



ACIP

West Madison Elementary School

Madison City Schools

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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?

West Madison Elementary School is located in Madison, Alabama. The mission of West Madison Elementary School is to do whatever it takes to help all students go beyond their personal expectation. We are a caring community of learners where everyone is empowered to be a successful citizen. 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 global society.

West Madison's enrollment for the 2018-19 school year is approximately 450 kindergarten through fifth grade students. The diverse population of students is made up of walkers, car riders and bus riders from the local neighborhood. Our school is composed of 4 kindergarten classes, 5 first grades, 3 second grades, 4 third grades, 3 fourth grades and 3 fifth grades classes. The average class size is approximately 20 students.

Our student population represents five different ethnic groups: Sixty-four percent Caucasian students, 17% African American, 7% Asian and 1% Hispanic or other. The percentage of low-income students (i.e., students eligible for free and reduced lunch program) is 23.95%. There has been an increase in low-income students over the past few years at West Madison as the zoned area becomes more working and middle class families. There has also 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, speech teacher, reading specialist, school nurse and media specialist. We have a school counselor that is here 4 days per week. We also have an Enrich and Impact counselor who comes to the school 1 day per week as well as a Nova Counselor who comes 1 day per week. We have support personnel whose services and support are invaluable. Since we are a Target Assisted Title I School, we have 9 tutoring support personnel who come 4-5 days per week offering assistance to students in reading and math using appropriate specifically designed intervention programs with small groups of students, during the school day as well as after school. Over 80 students at West Madison receive this support daily.

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. The majority of West Madison students filter into Discovery Middle School and Bob Jones High School. There are 3 growing subdivisions on the east side of Madison zoned for West Madison. These students will filter into Liberty and James Clemons.

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
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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 Hudson Alpha 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 Vision is a caring community where everyone is empowered to be a successful citizen.

The Mission of West Madison Elementary School is to do whatever it takes to help all students go beyond their personal expectations. We strive to provide a positive, safe environment that is dedicated to helping students reach high levels of academic achievement by providing the foundation that ensures their success.

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 establish and build understanding and commitment to the school vision by working collaboratively. The school community is made up of all stakeholders; faculty, staff, parents and community leaders. Each group works collaboratively generating ideas to the Leadership Team and the faculty at West Madison Elementary School so that informed decision can be made. The school communicates it's vision to build stakeholder understanding and support by posting the mission and belief statements on our website (www.wmes.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 and the principal newsletter sent out weekly. Our vision is also stated at our PTA meetings. Copies of our school improvement plan and technology plan are available on the website.

West Madison Elementary School identifies goals each year to advance our vision. The entire faculty works together to review the disaggregated data to identify areas of improvement. We then work collaboratively to determine the strategies that we will use to achieve these goals with every student. Our RTI2 (Response to Instruction and Intervention) team helps teachers identify students who are at risk and collaborate 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 as 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, SCANTRON, DIBELS Assessments and other formative assessments conducted by teachers. Collaborative planning meetings occur 1 time per 9 weeks along with grade level/cross grade level instructional meetings occurring in order to ensure instruction is purposeful and strategic.

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 thinking 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 students and the 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 as well as previous years. One project, students have collected shoes for a local organization to send overseas. Students have also participated in providing soccer balls, games etc for the Haitian people. In the past, students have 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. Every year we support the children of St. Jude Research Hospital. West Madison has raised over \$20,000 over the years to help in the fight against childhood cancer.

Our school has enriched, positive learning opportunities both inside and outside the classroom setting. We have 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. Our teachers have incorporated hands-on and project-based learning in their classrooms, for example making salt maps of Alabama and making games to show mastery of a particular concept. We have had a Spanish teacher for the past 3 years. She teaches students in grades Kindergarten through fourth grade. One way in which we provide leadership opportunities for our students is to provide a Kindergarten Buddy Program which pairs 5th grade students with kindergarten student buddies.

Another very special thing about West Madison, we have weekly Wednesday morning Family meetings. A group of students from various grade levels from K-5 get up and lead the school in the pledge, patriotic songs, special announcements and activities. Each week one of our teachers is featured to share a brain break activity with the students.

West Madison teachers help to provide enrichment activities after school such as a Chess Club and a competitive Math Team for grades 4-5. We also have an archery team and a Green Power team for students as well as a drama club that meets with the help of Fantasy Playhouse, a local company who provide performing arts education.

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. We are supplementing our classroom instruction by incorporating such programs as our Summer Outreach program, Back to School Nights, Movie night, Family Reading Night, Principal's Blog, Parent Portal, emails to parents from Accelerated Reader, and home access to Classworks. 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.

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.

Over the summer we were able to provide weekly meal bags to 20 families in our community.

Parents, grandparents, and family members are always welcome at West Madison and many 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.

We have a very active PTA who support the school in many ways. 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. Throughout the school year they set up and run our 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. PTA also helped us launch our theme for this year, "Kindness" with a first ever movie night to watch the movie Wonder. PTA will host several other family nights during the year, such as Math Night and a Father Daughter Dance. In order to get more dads involved we have joined implemented the Watch DOGS (Dads of Great Students) program.

West Madison has a Reading Specialist. She is able to give specific targeted instruction to students in reading. The reading specialist assists students in K -3 as well as coach teachers using the coaching cycle as to how to best meet each students individual needs. There is a great focus on student achievement and working together in partnership with all stakeholders. There is 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 of students who are proficient on the Scantron test in the area of math. In some grade levels we have increased in reading. We have, however put professional development in place for teachers as well as and tightened up our instructional plan in the early grades to help teachers understand how to diagnosis each child's individual needs and determine the best intervention for the child.

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 room, encouraging student interaction with the classroom teaching materials. Classrooms are also equipped with a Lightspeed sound system, chromebooks and a document camera. We have two computer labs which we maintain and update. Students in the upper grades are able to bring their own devices to school in order to utilize them during instruction, whether it is reading, playing games such as KAHOOT or using it for research. 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. The school system most recently has updated and added access points in our building in order to build upon our infrastructure. Each teacher has a lap top. We have recently purchased additional chromebooks and chromebook carts so that we have a cart for each grade level. 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.

This year, in order to continue to improve culture and innovation in lessons, teachers will participate in a visit to Ron Clark Academy in Atlanta GA. Teachers will meet as each wave of teachers attend to determine take aways. Teachers will also participate in a book study utilizing the book Essential 55 by Ron Clark.

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 the 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 Classworks Reading and Math support, RTI2, 504's or MET for evaluation purposes.

In terms of technology, our staff is continuously being trained in new curriculum 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. Our counselor most recently won the Gold RAVE award for the third time consecutively and will be honored at the November Counselor's Convention.

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 mission and vision to be a caring community where everyone is empowered to be a successful citizen while we do whatever it takes to help all students go beyond their personal expectations.

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, the beginning of the year STAR assessment, DIBELS assessments for students in grades K-3 as well as the Scantron data (Spring and Fall). At the beginning of the school year, those students who were identified as 25%-ile and below on the beginning STAR assessment also were given a set of Dyslexia Screeners as outlined by the state. Students who failed 3 out of the 4 screeners, were identified to receive the Dyslexia Specific Intervention program, SPIRE, from specially trained tutors 5 days per week.

Tutors provide the RTI2 team with progress reports every week to determine each student's individual progress in the program. Over the past 3 years, we have had great success with this program. Teachers as well as administrators also identify other students who struggle using the assessments above. Ongoing student data analysis goes on to determine student individual goals and plans for improvement. Monthly data meetings are held to discuss student achievement and to determine areas of strengths and areas of concern. Professional development is provided as well during this time. 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 meets with Central Office staff to determine Professional Development Plans based on determined goals. The STAR assessment, given 3-5 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 2018 -19 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, 2 parents, the media specialist and the reading specialist.

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 STAR Spring 2018 and Fall 2018 data; Scantron Spring 2018 and Fall 2018 Data; DIBELS Longitudinal Data	End of Year STAR 2017-18 DIBELS Next 2018 Unverified Spring Scantron Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 have noticeably declined.	Level 3

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

(2015) FSF - 65% (2016) 51% (2017) 71%

(2015) LNF - 55% (2016) 72% (2017) 70% (2018) 81%

(2015) PSF - 88%

(2015) NWF - 45% (2016) 54% (2015) WWR - 52% (2016) 64% (2017) 61% WWR 80% (2018) 74% WWR 86%

First Grade

(2015) NWF - 67% (2016) 85% (2015) WWR - 63% (2016) 84% (2017) 74% WWR 62 (2018) 81% WWR 83%

(2015) ORF - 62% (2016) 63% (2015) Accuracy 32% (2016) 47% 2017 67% Accuracy 48% ORF 73% Accuracy 65%

Second Grade

(2015) ORF 57% (2016) 73% (2015) Accuracy 53% (2016) 73% (2017) 81% Accuracy 92% (2018) 81% Accuracy 88%

3rd Grade

(2016) ORF 78% Accuracy (2016) 86% 2017 71% Accuracy 83% Accuracy for same students dropped from 92% accurate to 63%

(2018) ORF 75% Accuracy 91%

The state determined for the Fall and Spring of the 2017-18 School Year, the Scantron test was utilized as our state assesment. Below is a summary of our Spring 2018 unverified Scantron data:

