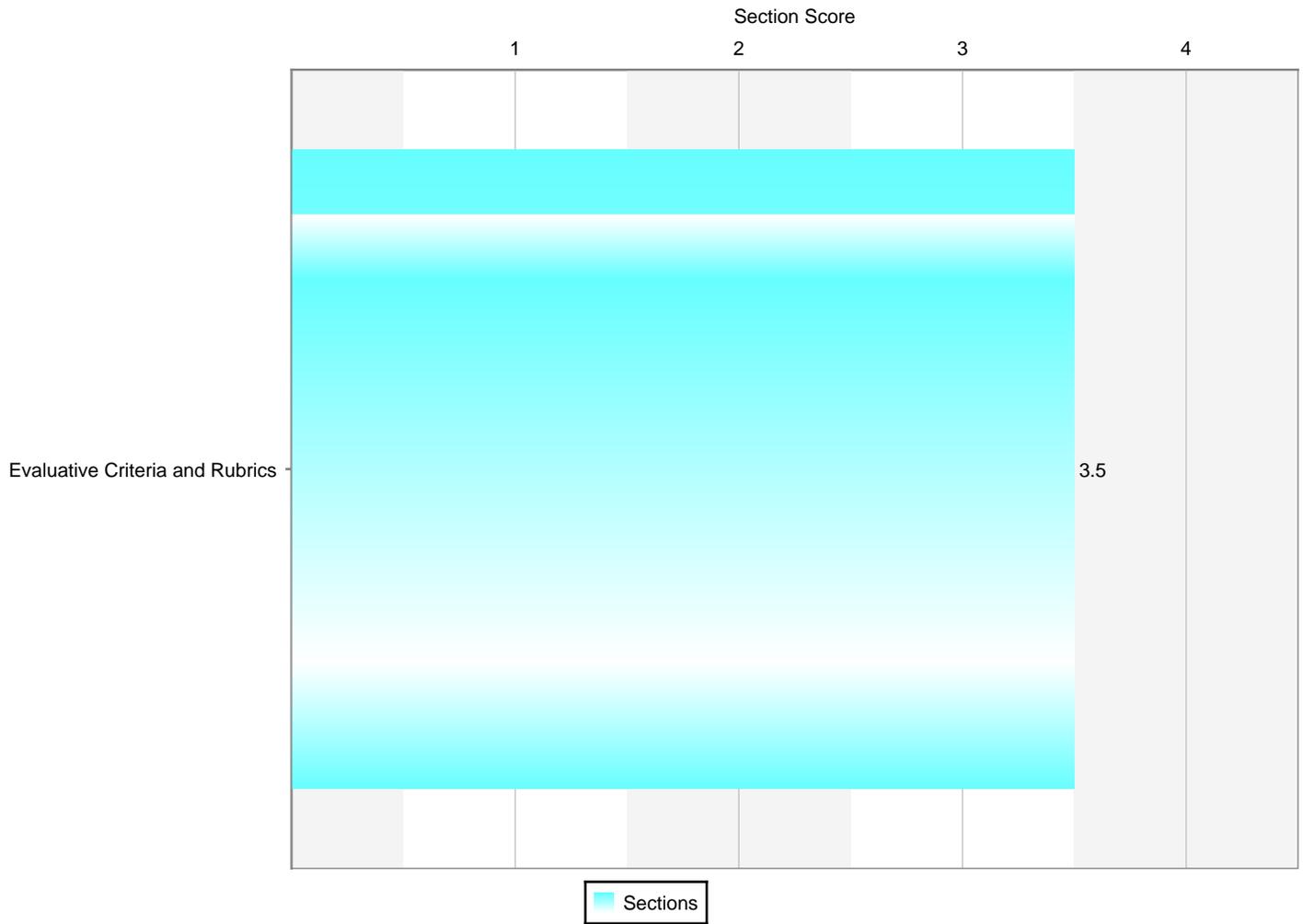
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

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	See Title VI uploaded documentation	

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	Mr. Dennis James 211 Celtic Blvd Madison, AL 35758 256-489-8370	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	See uploaded School- Madison City Parent Involvement Plan We are not a Title I school during the 2015-16 school year.	Parent Involvement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	West Madison is not a Title I School during the 2015-16 school year. There is no School-Parent Compact.	