Third Grade: 92% Math - Distinguished Learner and Proficient Learner

Fourth Grade: 76% Math Distinguished Learner and proficient Learner

Fifth Grade: 81% Math

Sixth Grade 76%

Third Grade Reading: 73% Distinguished Learner and Proficient Learner

Fourth Grade: 80%

Fifth Grade: 77%

Sixth Grade 74%

Fall 2018 Scantron ELA Data

Third Grade:

High Avg. 40%

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Avg. 28%

Low Avg. 20%

Below Avg. 11%

Math Data

High Avg. 38%

Avg. 33%

Low Avg. 16%

Below Avg. 13%

Fourth Grade

ELA - High Avg. 49%

Avg. 28%

Low Avg. 15%

Below Avg. 8%

Math- High Avg. 49%

Avg. 28%

Low Avg. 15%

Below Avg. 8%

Fifth Grade

ELA - High Avg. 37%

Avg. 28%

Low Avg. 28%

Below Avg. 4%

Math - High Avg. 16%

Avg. 38%

Low Avg. 40%

Below Avg. 7%

In reviewing the overall school STAR data for Spring of 2017-18, there is a significant closing of the gap between poverty and non-poverty students during the year. In the Fall 81% of our non poverty students were at or above proficiency level (50) as determined by Renaissance Place. 70.5% of our poverty students were at or above proficiency. That is a 10 % point difference between poverty and non-poverty. During the Spring of 2018, 84% of non poverty students were at or above proficiency and 76% of non poverty students were at or above proficiency. That is a 2% decrease in the gap between poverty and non-poverty students as determined by the STAR test.

We no longer use the ACT Aspire Assessment. We have moved to the Scantron Assessment for our state assessment.

ACT Aspire Scores

Reading/Math

Third Grade

(2014) 59%, (2015) 53% , (2016) 71% Proficient (Reading) ; (2014) 83%, (2015) 85% , (2016) 86% (Math) 2017

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Fourth Grade

(2014) 68%, (2015) 73%, (2016) 68%; (Reading) (2014) 57%, (2015) 81%, (2016) 75% (Math)

Fifth Grade

(2014) 79%, (2015) 55%, (2016) 67%(Reading) ; (2014) 75%, (2015) 66%, (2016) 85% (Math) (2015) 55%, (2016) 72% Science

Sixth Grade

(2014) 79%, (2015) 74%, (2016) 65% (Reading); (2014) 81%, (2015) 82% , (2016) 82%(Math)

Aspire Data

Poverty/Non Poverty

Because of the few number of students in the school some data was not reported. Percentages are based on student proficient.

Third Grade

(2015) Poverty 67% Non Poverty 90% - Math

Fourth Grade

(2016) Poverty 45% Non Poverty 89%

Fifth Grade

(2016) Poverty 71% Non Poverty 90%

Sixth Grade

(2016) Poverty 92% Non Poverty 79%

2017 Fall STAR Data

Math

1st Grade - 75% of students BM

2nd Grade 45% of students BM

3rd Grade 75%

4th Grade 75%

5th Grade 58%

6th Grade 66%

Reading

K 24% in Urgent Intervention

27% on Watch

41% BM

First Grade - 58% BM

21% in Intervention

Second Grade

61% BM

25% On Watch

Third Grade

57% BM

4th

56%BM

5th Grade

44% BM

6th Grade

33% BM

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

DIBELS

Kindergarten - There has been a tremendous increase in Kindergarten students benchmarking on the LNF from the end of 2017 (70%) to Spring 2018 (81%). There was an increase in students benchmarking in Kindergarten student on NWF from spring 2017 (61%) to Spring 2018 (74%). WWR went from Spring 2017 (80%) to Spring 2018 (86%). Several years ago we began implementing the phonic framework with teachers in grades K-3. Teachers have received training and observed teachers from other schools to assist with the understanding of the program. Last year was the first complete year of implementation.

First Grade - First grade have increased the percentage of students who were proficient in NWF from 74% in the spring of 2017 to 81% the Spring of 2018. WWR increased from 75% Spring 2017 to 83% Spring 2018. ORF for first grade increased from 67% Spring of 2017 to 73% Spring of 2018. Accuracy also increased from 45% Spring of 2017 to 65% Spring of 2018.

2nd grade stayed the same in ORF from Spring 2017 to Spring 2018 at an 81.

Third Grade made a slight increase from 71% Spring 2017 to 75% Spring of 2018. There was a tremendous increase in accuracy in third grade from 83% Spring 2017 to 91% Spring of 2018.

STAR - In reviewing the overall school STAR data for Spring of 2017-18, there is a significant closing of the gap between poverty and non-poverty students during the year. In the Fall 81% of our non poverty students were at or above proficiency level (50) as determined by Renaissance Place. 70.5% of our poverty students were at or above proficiency. That is a 10 % point difference between poverty and non-poverty. During the Spring of 2018, 84% of non poverty students were at or above proficiency and 76% of non poverty students were at or above proficiency. That is a 2% decrease in the gap between poverty and non-poverty students as determined by the STAR test.

DIBELS

Since 2015, there has been a positive trend in all areas. For example in Kindergarten LNF increased from 55% in 2015 to 72% in 2016. At the end of the 2017 school year, LNF decreased slightly to 70% of student benchmarking. NWF Whole Words Read, increased from 52% to 64% and at the end of the 2017 school year, increased to 80% benchmarking. During the 2016-17 school year, first grade made the most dramatic improvement going from 44% to 74% on NWF and from 56% WWR to 75% in 2017.

Second Grade also improved from 57% ORF in 2015 to 73% in 2016. During the 2016-17 school year, second grade improved from 47% to 81% benchmarking with 92% of student at 99% accuracy. We did not test 3rd grade in 2015, however scores in 2016 were at 78% Proficient for ORF, with 86% at 99% accuracy. During the 2016-17 school year, third graders increased from 54%-71% of students benchmarking for ORF, ending the year with 83% at 99% accuracy.

During the 2017-18 school year, we analyzed a comparison of DIBELS data end of year 2017 to beginning of year 2017. We found that the students who scored at 99% accurate on ORF at the end of the second grade year did not maintain skills coming into third grade. These students entered third grade with only 37% of students accurate at 99%.

Aspire Data

There has been a positive trend in performance on the ACT Aspire Data as well in the areas of Reading and Math. In 3rd grade 71% of the students were proficient in 2016 up from 53% in 2015 and 59% in 2014. These same students have increased to 78% proficient in 2017. In Math the trend remains high with 83% in 2014, 85% in 2015 and 86% in 2016.

In Fifth Grade students increased in performance from 75% in 2014 to 85% in 2016 in the area of math. In 2017 they increased the number of proficient to 87%

Sixth grade students increased in performance from 81% to 82% in the area of math. In 2017 increased the number of proficient to 87%.

The Aspire Data for Poverty students was not reported because of the inadequate number of poverty students in each grade level to report a score.

Which area(s) indicate the overall highest performance?

Our highest overall performance is in Math for every grade level. We have been working very hard, implementing various strategies in the area of Reading to increase performance. We have seen some slight increases across the board. We will continue to utilize our Reading Specialist and implement targeted instruction in reading and math to continue to increase overall achievement in all grade levels. In analyzing our reading data, we determined that we were in need of an effective research based tier 2 program that targeted the students specific needs. We began using the Voyager Passport Reading program 4 weeks ago. During this time the teacher has consistently used the program in small groups. In a little over 5 weeks the students have seen from a 5 months data increase to a 2 year data increase. The average increase has been 1 years growth. We will continue to use this program in 4th and 5th grade in small groups in the regular classroom as well as in the tutoring room.

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

STAR - In reviewing the overall school STAR data for Spring of 2017-18, there is a significant closing of the gap between poverty and non-poverty students during the year. In the Fall 81% of our non poverty students were at or above proficiency level (50) as determined by Renaissance Place. 70.5% of our poverty students were at or above proficiency. That is a 10 % point difference between poverty and non-poverty. During the Spring of 2018, 84% of non poverty students were at or above proficiency and 76% of non poverty students were at or above proficiency. That is a 2% decrease in the gap between poverty and non-poverty students as determined by the STAR test.

There continues to be a gap however that gap is decreasing slightly.

Between which subgroups is the achievement gap closing?

Even though we have decreased the overall gap; a gap continues to exist between our poverty and non poverty in the area of reading. In the area of math, there was an increase from test 1 to test 5 in the Fall for non -poverty students 87% proficient to 91% proficient as well as poverty students from 78% in the to 82 %. Because both groups increased from test 1 to test 5 there was not a gap decrease.

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, Scantron Data Spring 2018 and Fall 2018 Grades 3-6 and DIBELS grades K-3.

Areas in Need of Improvement

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

According to the STAR as well as the Scantron data, 4th and 5th grade are scoring below the expected level of performance for Madison City in reading.

Even though we have decreased the overall gap; a gap continues to exist between our poverty and non poverty in the area of reading. In the area of math, there was an increase from test 1 to test 5 in the Fall for non -poverty students 87% proficient to 91% proficient as well as poverty students from 78% in the to 82 %. Because both groups increased from test 1 to test 5 there was not a gap decrease.

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

When analyzing our most recent scores on the Scantron and the STAR test, there has been an increase in overall math scores across the grade levels.

According to the 2017-18 STAR Assessment most grade levels showed a positive increase in performance from Fall to Spring, however First grade math STAR percentages stayed the same. In the Fall 79% of first graders benchmarked as well as in the spring 79% of first graders benchmarked. In grades 4th grade and 6th grade, 58% of students on the STAR reading assessment benchmarked while on the spring assessment, 56% or students benchmarked. In sixth grade a similar trend in performance occurred, 34% of students benchmarked in the Fall and only 33% in the Spring. This has not been the trend in years past, however it has been the trend in performance on STAR as students progress in grade level the percentage of students benchmarking has decreased. The scores begin falling in 3rd grade.

It is because of this that we have decided to implement the Voyager Passport Tier 2 program in reading in grades 4 and 5.

Even though during the 2016-17 school year there was a slight decline in 4th grade math there was an increase in 4th grade reading scores on the STAR and ACT Aspire Assessment. During the most recent STAR and Scantron assessments, Based on the 2016-17 results on the ACT Aspire, students in grades fifth grade and 6th grade students had the lowest percentage of students who met benchmark in reading. In analyzing DIBELS data, we have observed a drastic decrease in the students accuracy scores from the end of 2016 to the beginning of 2017.

Which area(s) indicate the overall lowest performance?

When analyzing our most recent scores on the Scantron and the STAR test, there has been an increase in overall math scores across the grade levels.

According to the 2017-18 STAR Assessment most grade levels showed a positive increase in performance from Fall to Spring, however First grade math STAR percentages stayed the same. In the Fall 79% of first graders benchmarked as well as in the spring 79% of first graders benchmarked. In grades 4th grade and 6th grade, 58% of students on the STAR reading assessment benchmarked while on the spring assessment, 56% or students benchmarked. In sixth grade a similar trend in performance occurred, 34% of students benchmarked in the SY 2018-2019

Fall and only 33% in the Spring.

It is because of this that we have decided to implement the Voyager Passport Tier 2 program in reading in grades 4 and 5.

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 2016-17 school year there was a slight decline in 4th grade math, however there was an increase in 4th grade reading scores on the STAR and ACT Aspire Assessment. Based on the 2016-17 results on the ACT Aspire, students in grades fifth grade and 6th grade students had the lowest percentage of students who met benchmark in reading. In analyzing DIBELS data, we have observed a drastic decrease in the students accuracy scores from the end of 2016 to the beginning of 2017.

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

When analyzing the STAR reading 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.

Between which subgroups is the achievement gap becoming greater?

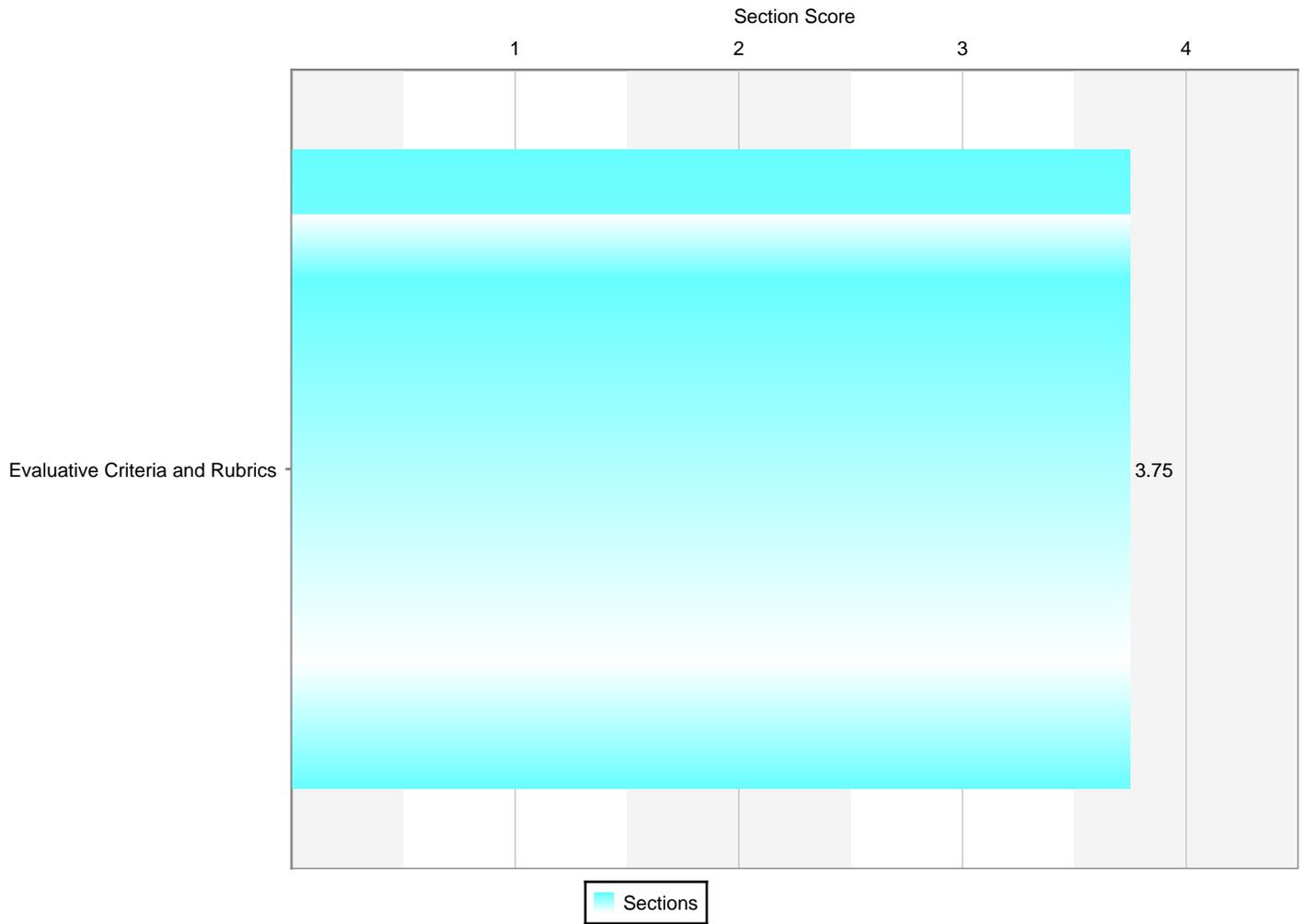
There is a gap between students of poverty and those of non poverty in all grade levels. That gap is slowly closing in math, however reading is even slower. We will continue to analyze disaggregate data to determine in the future to determine if the gap decreases.

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

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

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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		

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		

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	Mrs. Dorinda White 211 Celtic Blvd Madison, AL 35758 256464-8370	

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	2018-19 Parent Involvement Plan	MCS Parent and Family Engagement Policy

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		WMES School Parent Compact

Goals and Plans 2018-19

Overview

Plan Name

Goals and Plans 2018-19

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	To narrow the gap between poverty and non poverty students on the STAR Diagnostic Report by 2% for grades 3-5 in the area of Reading	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$36478
2	To narrow the gap by 2% between poverty and non poverty students on the Scantron Test and the STAR math Assessment in Grades 3-5.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$14472
3	To narrow the gap between EL students of poverty and EL students who are non poverty students on the STAR Diagnostic Report and ACCESS by 2% for grades 3-5 in the area of Reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: To narrow the gap between poverty and non poverty students on the STAR Diagnostic Report by 2% for grades 3-5 in the area of Reading

Measurable Objective 1:

2% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency narrowing the gap between poverty and non poverty in Reading by 05/22/2019 as measured by the STAR Reading test and the Scantron Test.

Strategy 1:

Explicit Reading 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, standard checks and fluency checks. Progress monitoring will be performed daily, weekly and monthly for all students. 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 Reading, District Pacing guides, Wonders Assessments, Multi-syllabic screeners, and DIBELS assessments. Teachers will promote writing in all areas. Teachers in K-3 will utilize the phonics framework progression to build a foundation in reading. Small group Tier I and II instruction will occur daily specific to students needs; goals will be set and monitored by the RTI 2 team biweekly. Students in grades 4 and 5 will be instructed in small groups daily using the Voyager Passport Tier 2 program. Students will be monitored weekly to determine progress. Those students who qualify for Title I and who qualify for dyslexia specific interventions in grades K-5 will receive SPIRE tutoring 5 days per week by a trained tutor. The tutor will provide the RTI 2 team PM weekly.

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 journals 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 Classworks for all students, focusing on students of poverty. Small group instruction for all students.

Teachers in grades K-3 will continue to review ARI strategies to determine what strategies are best for their students. New teachers will be receive ARI certification.

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

Research Cited: Best Practice: Small group; Teaching Standards and using formative assessments to guide instruction; goal setting and celebrations when goals are met, Bimonthly walkthroughs to monitor implementation of instructional strategies.

Activity - Teacher Learning on Explicit Reading Instruction using the CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 who will be working with Title I students will participate in specific Title I professional learning throughout the year focusing on explicit instruction in reading	Professional Learning	08/06/2018	05/24/2019	\$750	Title I Part A	Reading Specialist, Principal, Assistant Principal, Teachers, Title I tutors

Activity - ARI and Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be provide to offer supplemental instruction to students in need of remediation or support	Academic Support Program, Tutoring	08/06/2018	05/24/2019	\$35322	Title I Part A	Assistant Principal, Principal, Teachers, Tutors, Reading Specialist; Central office Staff
Activity - On-going Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide on-going parent and family engagement opportunities through parent engagement liaison to increase parent capacity to partner with school and support student academic growth. These opportunities may include Meet the Tutor Event, Title I parent nights, and book studies.	Parent Involvement	08/06/2018	05/24/2019	\$406	Title I Part A	Parent Liaison, Principal, Assistant Principal

Goal 2: To narrow the gap by 2% between poverty and non poverty students on the Scantron Test and the STAR math Assessment in Grades 3-5.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in the area of math in Mathematics by 05/24/2019 as measured by the Scantron and the STAR Assessment.