Goals and Plans for ACIP 2015-16

Overview

Plan Name

Goals and Plans for ACIP 2015-16

Plan Description

Goals and Plans for 2015-16

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	To Close the Gap between poverty and non poverty students on the STAR Diagnostic Report for grades 3-6	Objectives: 1 Strategies: 1 Activities: 2	Academic	$800
2	To Close the Gap by 10% between poverty and non poverty students on the ACT Aspire Reading and the STAR Reading Assessment in Grades 3 - 6.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$800
3	All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the use of technology.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
4	All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	All educators and students will have up to date tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$20000
6	Design and implement an exploratory schedule for 5th and 6th grade students that allows student voice in selecting classes that interest them and increases motivation to learn.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$5000

Goal 1: To Close the Gap between poverty and non poverty students on the STAR Diagnostic Report for grades 3-6

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade Economically Disadvantaged students will demonstrate a proficiency by closing the gap between poverty and non poverty students in Mathematics by 05/27/2016 as measured by the STAR Math test and the ACT Aspire.

Strategy 1:

Explicit Math Instruction - Teachers will provide explicit instruction in small group based on best practices strategies. Formative Assessments will clarify standards not mastered on a weekly, unit and standard checks and fluency checks. Progress monitoring will be performed daily, weekly and monthly. Item analysis and STAR benchmark assessments will also be used and instruction will be adjusted based on performance. The resources used will be the CCRS, STAR Math, District Pacing guides, Standard Checks and Nine Week Assessments. Teachers will utilize Math Journals to indicate their thinking while problem solving; teachers asking students open ended questions; small group instruction; Successmaker goal setting for individual students and Successmaker rewards for meeting goals. Accelerated Math program will be utilized to accelerate and remediate students.

Research Cited: Best Practice: Small group; Teaching Standards and using formative assessments to guide instruction; goal setting and celebrations when goals are met

Activity - Teacher Learning on Explicit Math Instruction using the CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-6 will participate in Professional learning through out the year focusing on explicit instruction in math;	Professional Learning	08/05/2015	05/27/2016	$0	No Funding Required	Instructional Partner, Principal, Assistant Principal and Math Leadership Team, AMSTI Personnel

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study; Grading Smarter Not Harder; Teachers will participate in PD; Small Group Instruction; Diagnosing Print Interferences; Diagnosing with DIBELS; Number Talks	Professional Learning	08/05/2015	05/27/2016	$800	Other	Assistant Principal, Principal, Teachers, MLT, Instructional Partner; Central office Staff

Goal 2: To Close the Gap by 10% between poverty and non poverty students on the ACT Aspire Reading and the STAR Reading Assessment in Grades 3 -6.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade Economically Disadvantaged students will demonstrate a proficiency in the area of reading in English Language Arts by 05/27/2016 as measured by the ACT Aspire and the STAR Assessment.

Strategy 1:

Renplace Best Practice Implementation - AR goals will be set for each grading period utilizing the STAR Reading ZPD, Weekly teacher/student AR conferencing, Daily student engagement and monitoring, response journaling in science and social studies; asking open ended questions in all subject areas; Teachers will work with students on close reading strategies. Student goal setting in AR and Successmaker for all students, focusing on students of poverty. Small group instruction for all students.

Research Cited: The three tiered approach to student instruction on skills mastered is a research based model of RTI. Tier 1: enrichment; based on students levels, Tier 2: Clarifying: prescribed reading practice to identify targeted areas needing intervention Tier 3: Prescribed reading practice given to below grade level instructional and independent levels.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR goal setting every 9 weeks, weekly conferencing, student engagement daily, assisting students in comprehension relating to non fiction text. Close Reading Strategies	Academic Support Program	08/05/2015	05/27/2016	$0	No Funding Required	certified staff; Instructional Partner

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in a book study "Grading Smarter Not Harder"; Teachers will participate in Professional Learning Small Group Instruction; Diagnosing Print Interferences; Diagnosing DIBELS;	Professional Learning	08/05/2015	05/27/2016	$800	Other	Instructional Partner, Teachers and other certified staff, Principal and AP; CO Staff

Goal 3: All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the use of technology.