Strategy 1:

Explicit math Instruction - Teachers in grades K-5 will participate in professional learning through out the year to focus on math explicit instruction. Teachers will provide explicit instruction in small group based on best practice strategies. Formative assessments will clarify standard not mastered on weekly, 9 week assessments, standard checks and fluency checks. 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 guide, standard checks and 9 week assessments. Teachers will have students keep math journals in order to indicate their thinking while problem solving.

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

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 math practice to identify targeted areas needing intervention Tier 3: Prescribed math 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
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Teachers in grades K-5 will participate in professional learning throughout the year focusing on explicit instruction in math. Teachers will create small groups based on assessments administered. Instruction will be strategic and intentional, based on assessments and adjusted.	Academic Support Program	08/06/2018	05/24/2019	\$13316	Title I Part A	Administrator and certified teachers and specially trained tutors
Activity - On-going Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide on-going parent and family engagement opportunities through a parent engagement liaison to increase parent capacity to partner with schools and support student academic growth. These opportunities may include Meet the Tutor Event, Title I parent nights and book studies.	Parent Involvement	08/06/2018	05/24/2019	\$406	Title I Part A	Parent liaison, tutor, AP and Principal
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 who will be working with Title I students will participate in specific Title I professional learning throughout the year focusing on explicit instruction in math.	Professional Learning	08/06/2018	05/24/2019	\$750	Title I Part A	Teachers, Tutors, Administration

Goal 3: To narrow the gap between EL students of poverty and EL students who are non poverty students on the STAR Diagnostic Report and ACCESS by 2% for grades 3-5 in the area of Reading

Measurable Objective 1:

2% of Third, Fourth and Fifth grade Economically Disadvantaged and English Learners students will demonstrate a proficiency by closing the gap between poverty and non poverty students in reading in Reading by 05/24/2019 as measured by the STAR reading, Scantron and ACCESS test.

Strategy 1:

Explicit Reading Instruction - Classroom teachers and EL teachers will provide explicit instruction in small groups based on best practice strategies. Formative assessments will clarify standards not mastered on weekly, unit 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 reading, District pacing guides, Wonders Assessments, multi syllabic screeners, DIBELS and ACCESS assessments. Teachers will promote writing in all areas. Teachers in K-3 will utilize the phonics framework progression to build a foundation in reading. Small group Tier I and Tier II instruction will occur daily, specific to students needs; goals will be set and monitored by the EL and classroom teacher weekly. Those students who qualify for Title I and who qualify for dyslexia specific interventions in all grades will receive SPIRE tutoring 5 days per week by a trained tutoring

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

Research Cited: Schick, A.R., Melzi, G. Print-related practices in low-income Latino homes and preschoolers' school-readiness outcomes, Journal of Early Childhood Literacy, July 5, 2015.

ACIP

West Madison Elementary School

Activity - Teacher Learning on Explicit Reading Instruction using the CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will participate in professional learning throughout the year in order to help EL students and focus on explicit instruction in reading	Professional Learning, Direct Instruction	08/06/2018	05/24/2019	\$0	No Funding Required	Classroom teacher, EL teacher, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-going Parent and Family Engagement	We will provide on-going parent and family engagement opportunities through a parent engagement liaison to increase parent capacity to partner with schools and support student academic growth. These opportunities may include Meet the Tutor Event, Title I parent nights and book studies.	Parent Involvement	08/06/2018	05/24/2019	\$406	Parent liaison, tutor, AP and Principal
Professional Learning	Teachers in grades K-5 who will be working with Title I students will participate in specific Title I professional learning throughout the year focusing on explicit instruction in math.	Professional Learning	08/06/2018	05/24/2019	\$750	Teachers, Tutors, Administration
On-going Parent and Family Engagement	We will provide on-going parent and family engagement opportunities through parent engagement liaison to increase parent capacity to partner with school and support student academic growth. These opportunities may include Meet the Tutor Event, Title I parent nights, and book studies.	Parent Involvement	08/06/2018	05/24/2019	\$406	Parent Liaison, Principal, Assistant Principal
Teacher Learning on Explicit Reading Instruction using the CCRS	Teachers in grades K-5 who will be working with Title I students will participate in specific Title I professional learning throughout the year focusing on explicit instruction in reading	Professional Learning	08/06/2018	05/24/2019	\$750	Reading Specialist, Principal, Assistant Principal, Teachers, Title I tutors
ARI and Strategic Teaching	Tutoring will be provide to offer supplemental instruction to students in need of remediation or support	Academic Support Program, Tutoring	08/06/2018	05/24/2019	\$35322	Assistant Principal, Principal, Teachers, Tutors, Reading Specialist; Central office Staff
Small Group Instruction	Teachers in grades K-5 will participate in professional learning throughout the year focusing on explicit instruction in math. Teachers will create small groups based on assessments administered. Instruction will be strategic and intentional, based on assessments and adjusted.	Academic Support Program	08/06/2018	05/24/2019	\$13316	Administrator and certified teachers and specially trained tutors

ACIP

West Madison Elementary School

Total

\$50950

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Learning on Explicit Reading Instruction using the CCRS	Teachers in grades K-5 will participate in professional learning throughout the year in order to help EL students and focus on explicit instruction in reading	Professional Learning, Direct Instruction	08/06/2018	05/24/2019	\$0	Classroom teacher, EL teacher, 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	The Stakeholder feedback data includes the MCS Title I parent survey that was completed by 9 parents during the spring of 2018. Also included is the stakeholder feedback data from the District MCS Accreditation by AdvancED.	MCS Title I Parent Survey

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?

The only survey data available is the 2014-15 AdvancED results as well as the Title I parent survey. Below are the results from both.

Title I Parent Survey 2018

We had only 9 parent surveys returned via computer. From the surveys collected, parents indicated that they feel welcome in the school and that they are encouraged to become involved. All parents stated that they know the reading and math content for their child, felt comfortable in the ability to reach their child's teacher and that the teacher was interested and cooperative. Overall parents did not know about or feel they were involved in school planning. They also indicated they did not know what it means for the school to be a title I school nor did they feel that the school/parent compact assisted in supporting their child in school. Many stated that they had not received a copy of the school parent and family engagement policy and did not know how to access a referral for community services and what was available to them. All parents received and signed a copy of the school parent compact, we feel that most did not know the title of what they had signed.

Overall, however West Madison parents felt grateful for the tutoring service and felt the tutoring helped their child be successful. Parent did indicated that they would like to have more specific information on how their child was progressing through out the program. Parents also indicated that they would like to meet the tutors.

During the Title I parent meeting held in late September, there were 15 parents in attendance which was an increase in participation from previous year. Parent were told specifics about the Title I program and were able to ask questions. Parents were also able to meet the tutors during the session. Many said the session was very helpful and they had a better understanding of the program. It is also our plan to send home progress reports from tutoring to indicate specific information about how their child is doing in tutoring on a regular basis.

AdvancED Stakeholder Feedback from 2014-15

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?

Title I Parent Survey 2018

We had only 9 parent surveys returned via computer. From the surveys collected, parents indicated that they feel welcome in the school and that they are encouraged to become involved. All parents stated that they know the reading and math content for their child, felt comfortable in the ability to reach their child's teacher and that the teacher was interested and cooperative. Overall parents did not know about or feel they were involved in school planning. They also indicated they did not know what it means for the school to be a title I school nor did they feel that the school/parent compact assisted in supporting their child in school. Many stated that they had not received a copy of the school parent and family engagement policy and did not know how to access a referral for community services and what was available to them. All parents received and signed a copy of the school parent compact, we feel that most did not know the title of what they had signed.

Overall, however West Madison parents felt grateful for the tutoring service and felt the tutoring helped their child be successful. According to the comments made on the survey, West Madison parents felt grateful for the tutoring service. Some comments from parents, "Fantastic program!" "My child has thrived and is now a great reader." "This form of learning has helped my child grow tremendously in her reading and math." Parent did indicated that they would like to have more specific information on how their child was progressing through out the program. Parents also indicated that they would like to meet the tutors.

During the Title I parent meeting held in late September, there were 15 parents in attendance which was an increase in participation from previous year. Parent were told specifics about the Title I program and were able to ask questions. Parents were also able to meet the tutors during the session. Many said the session was very helpful and they had a better understanding of the program. It is also our plan to send home progress reports from tutoring to indicate specific information about how their child is doing in tutoring on a regular basis.

Information from AdvancED Stakeholder Feedback from District Accreditation

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 5 years. Starting during the 2012 school year as well currently over 90% of our parents were satisfied/very satisfied with the education their child was receiving at West Madison Elementary. Ninety-eight 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?

Title I Parent Survey 2018

We had only 9 parent surveys returned via computer. From the surveys collected, parents indicated that they feel welcome in the school and that they are encouraged to become involved. All parents stated that they know the reading and math content for their child, felt comfortable in the ability to reach their child's teacher and that the teacher was interested and cooperative. Overall parents did not know about or feel they were involved in school planning. They also indicated they did not know what it means for the school to be a title I school nor did they feel that the school/parent compact assisted in supporting their child in school. Many stated that they had not received a copy of the school parent and family engagement policy and did not know how to access a referral for community services and what was available to them. All parents received and signed a copy of the school parent compact, we feel that most did not know the title of what they had signed.