Measurable Objective 1:

demonstrate a behavior in student understanding of cultural, societal issues and personal responsibilities related to technology by 05/27/2016 as measured by practice of legal and ethical behavior in digital environments both in and out of classrooms.

Strategy 1:

Digital Citizenship Education - Participate in the development and implementation of a learning module to be completed by every student yearly that teaches access to Internet and the use of digital media.

Research Cited: ALSDE Technology Plan, Madison City Schools Technology Plan

Activity - CyberSense Week Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement CyberSense Lessons designed by the District. It will be taught to every student addressing cyberbullying, digital citizenship and online safety.	Technology	08/05/2015	05/27/2016	$0	No Funding Required	Teachers, Technology Department Administration Technology Committee

Activity - Technology Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning on various apps, software programs, how to integrate technology into the curriculum, how to assist students in using technology tools to develop projects	Professional Learning	08/05/2015	05/27/2016	$0	No Funding Required	all certified staff, district leaders, technology coordinator, administration, teacher leaders

Goal 4: All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

A 20% increase of All Students will complete a portfolio or performance by using digital resources. Teachers will provide standards based instructional and authentic learning activities in all content areas of responsibility in Career & Technical by 05/27/2016 as measured by facilitating real life experiences that advance student learning, creativity and innovation in all learning environments.

Strategy 1:

Technology Integration Professional Learning - Provide professional learning for teachers to help them move from static, text based resources to effective dynamic, interactive multimedia/digital content that will empower, engage and challenge students in a variety of ways.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Integration Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional learning on effective use of integrating digital content in classroom instruction	Technology	08/05/2015	05/27/2016	$0	No Funding Required	Technology department, District Technology Committee, Teacher Leaders, Administrators

Goal 5: All educators and students will have up to date tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance because they have an established viable access point in or outside their classroom in Practical Living by 05/27/2016 as measured by the ability of students, teachers and administrators to access the network and internet based resources. .

Strategy 1:

Technology Tools - Continue to purchase and replace needed technology tools for student and teacher access to the internet. Purchase additional access points to adjust to the ever growing number of devices demanding for internet access.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Tools Replacement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace technology tools used by students and teachers as needed	Technology	08/05/2015	05/27/2016	$20000	District Funding, Other	Administration, PTA, System Technology Department

Activity - Teacher, Student and Parent Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parents, teachers and students with learning the new technology tools and software programs	Technology	08/05/2015	05/27/2016	$0	No Funding Required	Administration, Technology department; Teacher Leaders

Goal 6: Design and implement an exploratory schedule for 5th and 6th grade students that allows student voice in selecting classes that interest them and increases motivation to learn.

Measurable Objective 1:

collaborate to Provide students with meaningful, rigorous, and innovative exploratory options thereby equipping them to make more informed class selections upon entering middle school that in turn allows for a smoother transition for students from elementary to seconda by 05/27/2016 as measured by Parent and student surveys.

Strategy 1:

Design and Implementation of Exploratory Classes - 1. Assemble school and Central Office personnel to discuss and make initial plans for exploratory schedule implementation

2. Survey parents, teachers, and students to gauge interest level

3. Conduct meetings to discuss survey results with parents, teachers, and students

4. Assemble a committee of stakeholders to discuss and develop exploratory options and schedule

5. Hold informational meetings for teachers and parents to refine plans for implementation

6. Implement an exploratory schedule that provides innovative and high quality class options that are motivating as well as rigorous in design

7. Gather feedback and surveys from teachers, students, and parents at regular intervals to ensure effectiveness and make adjustments as warranted to ensure success for students

Research Cited: George, P. (2000/2001). The evolution of middle schools. EDUCATIONAL LEADERSHIP, 58(4), 40-44.

Wayne, B. (2000). Spotlight on exploratory courses. MIDDLE GROUND, 3(5), 33-37.