Overall, however West Madison parents felt grateful for the tutoring service and felt the tutoring helped their child be successful. According to the comments made on the survey, West Madison parents felt grateful for the tutoring service. Some comments from parents, "Fantastic program!" "My child has thrived and is now a great reader." "This form of learning has helped my child grow tremendously in her reading and math." Parent did indicated that they would like to have more specific information on how their child was progressing through out the program. Parents also indicated that they would like to meet the tutors.

During the Title I parent meeting held in late September, there were 15 parents in attendance which was an increase in participation from previous year. Parent were told specifics about the Title I program and were able to ask questions. Parents were also able to meet the tutors during the session. Many said the session was very helpful and they had a better understanding of the program. It is also our plan to send home progress reports from tutoring to indicate specific information about how their child is doing in tutoring on a regular basis.

Results from the AdvancED survey given during District Accreditation

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?

Title I Parent Survey 2018

We had only 9 parent surveys returned via computer. From the surveys collected, parents indicated that they feel welcome in the school and that they are encouraged to become involved. All parents stated that they know the reading and math content for their child, felt comfortable in the ability to reach their child's teacher and that the teacher was interested and cooperative. Overall parents did not know about or feel

they were involved in school planning. They also indicated they did not know what it means for the school to be a title I school nor did they feel that the school/parent compact assisted in supporting their child in school. Many stated that they had not received a copy of the school parent and family engagement policy and did not know how to access a referral for community services and what was available to them. All parents received and signed a copy of the school parent compact, we feel that most did not know the title of what they had signed.

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Results from the AdvancED from District Accreditation

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.

We have worked really hard here at WM and in Madison City Schools to help our technology access and purchase more devices. Since the survey data above, the Madison City school system has placed wireless access points in every classroom, the office and media center. Every classroom has a smartboard. All classrooms have a soundfield system and document camera. Students in every grade level has a chromebook a cart to share. West Madison has just completed the rewiring process and added additional security cameras to the building.

The lunchroom staff at WM and the system staff have worked very hard to purchase foods the teachers and students like. The system and lunchroom staff have conducted focus groups with our students to taste test many food items.

During the 2017-18 school year, we began our introduced a House System to our school. Each teacher in the building has a group of 10-15 students in their advisory group. We meet 5-6 times during the year to do various get to know you and team building activities. We have also begun to work with students on some of the essential 55 things from Ron Clark to implement with students in our groups. We have focused on building relationships with our students.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are critical. Our school and school system have worked really hard to building a stronger technology infrastructure over the past few years. There has been an addition of wireless access points to every classroom, the office and media center. Through monies from PTA, grants and Title I money, we have purchased chromebook carts for each grade level. Every classroom has a smartboard, soundfield system and document camera.

Several years ago, we implemented the House System at West Madison. Every student has an adult faculty member has a den and 10-15 students in the den. Dens meet 5-6 times during the year and students do team building activities and get to know you activities.

Title I Parent Survey 2018

We have only 9 parent surveys returned via computer. From the surveys collected, parents indicated that they feel welcome in the school and that they are encouraged to become involved. All parents also stated that they know the reading and math content for their child and felt comfortable in the ability to reach their child's teacher and that the teacher was interested and cooperative. Overall parents did not know about did not feel they were involved in school planning or what it means for the school to be a title I school. They also did not feel that the school/parent compact assisted in supporting their child in school. Many also stated that they had not received a copy of the school parent and family engagement policy and did not know how to access a referral for community services and what was available to them.

According to the comments made on the survey, West Madison parents felt grateful for the tutoring service, however many parents indicated that they would like to have more specific information on how their child is progressing through out the program. Parents also indicated that they would like to meet the tutors.

During the Title I parent meeting held in late September, there were 15 parents in attendance. Parent were told specifics about the Title I program and were able to ask questions. Parents were also able to meet the tutors during the session. Many said the session was very helpful and they had a better understanding of the program. It is also our plan to send home progress reports from tutoring to indicated specific information about how their child is doing in tutoring on a regular basis.

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.

We have just purchased additional chromebooks for all grade levels. All classrooms have a Mobi or a smartboard.

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

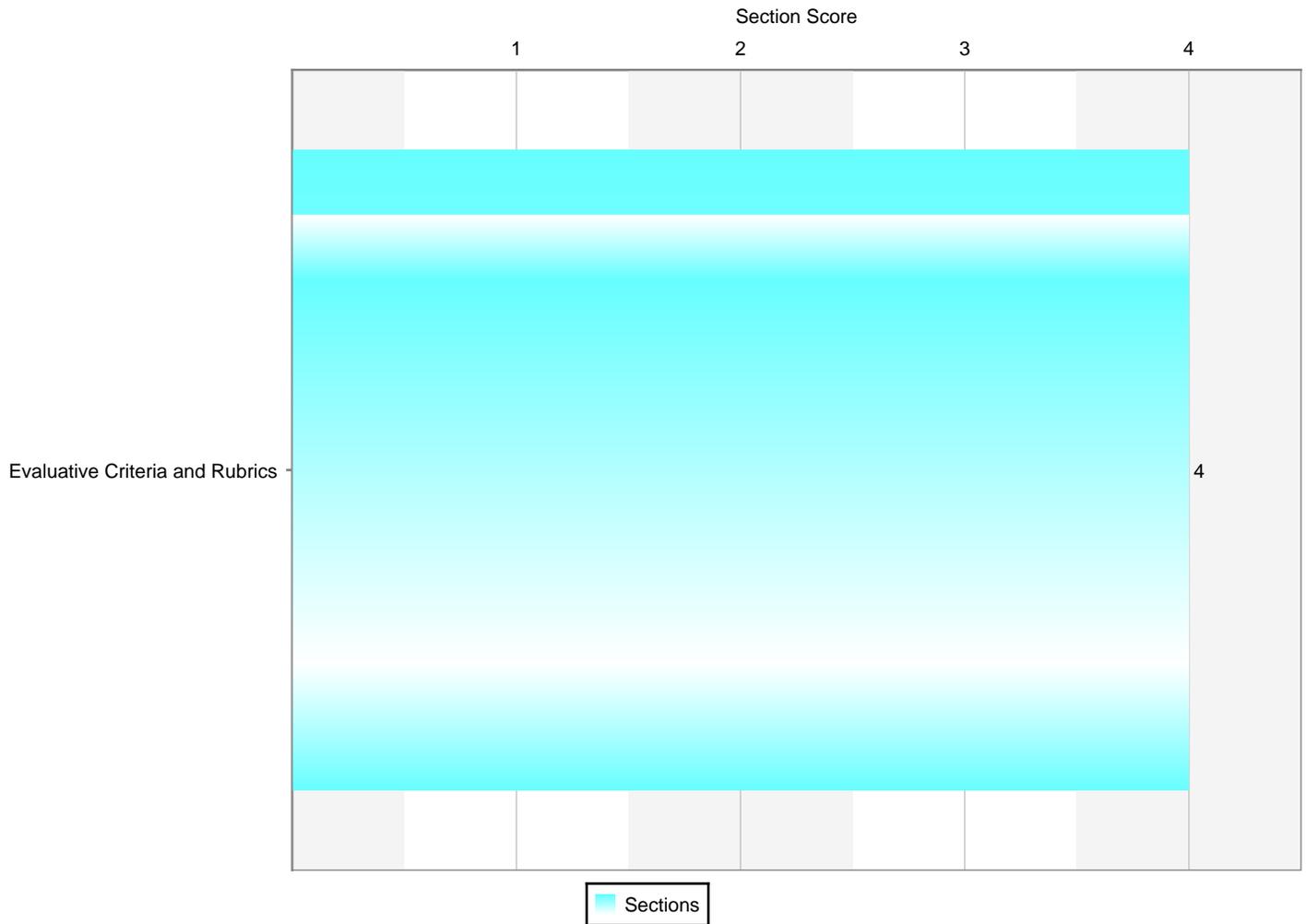
The data below comes from surveys completed several years ago. We do not have another current data source that has been used in recent years.

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.

The current survey of teachers in Math and Science, parents indicated that 79% felt math and 77% felt science was challenging to their child. 85% of parents felt that math and science teachers were fair to their children. 55% of Parents felt the math and science teachers gave individualized work to their children. This is an area our teachers need to work on and communicate that to the parents.

Report Summary

Scores By Section



Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Each school year the Continuous Improvement team is developed. The team then reviews multiple data resources (Scantron Reading and Math, STAR reading and Math, DIBELS, Highly Qualified Status of teachers, Science Assessment, ACCESS, Educator Effectiveness, School and District Technology Plan, Wonders Reading Assessments, Attendance, Discipline, Parent and Students Surveys as well as the curriculum) to identify academic and behavioral focuses for our school population, specifically our poverty, EL and military connected students. These subgroups as well as other students are placed on a criteria checklist and placed in rank order based on a point system to determine the most at risk students based on the above data sources. Once the most at risk students are identified in the grade level, the students are invited to participate in our tutoring program for services. The above mentioned steps are conducted again to identify our most at risk students for the 2nd Semester. This year based on our data sources, the subject area of reading was identified to be the most critical, therefore students in grades K-2 are only serviced in the area of reading. Students in grades 3-5 are serviced in the area of reading and math.

A parent survey is sent to Title I parents each spring of the school year. The purpose of the survey is to help evaluate the effectiveness of the Title I parental Involvement program. We make changes to the program based on informed decisions and we involve parents in decision making in the continuation and development of future programs.

The school's ACIP committee meets each semester to exam student growth and progress. The STAR reading and math benchmark reports, DIBELS as well as the intervention program assessments are utilized to determine program effectiveness.

Tutoring is conducted in a small group setting and conducted by a qualified, trained teacher.

Tutoring addresses reading and/or math interferences and based on scientifically-based diagnostic screeners which are aligned with ACCRS.

Students are monitored on a consistent basis to identify progress and instruction is changed if needed.

Monitoring documentation is based on STAR reading and math diagnostic reports, DIBELS progress monitoring materials as well as SPIRE and Voyager assessments.

Students achievement is shared with classroom teachers, parents/guardians

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

Our team reviews multiple data resources (Scantron reading, math and science, STAR reading and Math, DIBELS, Highly Qualified Status of teachers, ACCESS, Educator Effectiveness, School and District Technology Plan, Wonders Reading Assessments, Attendance, Discipline, Parent and Students Surveys as well as the curriculum) to identify academic and behavioral focuses for our school population, specifically our poverty, EL and military connected students. Once data is reviewed, all subgroups are placed on a criteria checklist and put in rank order based on a point system to determine the most at risk students. Once the most at risk students are identified in the grade level, the students are invited to participate in our during the day or after school tutoring program for services. The above mentioned steps are conducted each semester to identify our most at risk students. Based on our current data sources, the subject area of reading was identified to be the most critical in grades K-2. Students in grades 3-5 are serviced in the area of reading and math.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

The Continuous Improvement team reviews multiple data resources (STAR reading and Math, DIBELS, ACCESS,Wonders Reading Assessments and Dyslexia Specific Screeners were used to identify academic and behavioral focuses for our school population.

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, 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.) (Sec. 1115(b)(B)(i)(ii)).

Students who are eligible based on ranking order qualify for Title I assistance. K-1 students receive tutoring during the school day, 5 days per week in the area of reading. Students in grades 2-3 who receive tutoring during the school day receive it in the area of reading or math daily. There is a group of 2-5 graders who receive tutoring afterschool 2 days per week in the area of reading and math.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

All students in grades K-5 take the STAR assessment in reading and math 3-5 times during the year. Students in grades K-3 take the DIBELS assessment 3 times during the year and are PM weekly. Teachers meet regularly (weekly, monthly) in grade level and data meetings. The RTI team meets with teachers bi weekly to discuss progress or lack of progress of students. Goals are set for students who are in the RTI process and monitored every 4-6 weeks to determine goals mastered. Teachers discuss with admin and Reading Coach strategies to incorporate in order to assist students. Ongoing PD is given to teachers to help assist students who have a print interference. Admin and Reading Coach consistently go on walk through and observations to monitor instruction. Teachers are given feedback and adjustments are made.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

Students are determined eligible for Title I services by a Criterion Selection Checklist completed by teachers. Eligibility is determined by socioeconomic status, military status and academic assessments (STAR) and the state test given yearly. Once assessments (STAR, DIBELS) are taken by the students, teachers complete the checklist giving students points if they are identified as free/reduced or military connected and a cut score is established. The most needy students are eligible for Title I services.

4. How are students with the greatest needs receiving services?

Students are determined eligible for Title I services by a Criterion Selection Checklist completed by teachers. Eligibility is determined by socioeconomic status, military status and academic assessments (STAR) and the state testing given yearly. Once assessments (STAR, DIBELS) are taken by the students, teachers complete the checklist giving students points for assessments as well as those identified as free/reduced or military connected and a cut score is established. The students above the cut score are determined the most needy and are eligible to receive services. This process is completed each semester to determine eligible students.

5. What are the multiple criteria by which students may exit the program?

The RTI team exits students from the program using multiple data points; STAR, DIBELS, SPIRE and Voyager assessment. As students performs At or Above Benchmark on multiple data points they are exited from the program. A ranking sheet is completed each semester based on multiple sources of data and services are no longer needed.

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

Programs implemented are evidence based, aligned to the Alabama College and Career Reading Standards and linked to the school and district goals. The programs are used consistently while providing Title I services to selected students not only during the normal school day, but during extended learning opportunities: After School Tutoring. Evidenced based programs implemented are listed below: Accelerated Reader (AR) - a computer-based program designed to encourage independent reading and improve literacy skills, Classworks, and Voyager Passport Reading and Math.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

The Title I tutors, after school and during the day work closely with the regular education teachers and program. The tutoring program is designed to address students' areas of need in reading and math. Once baseline data is collected, the tutors assess students to determine placement into the Voyager Reading and/or math program . Each tutor determines, based on the data, an instructional plan for each student. During the day, students who have been identified using dyslexia specific assessments as having a print interference receive SPIRE tutoring daily. The baseline data was collected from STAR, DIBELS, Wonders, EnVision and Dyslexia specific screeners. After the plan is developed, the tutors work with the regular classroom teachers to align their small group instruction with the tutoring instructional plan to further enhance instruction and exposure to both during and after school.

Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

Students who qualify for Title I services are provided with effective methods and instructional strategies that are scientifically research based and strengthen the core academic program throughout the day in reading and math. Reading being the school wide focus in grades K-1 and math and reading in grades 2-5. All students are provided Tier 1 instructional levels: above, on grade level or below grade- level. Tier 2 instruction is based on the interference students are experiencing according to performance on daily formative assessments, reading and math weekly, unit assessments, DIBELS PM and STAR reading and math data. During Tier 3 instruction, students are given additional instruction to further improve interferences after having been provided tier 1 and 2 services.

Classworks reading and math lessons are provided to students before and during school hours. Each student is assigned a grade level course that is prescriptive in order to address the students' academic needs. Students are assigned additional Classwork activities if they are having difficulty mastering state standards through RTI 2 or small group instruction.

During the day as well as after school tutoring is provided to Title I students in reading and math. Day time tutoring occurs daily, where after school tutoring is 2 days per week for 90 min. Instruction is focused on interferences from STAR reading and math assessments, classroom performance, as well as Voyager reading and math placement assessments. These services are provided during explicit small group instruction by a highly qualified tutor. The teacher monitors student progress and continue with interference based instruction.

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Research has proven that small group, interference based strategies help to improve student learning. All tutoring is conducted in a small group setting of 5-6 students. Tutoring is conducted by highly qualified and trained teachers; all instruction addresses reading and /or math interference based on screeners and assessments. Students are monitored consistently to identify if a change in instruction is needed.

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

The tutor and regular classroom teacher coordinate a time for children to attend extended learning opportunities after they have received Tier 1 instruction in the regular classroom.

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

Goal 1:

To Close the Gap between poverty and non poverty students on the STAR Diagnostic Report and ACCESS by 2% for grades 3-5 in the area of Reading

Measurable Objective 1:

2% of Third, Fourth and Fifth grade Economically Disadvantaged and English Learners students will demonstrate a proficiency by closing the gap between poverty and non poverty students in reading in Reading by 05/24/2019 as measured by the STAR reading, Scantron and ACCESS test.

Strategy1:

Explicit Reading Instruction - Classroom teachers and EL teachers will provide explicit instruction in small groups based on best practice strategies. Formative assessments will clarify standards not mastered on weekly, unit 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 reading, District pacing guides, Wonders Assessments, multi syllabic screeners, DIBELS and ACCESS assessments. Teachers will promote writing in all areas. Teachers in K-3 will utilize the phonics framework progression to build a foundation in reading. Small group Tier I and Tier II instruction will occur daily, specific to students needs; goals will be set and monitored by the EL and classroom teacher weekly. Those students who qualify for Title I and who qualify for dyslexia specific interventions in all grades will receive SPIRE tutoring 5 days per week by a trained tutoring

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

Research Cited: Schick, A.R., Melzi, G. Print-related practices in low-income Latino homes and preschoolers' school-readiness outcomes, Journal of Early Childhood Literacy, July 5, 2015.

Activity - Teacher Learning on Explicit Reading Instruction using the CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will participate in professional learning throughout the year in order to help EL students and focus on explicit instruction in reading	Direct Instruction Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher, EL teacher, Administration

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

Students who qualify for Title I services are provided with effective methods and instructional strategies that are scientifically research based and strengthen the core academic program throughout the day in reading and math. Reading is the school wide focus in grades K-3 and math and reading in grades 3-5. All students are provided Tier 1 instruction: above, on grade level or below grade- level. Tier 2 instruction is based on the interference students are experiencing according to performance on daily formative assessments, reading and math weekly assessments, unit assessments, DIBELS PM and STAR reading and math data. During Tier 3 instruction, students are given additional instruction to further improve interference after having been provided tier 1 and 2 services.

Classworks reading and math lessons are provided to students before and during school hours. Each student is assigned a grade level course that is prescriptive in order to address the students' academic needs. Students are assigned additional activities if they are having difficulty mastering state standards through RTI 2 or small group instruction.

During the day as well as after school tutoring is provided to Title I students in reading and math. Day time tutoring occurs daily for 45 min, where after school tutoring is 2 days per week for 90 min. Instruction is focused on interference from STAR reading and math assessments and classroom performance. These services are provided during explicit small group instruction by a highly qualified tutor. The teacher monitors student progress and continue with interference based instruction.