Activity - Assemble School and Central Office Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Assemble school and Central Office personnel to discuss and make initial plans for exploratory schedule implementation	Extra Curricular	10/01/2015	10/30/2015	$0	No Funding Required	5th and 6th Grade teachers; admin and Central Office Staff

Activity - Survey Parents and community Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey parents, teachers, and students to gauge interest level	Parent Involvement	10/01/2015	10/01/2015	$0	No Funding Required	Central Office and admin

Activity - Meetings to discuss results of Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Conduct meetings to discuss survey results with parents, teachers, and students
Assemble a committee of stakeholders to discuss and develop exploratory options and schedule | Other | 10/01/2015 | 10/01/2015 | $0 | No Funding Required | Community, teachers, parents, Central Office staff |

Activity - Information Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold informational meetings for teachers and parents to refine plans for implementation	Extra Curricular	10/01/2015	10/01/2015	$0	No Funding Required	Admin; Teachers

Activity - Implement Exploratory Schedule in 5/6th grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an exploratory schedule that provides innovative and high quality class options that are motivating as well as rigorous in design	Extra Curricular	09/09/2015	05/27/2016	$5000	Other	Teachers, Community

Activity - Post Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather feedback and surveys from teachers, students, and parents at regular intervals to ensure effectiveness and make adjustments as warranted to ensure success for students	Extra Curricular	05/27/2016	05/27/2016	$0	No Funding Required	Admin; teachers; students

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
Book Study	All certified staff will participate in a book study "Grading Smarter Not Harder"; Teachers will participate in Professional Learning Small Group Instruction; Diagnosing Print Interferences; Diagnosing DIBELS;	Professional Learning	08/05/2015	05/27/2016	$800	Instructional Partner, Teachers and other certified staff, Principal and AP; CO Staff
Implement Exploratory Schedule in 5/6th grade	Implement an exploratory schedule that provides innovative and high quality class options that are motivating as well as rigorous in design	Extra Curricular	09/09/2015	05/27/2016	$5000	Teachers, Community
Book Study	Teachers will participate in a book study; Grading Smarter Not Harder; Teachers will participate in PD; Small Group Instruction; Diagnosing Print Interferences; Diagnosing with DIBELS; Number Talks	Professional Learning	08/05/2015	05/27/2016	$800	Assistant Principal, Principal, Teachers, MLT, Instructional Partner; Central office Staff
Technology Tools Replacement	Replace technology tools used by students and teachers as needed	Technology	08/05/2015	05/27/2016	$10000	Administration, PTA, System Technology Department
				Total	$16600	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CyberSense Week Lessons	All teachers will implement CyberSense Lessons designed by the District. It will be taught to every student addressing cyberbullying, digital citizenship and online safety.	Technology	08/05/2015	05/27/2016	$0	Teachers, Technology Department Administration Technology Committee

Meetings to discuss results of Surveys	Conduct meetings to discuss survey results with parents, teachers, and students Assemble a committee of stakeholders to discuss and develop exploratory options and schedule	Other	10/01/2015	10/01/2015	$0	Community, teachers, parents, Central Office staff
Technology Integration Professional Learning	Provide teachers with professional learning on effective use of integrating digital content in classroom instruction	Technology	08/05/2015	05/27/2016	$0	Technology department, District Technology Committee, Teacher Leaders, Administrators
Post Survey	Gather feedback and surveys from teachers, students, and parents at regular intervals to ensure effectiveness and make adjustments as warranted to ensure success for students	Extra Curricular	05/27/2016	05/27/2016	$0	Admin; teachers; students
Teacher Learning on Explicit Math Instruction using the CCRS	Teachers in grades K-6 will participate in Professional learning through out the year focusing on explicit instruction in math;	Professional Learning	08/05/2015	05/27/2016	$0	Instructional Partner, Principal, Assistant Principal and Math Leadership Team, AMSTI Personnel
Survey Parents and community Leaders	Survey parents, teachers, and students to gauge interest level	Parent Involvement	10/01/2015	10/01/2015	$0	Central Office and admin
Information Meetings	Hold informational meetings for teachers and parents to refine plans for implementation	Extra Curricular	10/01/2015	10/01/2015	$0	Admin; Teachers
Technology Learning Opportunities	Teachers will participate in Professional Learning on various apps, software programs, how to integrate technology into the curriculum, how to assist students in using technology tools to develop projects	Professional Learning	08/05/2015	05/27/2016	$0	all certified staff, district leaders, technology coordinator, administration, teacher leaders
Assemble School and Central Office Committee	1. Assemble school and Central Office personnel to discuss and make initial plans for exploratory schedule implementation	Extra Curricular	10/01/2015	10/30/2015	$0	5th and 6th Grade teachers; admin and Central Office Staff
Small Group Instruction	AR goal setting every 9 weeks, weekly conferencing, student engagement daily, assisting students in comprehension relating to non fiction text. Close Reading Strategies	Academic Support Program	08/05/2015	05/27/2016	$0	certified staff; Instructional Partner

Teacher, Student and Parent Learning	Provide parents, teachers and students with learning the new technology tools and software programs	Technology	08/05/2015	05/27/2016	$0	Administration, Technology department; Teacher Leaders
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Tools Replacement	Replace technology tools used by students and teachers as needed	Technology	08/05/2015	05/27/2016	$10000	Administration, PTA, System Technology Department
				Total	$10000	

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	Two documents have been uploaded: Stakeholder feedback data from Madison City Schools taken from 2012-2013 and 2013-14 school year as well as the 2014-2015 Stakeholder feedback data from Advanc-ed.	Elementary Parent Surveys 2015 Elementary Parent Surveys 2015-16 Surveys 2014 Surveys 2013 Surveys 2013 Parent Advanc-Ed Surveys Student Surveys Student 6th Grade Advanc-ed Staff Advanc-Ed

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

When analyzing the areas that show the overall highest level of satisfaction or approval regarding stakeholder perceptions, the following areas were rated between 4.24 and 4.92.

Parent (35% of respondents) Top 5 Indicators

Indicator 4.3: The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. (4.46)

Indicator 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program. (4.35)

Indicator 2.5: Leadership engages stakeholders effectively in support of the school's purpose and direction.(4.3)

Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's education programs. (4.26)

Indicator 2.2: The governing body operates responsibly and functions effectively. (4.24)

Staff (83% of respondents) Top 5 Indicators

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (4.63)

Indicator 2.1: The governing body establishes policies and support practices that ensure effective administration of the school. (4.58)

Indicator 1.1: The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. (4.51)

Indicator 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. (4.49)

Indicator 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program. (4.44)

Students (Middle School 99% Respondents) Top 5 Indicators

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (4.57)

Indicator 3.2: Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (4.47)

Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's education program. (4.37)

Indicator 1.1: The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. (4.32)

Indicator 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistently across grade levels and courses. (4.39)

Students (Early and Elementary 98% Respondents) Top 5 Indicators

Students in grades K-2 indicated that the school has books for them to read and that they feel safe at school. Surveys also indicated that K-2 students feel their teacher tells them when they do good work and their teacher wants them to learn and do their best work.

Students in grades 3-5 indicated that "my principal and teachers want every student to learn." They also indicated that they are learning new things that help them and that the teacher wants them to do their best work. Surveys indicated that teachers care about them, use different activities to help students learn and the teachers help them learn things they will need in the future. Some of the common responses from students in grades 3-5 were what I like most about school is PE. Many students indicated they liked all their teachers. They liked recess and that West Madison is a nice place. Some of the things these students stated they don't like, the lunch, specifically the pizza and the hot dogs. Some of the things this group of students would make West Madison better, are soccer goals, plant more trees, better food and more activities to learn. The Early Elementary students indicated they feel safe at school. The staff indicated that they enjoy the small setting and the family atmosphere. Many indicated that they like the teamwork and the positive, healthy environment. The things they like least about our school is our building. There are many physical updates that need to occur. Several stated that there are issues with technology. The sixth grade students liked PE and recess as well. Many of them also felt the staff and teachers were very nice. They like that we have extracurricular programs. These students also disliked the food in the lunchroom, technology not working and the timers. Some things they suggest are sports teams, establishing a safety patrol, and more free time.