Pre-K Transition to Kindergarten:

The Madison City School System, with grants from the Alabama Department of Early Childhood Education in coordination with Title I, has developed a high quality First Class Pre-K program for four year olds. These resources provide an important opportunity for our LEA to offer and expand a high-quality pre-k program that all children need as the first step in a successful education. Madison City School District operates 11 First Class pre-K classrooms.

The delivery approach implemented to meet these expectations and commitments include opportunities for active learning in which children construct knowledge by establishing a supportive climate based on positive adult-child interactions, involving families in the preschool setting and creating teamwork among teachers, a task force, health professionals, outside agencies and school administration.

The Alabama Department of Early Childhood Education monitors and provides technical assistance to certify that The Alabama High Quality Pre-Kindergarten Standards are met by the district Pre-K program. Several indicators are used as multiple criteria (evidence-based STAR Early Literacy screener, parent interview, teacher judgement/developmental screener) for selecting children to attend this program at the Madison City First Class Pre-K Center. Transitional plans for children as they move from preschool to kindergarten provide continuity in their educational experience. Procedures and strategies used for pre-K to K transition are in accordance with Title I Regulations. Pre-K teachers and administrator collaborate to ensure continuity of services to students as they transition to kindergarten. Parents receive necessary information and training to understand kindergarten preparedness and help with this transition. EL parents receive additional support in a language they can understand. Pre-K students go on a field trip to kindergarten to experience K-5 school setting and observe K students and schedule in action in a first-hand manner.

Additionally, district registration forms have a section for parents to provide information concerning prior Head Start participation. Those students who have previously attended Head Start receive points for prior intervention when being considered for Title I services. If the

student who attended Head Start does not qualify for services upon enrollment, they are monitored for a two year period by the general education and Title I interventionists.

Transition to Middle School:

The transition from 5th grade to middle school is one key transition points that are taken seriously by the school and district. Parents are offered to attend sessions for middle school transition at the local school level including guest speakers such as the middle school principals and counselors who answer questions and educate parents on what to expect in order to make the transition as smooth as possible. Students during the spring semester of their 5th grade year have the opportunity to visit the middle school based on their zoning where they receive hours of orientation that include student tour guides and various experiences showcasing the offerings at the middle school level to help ease any anxiety for students while generating excitement. Parents are allowed multiple opportunities during the summer time frame to take tours of the school as well. Parents are provided with FAQ information and are invited to reach out to school administrators with any transition concerns and questions.

Component 6: Instruction by Qualified Staff

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? What action is being taken to meet this requirement?	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		

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

The professional development provided by the district is based on needs derived from the data, suggestions from local schools, Title I surveys, the parent advisory committee and the district leadership. Tutors receive ongoing high-quality professional development. Each teacher participates in ongoing SPIRE and or Voyager training. The Reading Coach and principal monitor implementation of the SPIRE program.

Additional followup is conducted to ensure appropriate implementation and effective continuation.

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

1. 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.

Students who qualify for Title I services are provided with effective methods and instructional strategies that are scientifically research based and strengthen the core academic program throughout the day in reading and math. Reading is a school wide focus in grades K-3 and math and reading in grades 3-5. All students are provided Tier 1 instruction: above, on grade level or below grade- level. Tier 2 instruction is based on the students individual needs according to performance on daily formative assessments, reading and math weekly assessments, unit assessments, DIBELS PM and STAR reading and math data. During Tier 3 instruction, students are given additional instruction to further improve interferences after having been provided tier 1 and 2 services.

Classworks reading and math lessons are provided to students before and during school hours. Each student is assigned a grade level course that is prescriptive in order to address the students' academic needs. Students are assigned additional strands if they are having difficulty mastering state standards through RTI 2 or small group instruction.

During the day as well as after school tutoring is provided to Title I students in reading and math. Day time tutoring occurs daily for 45 min, where after school tutoring is 2 days per week for 90 min. Instruction is focused on interferences from STAR reading and math assessments and classroom performance. These services are provided during explicit small group instruction by a highly qualified tutor. The teacher monitors student progress and continue with interference based instruction.

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

Students who qualify for Title I services and are in the above subgroup categories receive Scientifically Research Based instructional strategies in small groups daily. Reading is the school wide focus in grades K-3 and math and reading in grades 3-5. All students are provided Tier 1 instruction at all levels: above, on grade level or below grade- level. Tier 2 instruction is based on the interferences students are experiencing according to performance on daily formative assessments, reading and math weekly assessments, unit assessments, DIBELS PM and STAR reading and math data. During Tier 3 instruction, students are given additional instruction to further improve interference after having been provided tier 1 and 2 services.

EL students receive additional instruction in language acquisition from a qualified EL teacher daily. When EL students are involved in the Title I program and activities, the local school administration consults with the EL teacher. The EL teacher serves as the liason between the teacher and the parent.

Special education students receive targeted instruction by the special ed resource teacher daily. Instruction is based on IEP determined needs.

Classworks reading and math lessons are provided to students before and during school hours. Each student is assigned a grade level course that is prescriptive in order to address the students' academic needs. Students are assigned additional strands if they are having difficulty mastering state standards through RTI 2 or small group instruction.

Students who need additional Classwork session have access before and after school as well as in small group stations in the classroom.

During the day as well as after school tutoring is provided to Title I students in reading and math. Day time tutoring occurs daily, where after school tutoring is 2 days per week for 90 min. Instruction is focused on interference from STAR reading and math assessments and classroom performance. These services are provided during explicit small group instruction by a highly qualified tutor. The teacher monitors student progress and continue with interference based instruction. Title I students in the Voyager Passport program have access to online resources from home through the reading and math program.

3. 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 for Elementary Schools)

NA

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

Students who have difficulty in mastering state academic assessments are monitored very closely. Each student is given the STAR assessment 5 times during the year in reading to determine individual needs. After each administration of the STAR, during data meeting we discuss a plan for each student who has not made adequate progress. We further look at other data points, Scantron and DIBELS to determine each child's needs. With that information teachers differentiate lessons to meet the students needs. Small groups occur daily in the classroom. Teachers provide explicit, intentional lessons to help students succeed. While teachers are in small groups other students are completing skills based lessons to further practice what they have learned in small group.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

Students who qualify for Title I services and are in the above subgroup categories receive Scientifically Research Based instructional strategies. Reading is the school wide focus in grades K-3 and math and reading in grades 3-6. All students are provided Tier 1 instructional levels: above, on grade level or below grade- level. Tier 2 instruction is based on the interference students are experiencing according to performance on daily formative assessments, reading and math weekly, unit assessments, DIBELS PM and STAR reading and math data. During Tier 3 instruction, students are given additional instruction to further improve interference after having been provided tier 1 and 2 services.

EL students receive additional instruction in language acquisition from a qualified EL teacher daily. When EL students are involve in the Title I program and activities, the local school administration consults with the EL teacher The EL teacher serves as the liason between the teacher and the parent.

Special education students receive targeted instruction by the special ed resource teacher daily. Instruction is based on IEP determined needs.

Classworks reading and math lessons are provided to students before and during school hours. Each student is assigned a grade level course that is prescriptive in order to address the students' academic needs. Students are assigned additional strands if they are having difficulty mastering state standards through RTI 2 or small group instruction.

Students who need additional sessions have access before and after school as well as in small group stations in the classroom. During the day as well as after school tutoring is provided to Title I students in reading and math. Day time tutoring occurs daily, where after school tutoring is 2 days per week for 90 min. Instruction is focused on interference from STAR reading and math assessments and classroom performance. These services are provided during explicit small group instruction by a highly qualified tutor. The teacher monitors student progress and continue with interference based instruction. Administrators, classroom teachers and resource teachers monitor closely the progress students make on informal assessments. STAR tests are monitored for the predicted achievement of students on state wide assessments.

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

Programs implemented are evidenced based, aligned to the Alabama College and Career Ready Standards and linked to school and district goals. Selected programs are used consistently while providing Title I services to selected students not only during the normal school, but during extended learning opportunities: After school tutoring program. Evidenced based programs implemented are listed below. These resources are aligned with the ACCRS.

Accelerated Reader (AR) - A computer based program designed to encourage independent reading and improvement literacy skills.

STAR Reading and Math - A reading and math program universal screener to identify areas of strengths and weaknesses and provide guidance in mastering the CCRS standards with explicit lessons and materials.

DIBELS is a benchmark assessment for grades K-3, and utilizes direct instruction focused on developing fluency, comprehension, phonics and vocabulary skills. Oral reading checks and story retelling are included in this assessment.

Wonders - An adopted reading program to promote literacy among all students by exposing them to research based instruction focusing on complex text, text evidence, collaborative conversations, reading-writing connection, reading stamina, oral vocabulary, leveled text, close reading, complex content, differentiation and intervention.

EnVision- An adopted math program to promote number sense and problem solving among all students by exposing them to research based instruction focused on practice and content standards, conceptual understanding, bar diagram models, and differentiated instruction.

SPIRE- Literacy intervention program that provides systematic direct instruction of phonemes. Program is designed for those with a print interference. Students who are at the 25%ile and below as well as fail to pass 3 out of the 4 screeners in grades K-6 participate in this program daily.

Classworks- A computer based program designed to be prescriptive in nature. It is aligned with STAR. As the student takes the STAR test it aligns skills based on what the student is ready for next.

Voyager Math A Targeted intervention program designed to assist struggling students in math to master critical concepts and skills. Vmath delivers essential content using strategies proven to accelerate and motivate at-risk students

Voyager Reading -A targeted intervention program in reading designed to accelerates student achievement by targeting the priority skills and strategies learners need to be fluent, on-level readers.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))

NA

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

Each grade level meets to discuss goals and review data from multiple data sources, STAR, DIBELS, Scantron, item analysis from Wonders and EnVision tests, and multisyllabic screeners. Once the data is analyzed we discuss as a team, strategies to assist teachers in creating intentional strategic lessons in classrooms. A team made up of the Reading Coach, AP and Principal monitor implementation of these lessons in small group and whole group. Each grade level meets monthly in order to determine if goals are being met. To reach the highest level of student achievement, evaluation is ongoing. Formally, the school evaluates the Targeted Assistance program every May through the use of surveys from stakeholders and analyzed disaggregated data. The school wide plan is a fluid program that constantly changes in order to accommodate the most recent data discoveries and needs. Sometimes, during the year, the plan needs to be adjusted to meet the needs of the students.

2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?

Teachers meet collectively to review assessment data to determine strengths and weaknesses of the program and to effectively meet each student's individual needs. The school leadership team reviews surveys and assessments of students on an ongoing basis. Adjustments are made accordingly to instruction as deemed necessary in order to meet every child's needs. We also review longitudinal data to determine trends. When reviewing the plan from the previous year as well as the data gathered from assessments, the team determines the effectiveness of the program. The assessments indicate students experience a high level of success. During the fall of every year, both the Reading Specialist and reading teachers gather data from the previous year. The students' preliminary scores are used to determine if the instruction was sustainable over the summer.

3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The team reviews all longitudinal data to determine the effectiveness of the program and strategies being implemented. Walk throughs are conducted frequently to monitor and determine the extent of implementation. Data discussions with teachers and tutors on a regular basis also help to determine the achievement of students.

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

The plan for continuing improvement is considered to be a working fluid document. Initially, the overall plan is set in place during each summer prior to the new school year. During the school year, as data is reviewed and professional development occurs, it may be necessary
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to modify the plan based on the latest data and information that is at hand. The goal of the plan is to provide benchmark goals as well as support to teachers and students to meet these goals.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

West Madison continues to focus on closing the gap between our poverty and non poverty students in the areas of reading and math. While we have made gains in achieving these goals, there is still additional room for growth in these areas.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

West Madison continues to focus on closing the gap between our poverty and non poverty students in the areas of reading and math. While we have made gains in achieving these goals, there is still additional room for growth in these areas. There were no goals that were changed or deleted.

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.	26.64

Provide the number of classroom teachers.

27.96

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1289392.85

Total

1,289,392.85

Administrator Units

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

Provide the number of administrators.

27.96

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	107074.5

Total

107,074.50

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	28020.24

Total

28,020.24

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.	61559.71

Total

61,559.71

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.	9720.0

Total

9,720.00

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.	2916.0

Total

2,916.00

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.	15750.94

Total

15,750.94

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.	3114.94

Total

3,114.94

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	50950.06

Provide a brief explanation and breakdown of expenses.

Tutoring Salary & Benefits \$ 45,950.06

Bus Driver Salary & Benefits (Afterschool tutoring) \$ 688.21

Fuel (Afterschool Tutoring) \$ 500.00

Materials & Supplies \$ 1,500.00

Professional Development \$ 1,500.00

Parent Involvement \$ 811.79

TOTAL Title I Allocation FY19: \$50,950.06

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	256349.28

Provide a brief explanation and breakdown of expenses.

2.9 Teachers

1 Administrator

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Each year we meet with parents of Title I students in late September. The purpose of the meeting is to inform parents as to what Title I is and how we will design a plan to address the academic needs of the student population as well as seek advice/input from parents to help generate ideas or implement improvement strategies to our existing programs and plans. This year the meeting was well attended and parents were able to meet the tutors as well as receive specific information concerning the program.

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))

The leadership and staff of West Madison Elementary School and Madison City Schools have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting will be held in the month of September. To accommodate for parents' schedules the meeting is in the evening hours in order to not interfere with the daily work schedules of the parents. We provide food and child care services. Parents met with tutors and administration from each school and discussed each school's specific tutoring needs.

Parent Conferences are arranged at a time convenient to the families. Two parents will serve on the title/ACIP committee. In addition, the ACIP plan will be posted on the website and in the office and all parents will have access to the plan and can make suggestions to modify the plan.

Parent involvement funds have been utilized to hire a parent involvement coordinator for the Madison City Schools.

Parent Meetings Scheduled during the year:

Back to school Community Night

Open House in August

Curriculum Nights 5:00-6:00

PTA Meetings 5:30

School wide Parent Nights: 5:30

Title I Parent Meeting 6:00

Math Night 5:30-7:30

Parent conferences are schedule before school/after school (the time most convenient for parents)

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))

Parents/students are given a handbook (Pawpad) at the beginning of each year. The Title 1 meeting in late September allows parents to learn about the program as well as meet the tutors. West Madison also has a website for parents to access as well and parents can follow West Madison through Twitter, PTA Member Hub and the PTA Facebook Page. The principal sends out a weekly newsletter telling about things going on at the school as well as a Building Reading Newsletter monthly to help parents support their children in the area of reading.

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))

West Madison utilizes the adopted school-parent compact. The compact was developed through a coordinated effort by school and district staff members and parental input. It is reviewed annually. All parents receive the parent compact during parent conference time. The compact is explained to the parents, and they will be asked to sign it signifying their commitment to working in partnership with the school to ensuring that their child is successful in school. The compact will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. Each compact is signed by an administrator, the parent and the student. It is kept on file with all other Title I information in the office.

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

There are two parents on the Committee who represent all the Title I parents of the school. All parents will be notified of the ACIP through notices sent home in our parent communication folders and through the school messenger system. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the office and on the website, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school at 211 Celtic Blvd. Madison, AL 35758 to Dr. Natalia Dooley or directly to the Superintendent.

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)

a part of the West Madison School community. We also host an Open House and Curriculum Nights at the beginning of the year for families and students to see their classroom and learn where places are in the school. Curriculum nights are held yearly in order for teachers to review local assessments and how they will monitor students' progress. Parents learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teacher.

In addition, West Madison/Madison City Schools will hold its annual Title I parent meeting held at the beginning of the school year. An explanation is given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parent teacher conferences are held in the fall or any other time the teacher or parent would like to request a conference. Teachers will try, to the best extent possible, to work around parent schedules.

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

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

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

West Madison Elementary will provide materials and advice to help parents work with their children to improve achievement, such as helping their child learn to read. A Building Reading Newsletter is sent home monthly to help parents with strategies to work at home with their children. Title One teachers and the Reading Specialist often attend parent conferences to help give support and ideas to parents regarding his/her child's academic success. Parents are invited to the RTI 2 meetings to discuss strategies to help their children be successful. The school counselor sends home a quarterly newsletter to show what character traits is being discussed in counseling. The media center has an active web page for parents to learn about various books that may interest their child. Parents often come to school and read to their child's class. Many classroom teachers invite parents to be a part of their writing celebrations throughout the year. Twitter, Facebook and the Principal newsletter is used to help parents stay abreast of West Madison news, both school wide and in individual classrooms.

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)

West Madison will educate all staff regarding the parent and school relationship. We at West Madison work with teachers through professional development, faculty meetings and grade-level meetings to understand the importance of parental involvement. West Madison teachers and administrators work with PTA to further develop the parent-school connection. We recognizes the importance of the parent

school relationship and our school population thrives on the volunteers that come in to our school every day. Parents come on a daily basis to help children.

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

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

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

West Madison has access to an interpreter who translates newsletters, assessment reports and other information sent home.

The interpreter also is available for parent teacher conferences as well as for any type of situation where an interpreter would be necessary.

Front office staff, teachers and administrators also utilize Trans-Act to help interpret newsletters and other forms.

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)

Madison City has a nine preschool classes located at Rainbow and the preschool center. Over the past few years, West Madison has received several students from this program. From the start of a child's school career the parents are encouraged to become in partnership with Madison City Schools.

West Madison hosts Back to School Community Outreach, Open House, Curriculum Night, Title I meetings, Parent conferences. Math and movie nights. West Madison has a large volunteer population of parents.

During the year, there will be opportunities for teachers to provide training in how to assist students in literacy and math skills at home. The counselor will provide individual sessions on an as needed basis. The counselor hosts a Coffee with the Counselor session several times during the year. Topics of discussion are determined by a survey(needs assessment) completed by the parents at the beginning of the year. The media specialist has a library committee comprised of parents, faculty members and community members to help with goals of the library. Parents volunteer are in the library throughout the year for special events and fundraisers.

The PTA has meetings 7-8 times per year. The meetings are comprised of information sessions concerning parents and students as well as a time to showcase students in each grade level.

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))

An interpreter is available when needed. Many of our forms are translated in Spanish or other languages as needed. All teachers have access to Translate a website that translates documents into other languages. The interpreter will also translate for parents at IEP meetings and help parents with forms for enrolling their child in school. Teachers also utilize the interpreter when sending notes home to parents. The DIBELS forms are also translated in Spanish. The interpreter is also available for Title I meetings.