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

Survey data indicates that there is a strong sense that the purpose and direction of the school is evident from all stakeholders; staff, parents, and students.   Furthermore, it is noted that our school and school system demonstrates high expectations for learning.
There is a correlation in the survey responses that demonstrates our school has resources and provides services that support the purpose and direction to ensure success for all students. Stakeholders feel that our school provides a safe positive environment in which to teach and learn, and that the faculty has an effective process for making group decisions and solving problems. Staff also indicated that our school has a systematic process for continuous improvement in student learning. Parent surveys indicated, the school leadership engages stakeholders effectively in the support of the schools purpose and direction.   Students also indicated that resources and support systems were in place to help students succeed.

The leaders of Madison City have given surveys to parents for the past 3 years. Starting during the 2012 school year as well in the previous 3 year over 90% of our parents were satisfied/very satisfied with the education their child was receiving at West Madison Elementary. Ninety-five percent of the parents completing the survey were satisfied with the administration of the school. All other surveys questions, quality of teaching, discipline and safety of students, access to technology and textbooks were ranked at 90% or above. Of the parents surveyed 55% felt that there are effective programs in place for the struggling student and for the advanced students. During the 2014-15 school year, parents ranked the school lunch program at one of the highest in the district, at 81%.

These high percentages have been sustained through out the 3 years this survey has been given to parents.

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

The Madison City Parent survey was used to locate areas of consistency using alternate feedback sources. Stakeholders showed an increase in the overall satisfaction of parents in the area of communication to stakeholders, the quality of teaching, and the satisfaction in the overall education their child received. There was a strong agreement amongst parents that teachers treat the students fairly and that the members of the school exhibit an atmosphere of acceptance of diversity. Parents also indicated the school facilities were safe and that they are very satisfied with the administration and leadership of the school

Areas in Need of Improvement

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

The 5 lowest Indicators are as follows:

Indicator 4.5: The technology infrastructure supports the school's teaching, learning and operational needs. (Staff 3.75, Students 3)

Indicator 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students. (Parent 3.83)

Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (Middle Staff 3.7)

Indicator 3.7: Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. (Staff 3.78)

Indicator 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. (Middle Staff 3.71)

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

There is a clear trend in decreasing satisfaction among stakeholders relating to technology access and infrastructure.   As our school transitions to online testing and with the increasing need for online access from implementation of BYOD in the elementary schools, our staff has struggled to implement programs that, support existing computer needs, and supply the wireless infrastructure to support current instructional practice.   Another trend with regard to stakeholder satisfaction relates to support services to meet the unique learning needs of our students. Through RTI we can see that a growing number of our students need support within and beyond our school level capacity. The school lacks a formal structure in place for a minimum of one adult to support a student's educational experience. With the continued implementation of Federal lunch guidelines, the lunchroom staff has found it difficult to maintain foods that students love to eat. The lunchroom staff will work hard get the food students like. The lunchroom manager has discussed having student focus groups taste test foods.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are critical. Students and teachers feel the need for more technology infrastructure. While these are perceptions that we are acting to remedy through the addition of wireless access points and the additional of a computer lab and purchase of new IPad and Zero Clients with grant and PTA money, they continue to raise concerns.   Staff indicates that there needs to be a formal process in place to support new staff members in their professional practice as well as professional learning programs to build capacity among all professional and support staff members.

The school system has worked over the summer of 2015 to increase the infrastructure of every school. There have been additional access points added to the each classroom. There have been an addition of 2 chromebook carts to the school. Each teacher also received a new lap top that is support off the virtual network.

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

The Madison City Parent survey was used to locate areas of consistency using alternate feedback sources. Parents indicated they were not sure how their child was graded. 52% of parents were satisfied with the assistance and support their child received when they were struggling, however 38% were not sure. Only 65% of parents felt the curriculum was challenging enough for their child, 20% were not sure and 11% were not satisfied.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections