



# ACIP

## West Point Intermediate Cullman County Board of Education

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

West Point was officially named and established as a community in 1918. The community was named by Mr. H. J. Jordan, Mr. W. A. Jordan, and Mr. Jim Lamb. It was first discussed as being "west" of the railroad. The men decided it need a more descriptive name and added "point" to the name, calling the community West Point. The first school in the West Point community was built in 1908 and named Crooked Creek School. The Cullman County Board of Education did not have funds available to build the school so the community members decided they would cut logs from their own farms to build the school. They hauled the logs to Mr. Jordan's sawmill and Mr. Jordan cut the logs at no charge. The one room schoolhouse was called Crooked Creek.

In 1918, the school was moved to its present location where a four room building had been built. The school was then renamed West Point. The school was heated by wood heaters. There was no running water and the restroom facilities were outside.

In 1922, a combination auditorium/gymnasium was build onto the back of the original four room schoolhouse. In 1923, West Point became a junior high school. All of the wood buildings had pot-belly heaters and pine floors which were kept oiled. Each student brought various vegetables from home to be cooked. The teacher gathered the vegetables, put them in a pot on the pot-belly heater and at lunch, each child was dipped a bowl of soup.

In 1929, the Vocational Agriculture Building was constructed. In 1935, the brick high school was constructed.

The first graduating class was in 1935 and consisted of eight boys and four girls. The first lunchroom at West Point was an old barracks that was moved from an army camp and set up on campus in 1947. The tables were made of wood, something like picnic tables, and lunches were ten cents each. In 1948, the boys gym as well as an addition to the high school was built. In 1951, the old gymnasium was converted to a lunchroom.

In 1960-61, the original wooden schoolhouse was torn down and replaced by the present block/brick building still in use today.

In 1964, the pond across the road was drained and a football stadium was built. The first football season started at West Point that year. The first band at West Point was organized in June, 1967.

In 1964, a six room addition to the high school was added below the gym. In 1969, two additional classrooms and a new Vocational Agriculture and Home Economics Building were added. A new band room and high school library were constructed in 1973. In 1976, several new classrooms as well as the elementary gymnasium were added. The new high school gymnasium was added in 1978.

In the fall of 1996, a large section of West Point High School was destroyed by fire. The high school attended classes in portable classrooms for the following two and 1/2 years while a new school was constructed. At the same time, a new middle school was built across the road behind the football field. An addition to the WPE campus was added in 2002 with the opening of the seven classrooms that serve as third grade location beside the elementary gym.

In 2006 the West Point Intermediate School was built across the road from the main campus and adjacent to the Middle School. This school presently consists of 14 classrooms, a computer lab, library, and a main office. The Intermediate School shares the lunchroom with the Middle School and the students are bussed across the road to the gym facilities at West Point Elementary. The school currently has 267

students enrolled in grades 4-5. Of the 2 enrolled, 30 are Hispanic, 1 American Indians, 3 African Americans, 2 Pacific Islanders and 1 Asian student. As of the 2018-19 40 day count, our school had 61.57% of its student population receiving free and/or reduced lunches.

West Point Intermediate became an official Leader In Me School in 2012. Nearly 100% of the faculty members are trained in the 7 Habits. To date, there are less than 140 Lighthouse schools in the country. In 2016, WPI earned Lighthouse status through the Leader in Me and in 2018 our school became a Blue Ribbon Lighthouse School. Our mission is to continue building leaders at West Point Intermediate through our leadership programs. Our teachers are committed to increasing student achievement and academics, while instilling the desire to be leaders and share responsibility in our students, which will raise the number of high school graduates, and prepare our kids to be college and or career ready.

## 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.**

School Mission:

The mission of West Point Intermediate School is to provide a rich education environment that challenges all students to perform at proficient and/or advanced levels in all subject areas. Students will be empowered learners that are directly involved in creating his/her learning. Students will be inspired and challenged to articulate he/her learning to further promote education success.

Our Commitment

West Point Intermediate strives to empower every child through authentic instruction in every classroom, every day of the school year.

Our school offers many programs during the school day and after hours.

1. Warrior Way- Students achieve Warrior Way status by maintaining high academics, positive behavior, and acceptable attendance.
2. WPI has a licensed therapist via Mental Health that visits the school to see pre-existing clients and referred clients as needed.
3. This is the fourth year in a row we are able to offer a Guidance Classroom to conduct whole group and small group lessons in a more practical and consistent location.
4. Our Lighthouse Team and whole faculty continue to implement technology strategies gained through I21 Zone and various trainings.
5. We were able to hire an instructional aide this year to assist in specific remediation and instruction.
6. We will have various staff members to travel to the Ron Clark Academy, The Leader in Me Symposium and visit schools across the state.
7. Our school offers over 15 different Leadership Roles for our students to serve on as leaders and take on roles and responsibilities within the school.
8. Our school has a Student Lighthouse Team that functions as a leadership team that helps facilitate school goals and activities.
9. We are working with the District to develop a Parent Leadership Committee that will help train other parents so they can access Home Portal through INOW, strategies for helping students at home, accessing teacher websites and lessons and other beneficial information throughout the school year.

## 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.**

1. As of June 2012 West Point Intermediate became an official Leader In Me School. Our school continues to send teachers to training and also incorporate the 7 Habits of Highly Effective People into daily lessons and during Leadership Time that is set aside each morning.
2. WPIS continues to plan and teach lessons that involve AMSTI.
3. Our school has 100% of highly-qualified teachers.
4. WPI is a Blue Ribbon Lighthouse School as of January of 2018.
5. Our school is continually striving to conduct monthly PLT meetings to analyze school data, discuss professional articles as they relate to our field, and improve upon strategic teaching methods.
6. Our 5th grade science classes continues to use and add to the outdoor garden that was created last year to enhance our hands-on science lessons.
7. This is our fifth year to have in our system a licensed therapist to visit our school via Mental Health to meet with pre-existing and referred students.
8. WPI has 1 laptop lab, and 3 Ipads within each classroom, and 8 Chrome Book carts to support the use of technology to date.
9. Our school held its annual Leadership Day with a Living Museum in May 2018 with over 250 guests and continues to have one in the spring of each school year.
10. Our school became a TLIM Lighthouse School in 2016.
11. WPI will continue to improve Scantron Learning Gains for our students.
12. Our system has implemented a Teacher Advisory Program at every school. Each school counselor and principal has undergone training and/or advisement on the expected program. West Point Intermediate uses daily Leadership Time each day to implement our Teacher Advisory Program and will provide a mentor program that follows REACH and CARE standards.
13. In 2018 our 4th and 5th graders tested above the District average in Math and Reading on the Scantron.

## **Additional Information**

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

Additionally to being an official Blue Ribbon Lighthouse School, 90% of our school has attended the Ron Clark Academy and directs instruction and activities based on that trip. These visits have prompted our school to incorporate the use of manners in a consistent manner at our school as we continue our endeavor to help each child become a leader. Our faculty as a whole believes that we as educators have a responsibility to also facilitate learning that isn't always academic. In other words, we believe that we as teachers should employ our students with the essential tools required to be a kind, knowledgeable, and productive citizen. We continue to hold discussions within our PLT and faculty meetings to maintain this culture and improve academic success. This school year, 2018-2019, members of our faculty will once again travel to the Ron Clark Academy, Blue Ribbon Schools Symposium and other schools in an effort to constantly move forward and improve our practice.

# **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.**

In the spring of each year, West Point Intermediate School Leadership Team meets to review, evaluate, and revise its Continuous Improvement Plan. The parents on the committee represent the parents of the entire school and were asked to serve on this committee due to their constant involvement during the school year. The committee is then informed of the specific roles by our administration. Meetings are scheduled during and after school hours to accommodate all stakeholders. Parents are notified by phone of the time of the meeting to develop and revise the plan and may give their input regarding the revision of the plan. If any parent finds the plan to be unsatisfactory, they can submit their concerns in writing to the school, and the school will submit the parent's concerns to the central office at the time the plan is submitted for approval.

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

\*Principal- Oversees the development and implementation of the CIP and guides teachers to identify strengths and weaknesses of all needs assessment data as they relate to our school.

\*Faculty- Assesses the strengths and weaknesses that correlate to the Scantron and identifies goals relevant to student achievement.

\*ELL Teachers- Develops goals that help ensure our ELL population is served adequately under the CIP.

\*Special Education Teacher- Assesses strengths and weaknesses and collaborates with the faculty to ensure the strategies and activities being included in the plan meet the needs of students with an IEP.

\*Community Stakeholders- Meets with local school personnel and discuss strengths and weaknesses as they relate to our school and methods of improvement.

**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 Leadership Team will share the completed Continuous Improvement Plan with the entire staff of West Point Intermediate at the October Early Release day meeting. The Improvement Plan can be found on the school's website, viewed at the school or an electronic copy can be mailed at parent's request. Progress as it relates to our improvement plan is distributed at Title I Meetings, Parent/Teacher Conference Day, and by parental request.

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	see attached Student Performance Data document	West Point Intermediate Student Performance

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

## Areas of Notable Achievement

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

For 2017-18 West Point Intermediate's overall proficiency was above the district average. (WPI - 54%, District - 50%).

For 2017-18 West Point Intermediate's 5th grade Reading proficiency was 13% higher than the district average. (WPI 60% - District - 47%)

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

SCANTRON scores grew Spring 2017 to Spring 2018

5th grade Reading Proficiency scores grew from 46% (4th grade) to 60% (5th grade) showing longitudinal growth.

5th grade Math Proficiency scores grew from 41% (4th grade) to 50% (5th grade)

### Which area(s) indicate the overall highest performance?

5th Grade Reading and Math Scores on SCANTRON.

Overall Reading Proficiency scores increased 10 points. (54% from 44%)

Overall Math Proficiency scores increased 19 points. (53% from 34%)

West Point Intermediate attendance rates stayed above 95%.

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

Fall 2017-2018 to Fall 2018-2019 Scantron shows the following:

Male math scores increased from 42% (2017-2018) to 46% (2018-2019).

### Between which subgroups is the achievement gap closing?

Fall 2017-2018 to Fall 2018-2019 Scantron data shows the following:

Male reading achievement gap closed and exceeded by 2 percent. (2017-2018 1 percent gap) (2018-2019) exceeded by 2 percent. Male math achievement gap closed 3 percent. (2017-2018 5 percent gap 2018-2019 2 percent gap).

Reading Meal Assistance gap closed by 4 percent. (2017-2018 9 % 2018-2019 5 percent.

Math Meal Assistance gap closed by 1 percent. (2017-2018 8% to 7%)

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

Findings are consistent with At-Risk students, using Compass Diagnostics and Scantron, showing growth during the 2017-18.

Findings are also consistent with classroom formative and summative assessments.

## Areas in Need of Improvement

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

Although we showed yearly growth and were above district average in proficiency, WPI was slightly below the district average in growth gains. Students who met their Reading growth percentage goals at WPI was 52%, District 56%. Students who met their Math growth Math percentages at WPI was 58%, District 60%.

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

Longitudinally, there is a drop in student proficiency from 2016-17 3rd grade students and 2017-18 4th grade students at WPI.

3rd Grade Proficiency 63% Reading, 75% Math

4th Grade Proficiency 48% Reading, 57% Math

### Which area(s) indicate the overall lowest performance?

Our overall lowest area of improvement was in the area of 4th grade reading. Proficiency was 48% and Growth Gains was 38% for the 2017-18 school year.

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

Fall 2017-2018 to Fall 2018-2019 Scantron data shows the following:

Decreasing performance in LEP subgroup in both Reading and Math.

Decreasing performance in Meal Assistance subgroup in both Reading and Math.

### Between which subgroups is the achievement gap becoming greater?

Fall 2017-2018- Fall 2018-2019 Scanton data shows the following:

Math female gap became greater by 1%. 2017-2018 even 2018-2019 1%.

Reading LEP subgroup became greater by 21%. 2017-2018 33% proficient 2018-2019 12% proficient.

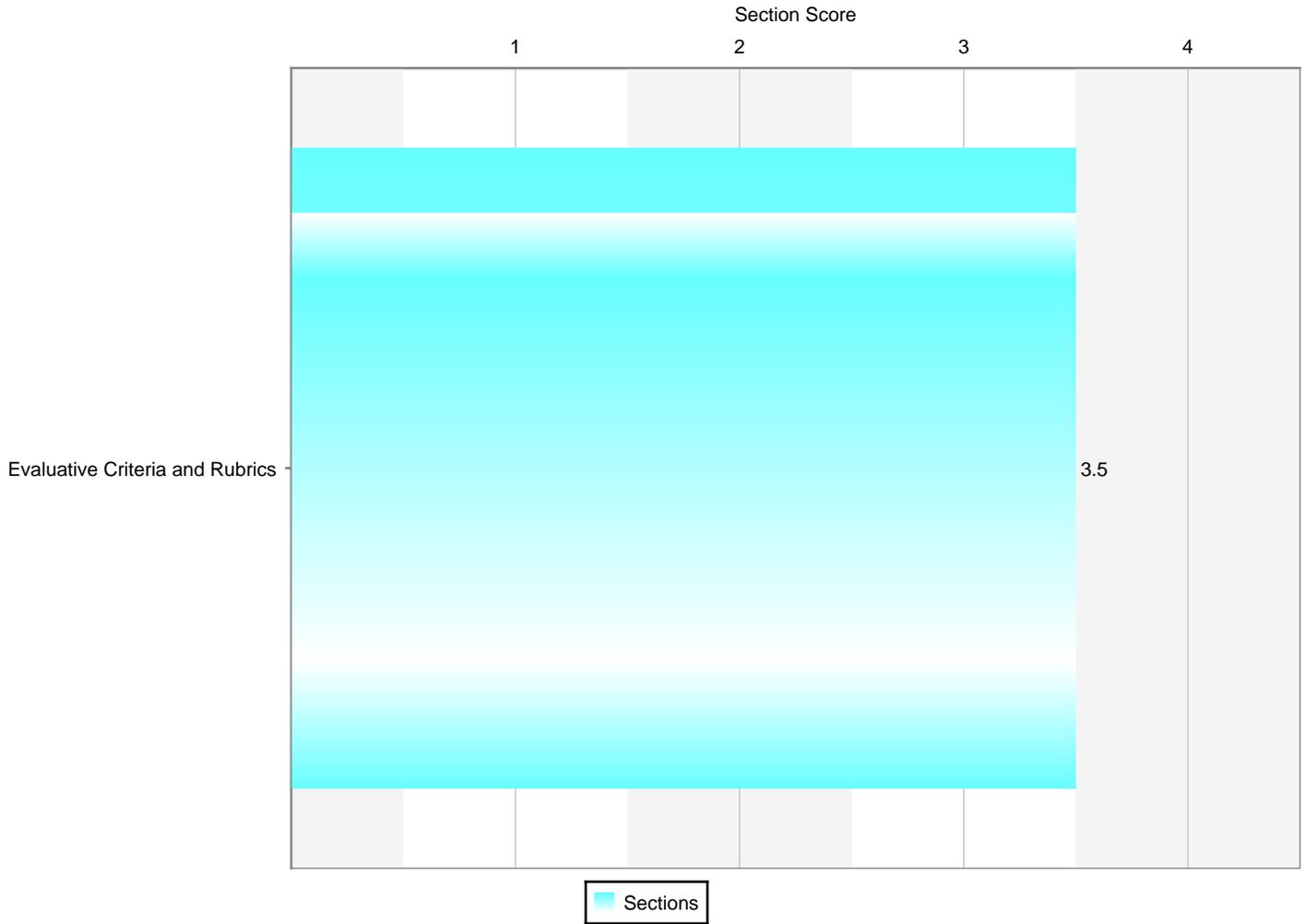
Math LEP subgroup became greater by 12%. 2017-2018 47% proficient 2018- 2019 35 % proficient.

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

The achievement gap between regular education students and special education students is still in existence, but the gap is not yet becoming noticeably greater.

## 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		Team Members

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		Compliance

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		Non-Discrimination

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		Parent Engagement Plan

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		Parent Compact

# **2018-2019 West Point Intermediate ACIP**

## Overview

### Plan Name

2018-2019 West Point Intermediate ACIP

### Plan Description

2018-2019 West Point Intermediate ACIP

## 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	Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$29305
3	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

## Goal 1: Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

### Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: by 05/24/2019 as measured by Scantron Math from 53% to 58%, Scantron Reading from 54% to 59% for students reaching the benchmark.

### Strategy 1:

Effective Instruction - West Point Intermediate has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the standards across all content areas.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards.	Academic Support Program, Direct Instruction, Career Preparation/Orientation, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and Teachers

Activity - Effective Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Intermediate will focus on effective instruction by incorporating multiple teaching styles and strategies including: depth of knowledge questioning and procedures using Webb's DOK wheel and techniques, Socratic Seminars, Differentiation Strategies gained from the Nuts and Bolts Conference this past summer and other forms of professional development.	Academic Support Program, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Instructional Strategies and Resources - WPI will attend the Technology Conference and use strategies gained from that conference to increase student performance and ensure instructional efficiency. -FUSION/i21Zone provided Professional Learning for educators in grades 4-8 through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2018-19 school year. West Point Intermediate will continue to utilize and implement these strategies. District instructional and technology coaches will continue coaching teachers throughout the school year.	Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and Teachers

## Goal 2: Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

### Measurable Objective 1:

collaborate to collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during the implementation of specified activities.

### Strategy 1:

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will use knowledge gained to increase their efficiency and efficacy as an educator. Teachers will self-reflect, share their learning, and implement the knowledge during the 2018-19 school year.

Teachers will also grow via Educator Effectiveness, which promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through

SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the academic year, periodic early release days for professional development. A calendar of monthly topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday four times a year for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and Staff

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are new to West Point Intermediate will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and Teachers

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Intermediate teachers will engage in a book study, The Wild Card, and utilize techniques, strategies and professional growth to improve their teaching practice.	Professional Learning	08/08/2018	05/24/2019	\$200	General Fund	Administration and Faculty

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Point Intermediate

Teachers will observe other teachers and visit classrooms once a semester, while also using SWIVL to record their own teaching and evaluate their instruction.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers and Administrators
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WPI will engage in various professional learning opportunities throughout the year and attend the Blue Ribbon School Conference.	Professional Learning	08/08/2018	05/24/2019	\$5367	Title I Schoolwide	Administration, Faculty, and Staff

**Strategy 2:**

Culture - West Point Intermediate focus on continually improving culture to ensure that student performance and achievement, staff morale and community/stakeholders relationships.

Activity - Blue Ribbon Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WPI will continue to follow and improve upon the Blue Ribbon action plan and attend the Blue Ribbon Conference.	Parent Involvement, Recruitment and Retention, Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers and Administrators

Activity - Parental and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Intermediate will strive to increase parental involvement and knowledge of the interworking of West Point Intermediate. WPI will increase opportunities for parents and students to be involved in school through Parent Nights, Turn-Around Training, Newsletters, Remind, Class Dojo, and other forms of communication.	Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Faculty, and Staff

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WPI and CCBOE will launch attendance initiatives and incentives throughout the year to continue to boost attendance.	Parent Involvement, Behavioral Support Program, Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Faculty, and Staff

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at West Point Intermediate transitioning from one grade level to the next will receive support through the following programs: Move-Up Days, School Visits, and Locker Day.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Leadership Team, Teachers, Counselors, Staff

**Strategy 3:**

Student Support - West Point Intermediate will implement student support teams and teacher advisory groups to support our students in the development of not only

academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Intermediate will continue to implement the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at WPI to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning and Elevate (k-5) for remediation lessons to improve student outcomes.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers and Administrators

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and Teachers

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teacher will work with at-risk students, students with low proficiency, and provide small group instruction through Compass, Edgenuity, and other forms of instruction.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$23738	Title I Schoolwide	Intervention Teacher

## Goal 3: EL Goal: Progression of EL students toward language acquisition

### Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

### Strategy 1:

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers
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Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

## Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

### Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

### Strategy 1:

Collect and Utilize Data Sources - West Point Intermediate will collect, analyze, and apply findings from data sources to improve and drive instruction in order to increase student and teachers achievement.

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

**ACIP**

West Point Intermediate

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in faculty meetings, grade-level meetings, monthly Rtl meetings, and periodically throughout the year to analyze Scantron, Compass, Accelerated Reader, Rtl, and other formative and summative assessments to drive instruction, increase student achievement, and target areas in need of improvement.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, faculty, and staff

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will develop WPI's Continuous Improvement Plan. Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Extra Curricular, Parent Involvement, Professional Learning, Academic Support Program, Policy and Process, Direct Instruction, Behavioral Support Program, Community Engagement, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Faculty, and Staff

Activity - Educator Effectiveness / Leadership Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Point Intermediate

Educator Effectiveness and Leadership Effectiveness will occur throughout the school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Teachers and leaders will receive ongoing feedback with targeted suggestions for self assessment for professional growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Faculty, and Staff
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Activity - ACIP Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Intermediate faculty and staff will meet periodically to asses our CIP and make changes as necessary to better direct our instruction and ensure student achievement.	Parent Involvement, Professional Learning, Academic Support Program, Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Faculty, and Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Teacher	Intervention teacher will work with at-risk students, students with low proficiency, and provide small group instruction through Compass, Edgenuity, and other forms of instruction.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$23738	Intervention Teacher
Professional Development	WPI will engage in various professional learning opportunities throughout the year and attend the Blue Ribbon School Conference.	Professional Learning	08/08/2018	05/24/2019	\$5367	Administration, Faculty, and Staff
<b>Total</b>					\$29105	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Release	Throughout the academic year, periodic early release days for professional development. A calendar of monthly topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday four times a year for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Professional Learning	08/08/2018	05/24/2019	\$0	Administration and Staff
Student Transition	Students at West Point Intermediate transitioning from one grade level to the next will receive support through the following programs: Move-Up Days, School Visits, and Locker Day.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	Administration, Leadership Team, Teachers, Counselors, Staff

**ACIP**

West Point Intermediate

<p>Educator Effectiveness / Leadership Effectiveness</p>	<p>Educator Effectiveness and Leadership Effectiveness will occur throughout the school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Teachers and leaders will receive ongoing feedback with targeted suggestions for self assessment for professional growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.</p>	<p>Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program, Technology</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administration, Faculty, and Staff</p>
<p>Student Support Teams - RTI</p>	<p>West Point Intermediate will continue to implement the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly Rtl meetings will take place at WPI to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning and Elevate (k-5) for remediation lessons to improve student outcomes.</p>	<p>Academic Support Program, Direct Instruction, Behavioral Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Teachers and Administrators</p>
<p>ACIP Data Review</p>	<p>West Point Intermediate faculty and staff will meet periodically to assess our CIP and make changes as necessary to better direct our instruction and ensure student achievement.</p>	<p>Parent Involvement, Professional Learning, Academic Support Program, Community Engagement</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administration, Faculty, and Staff</p>
<p>Data Analysis</p>	<p>At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.</p>	<p>Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administrator, EL and Classroom Teachers</p>

**ACIP**

West Point Intermediate

Attendance	WPI and CCBOE will launch attendance initiatives and incentives throughout the year to continue to boost attendance.	Parent Involvement, Behavioral Support Program, Community Engagement	08/08/2018	05/24/2019	\$0	Administration, Faculty, and Staff
Dyslexia Screening and Intervention	Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administration and Teachers
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	District support, Administration, EL and Classroom Teachers
Technology Integration	-Instructional Strategies and Resources - WPI will attend the Technology Conference and use strategies gained from that conference to increase student performance and ensure instructional efficiency. -FUSION/i21Zone provided Professional Learning for educators in grades 4-8 through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2018-19 school year. West Point Intermediate will continue to utilize and implement these strategies. District instructional and technology coaches will continue coaching teachers throughout the school year.	Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	Administration and Teachers

**ACIP**

West Point Intermediate

Parental and Family Engagement	West Point Intermediate will strive to increase parental involvement and knowledge of the interworking of West Point Intermediate. WPI will increase opportunities for parents and students to be involved in school through Parent Nights, Turn-Around Training, Newsletters, Remind, Class Dojo, and other forms of communication.	Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	\$0	Administration, Faculty, and Staff
Standards Based Instruction	- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards.	Academic Support Program, Direct Instruction, Career Preparation/Orientation, Technology	08/08/2018	05/24/2019	\$0	Administration and Teachers
Data Meetings	Teachers will meet in faculty meetings, grade-level meetings, monthly Rtl meetings, and periodically throughout the year to analyze Scantron, Compass, Accelerated Reader, Rtl, and other formative and summative assessments to drive instruction, increase student achievement, and target areas in need of improvement.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	Administration, faculty, and staff
New Teacher Support	Teachers who are new to West Point Intermediate will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Professional Learning	08/08/2018	05/24/2019	\$0	Administration and Teachers

**ACIP**

West Point Intermediate

Blue Ribbon Schools	WPI will continue to follow and improve upon the Blue Ribbon action plan and attend the Blue Ribbon Conference.	Parent Involvement, Recruitment and Retention, Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	Teachers and Administrators
Effective Instruction	West Point Intermediate will focus on effective instruction by incorporating multiple teaching styles and strategies including: depth of knowledge questioning and procedures using Webb's DOK wheel and techniques, Socratic Seminars, Differentiation Strategies gained from the Nuts and Bolts Conference this past summer and other forms of professional development.	Academic Support Program, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	Administration and Teachers
Leadership Teams	The Leadership Team will develop WPI's Continuous Improvement Plan. Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Extra Curricular, Parent Involvement, Professional Learning, Academic Support Program, Policy and Process, Direct Instruction, Behavioral Support Program, Community Engagement, Technology	08/08/2018	05/24/2019	\$0	Administration, Faculty, and Staff
Teacher Observations	Teachers will observe other teachers and visit classrooms once a semester, while also using SWIVL to record their own teaching and evaluate their instruction.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	Teachers and Administrators
<b>Total</b>					<b>\$0</b>	

**ACIP**

West Point Intermediate

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	West Point Intermediate teachers will engage in a book study, <i>The Wild Card</i> , and utilize techniques, strategies and professional growth to improve their teaching practice.	Professional Learning	08/08/2018	05/24/2019	\$200	Administration and Faculty
<b>Total</b>					\$200	

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached Stakeholder Feedback Worksheet	WPI stakeholder-feedback-worksheet

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

The climate and culture survey for parents provided the following data; Parents chose 4 answer choices for 3 questions.

#### C1 - Things Teachers Say to Students

71% - We will be working on...

71% - You got it right...

52% - Explain your work...

43% - You are learning...

#### C2 - Things Students are Most Often Doing at School

75% - Taking tests...

65% - Listening to the teacher...

49% - Thinking and completing worksheets...

46% - Working with others...

#### C3 - Interactions with Staff

72% - Respectful

60% - Helpful

57% - Supportive

54% - Trusting

The Teacher Inventory provided the following teacher data:

C3 - 100% - Participate in formal professional collaboration with peers

C14 - 100% - Formal opportunities to develop positive relationships with peers

C10 - 92% - Design lessons by first determining expected outcome

E4 - 92% - Formal process to determine individual learning needs of students

According to our Blue Ribbon Survey reports, WPI also reported the following:

\*High Levels of Positive School Climate (2.9 out of a 3 point scale)

\*A Safe Environment for Learning (2.9)

\*Data Drives Instruction (2.8)

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

Overall culture, climate, and parent satisfaction at WPI remains very strong.

Blue Ribbon Areas of Strength Report indicate satisfaction in a positive school climate and culture (e.g., club day, leadership day, student leadership jobs, welcoming entrance with student pictures, student greeters, positive interactions among faculty and students).

- 2.B.1 - Positive school climate (Score 2.9 on a 3 point scale)
- 2.B.7 - Teacher show respect to students (Score 2.8 on a 3 point scale)
- 2.D.7 - Welcoming culture (Score 2.7 on a 3 point scale)
- 2.D.3 - Classroom engagement (Score 2.8 on a 3 point scale)

2018 Climate and Culture Parent Survey overall highest score results:

- C1 - Parents believe teachers respond positively to students (71%)
- C3 - Parents believe that interactions among faculty are positive (72%)

2018 Teacher Inventory overall highest score results:

- C3 - Teachers believe in formal professional collaboration with peers (100%)
- C14 - Teachers believe students have opportunities to develop positive relationships (100%)
- C2 - Teachers believe lessons are based on high expectations for students (92%)
- C10 - Teachers believe lessons are designed by first determining the expected outcome (92%)

2018 Student Engagement Report overall highest score results:

- C6 - School rules help them make good choices (47%)
- C9 - Learning connects to the real world (63%)
- C13 - Activities are relevant to student interests (75%)
- C18 - Schoolwork is considered important (58%)

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

According to diagnostic surveys, Blue Ribbon Assessment Surveys, and feedback from stakeholders, West Point Intermediate continues to have a high overall culture and climate that focuses on the needs of our students and ensures that we continue to improve in all facets of our school.

## Areas in Need of Improvement

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

2018 Climate and Culture Parent Survey overall lowest score results:

- C1 - 8% of parents believe that teachers require a specific strategy to learn an outcome
- C2 - 75% of parents believe that teachers give too many tests
- C2 - 65% of parents believe that students's time is spent listening to the teacher
- C2 - Only 11% of parents believe that students are completing challenging work
- C3 - 37% of parents believe that our interactions with them are brief.

2018 Teacher Inventory overall lowest score results:

- C5 - Only 58% of WPI teachers believe that goals need to be more individualized
- C8 - Only 50% of WPI teachers design lessons with the intent of using digital tools for learning
- E1 - Only 50% of WPI teachers plan lessons to raise awareness and appreciation for other cultures

2018 Student Engagement Report overall lowest score results:

- C14 - 37% of students feel uncomfortable when speaking in front of the class
- C15 - 21% of students would prefer to stay at home

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

2018 parent surveys showed that 11% of students are completing challenging work which reflects a decrease in satisfaction from the percent that were high expectations for students from the previous year.

2018 teacher surveys indicated a decrease in the lessons which include tasks and activities that require students' use of digital tools for learning. Surveys also indicate a decrease in teachers student achievement data to modify and adjust materials and lessons for students.

### What are the implications for these stakeholder perceptions?

2018 surveys showed that parents perceive that students are spending too much time taking tests and listening to the teacher.

Activities will be included tin the ACIP to ensure that teachers are using student achievement data to drive instruction.

Lesson plans should reflect differentiation of instruction for students.

Students will be given more opportunities to collaborate with peers in order to support their comfort level when speaking to larger groups.

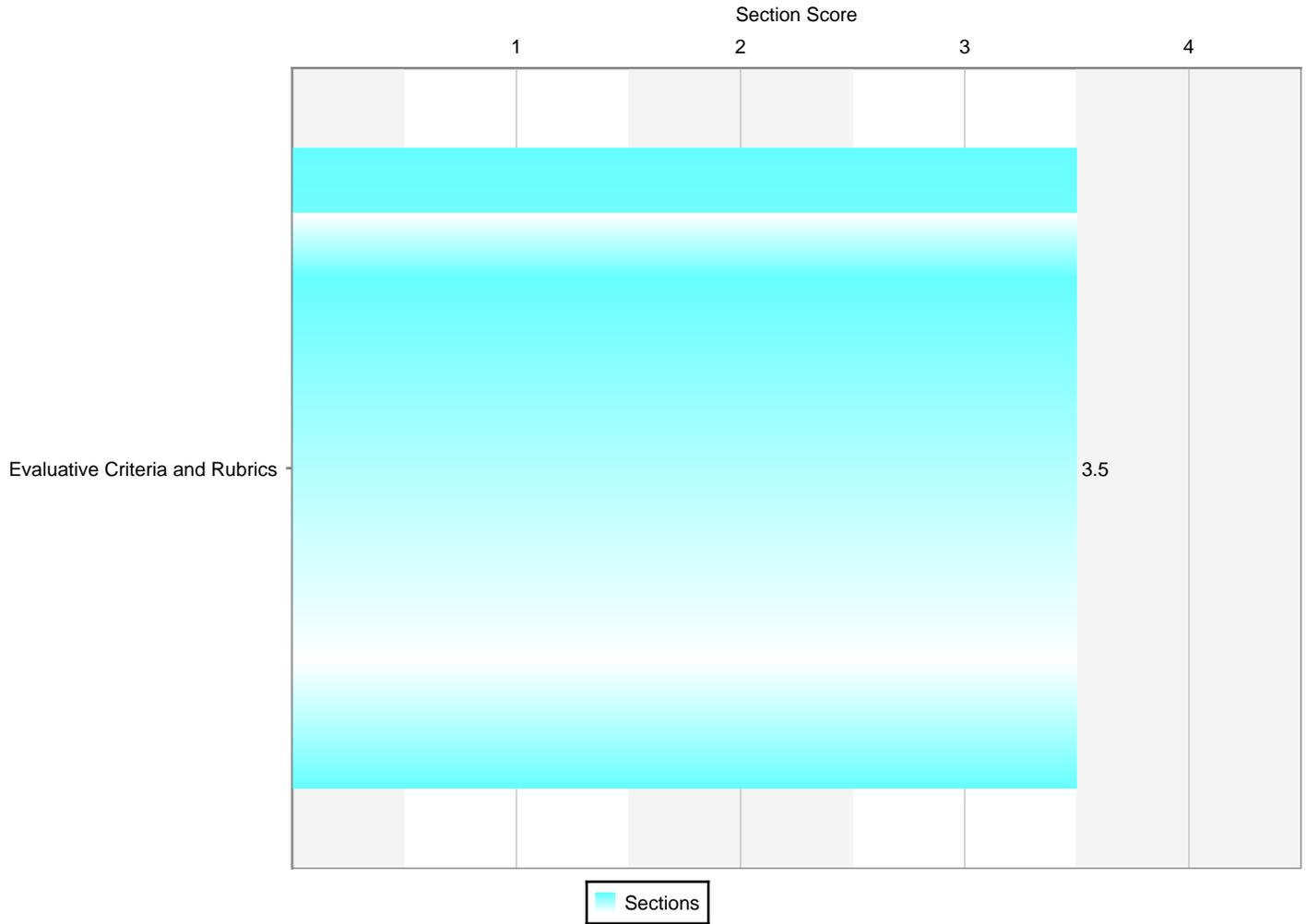
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Findings are consistent with Blue Ribbon Assessment Surveys, and feedback from stakeholders.



## Report Summary

### Scores By Section



# Title I Schoolwide Diagnostic

## Introduction

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

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

### How was the comprehensive needs assessment conducted?

As a school, we reviewed our 2017-18 CIP to determine how we progressed and if we met the goals of our CIP. We shared this information with our faculty, stakeholders, and parents. The staff members, parents, and community stakeholders provided feedback on areas that were considered strengths and weaknesses. Our leadership team met before school began to analyze the data and identify specific areas of focus for our school in the 2018-19 school year. We analyzed Scantron data and reports from Blue Ribbon Survey results from the 2017-18 school year. In August, as a faculty, we analyzed data and looked at specific grade level and subject levels to create goals and action plans for our school. We disaggregated the data to identify specific students that were in need of support and from that we created our tiered instruction plans. We met as a school to develop strategies, improve parental involvement plans, and enhance our student advisory program to ensure that we meet our school's goal for instructional improvement for the 2018-19 school year.

### What were the results of the comprehensive needs assessment?

Based on the data analysis, the leadership team developed a school wide focus for the 2018-19 school year. WPI's focus for the upcoming school year is quality questioning and depth of knowledge questioning, while also improving the development of higher order/critical thinking skills, and improving our reading in math scores as a school.

### What conclusions were drawn from the results?

The leadership team at West Point Intermediate concluded the following based on data meetings, walk-throughs, and standardized assessments:

- Students need to develop critical thinking/higher order thinking skills and focus on our questioning.
- We need to continue to focus on our "close" students and improve our "needs support students" to ensure adequate growth.
- Our students need to build a foundation of math skills and vocabulary fluency in order to progress in mathematics and reading.
- Our school scored above the district average and improved overall proficiency scores in 2017-18.
- Our school culture/student involvement is a major strength for our school.

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

- The overall satisfaction of the school by parents, students, and faculty is very high.
- Our lowest survey in differentiated instructed.
- Our scores were above the district average and we met our 5% growth goals.
- Our 4th grade reading scores still need to improve but are showing improvement.

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

The goals of West Point Intermediate all focus on meeting the needs of our students through differentiated instruction, the enhancement of technology, with a focus on student engagement, the development of higher order/critical thinking skills, continuing our student leadership program and increasing parent engagement in a collective effort to meet the needs of our school.

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

WPI's goals are evident when analyzing Scantron, Stakeholder Surveys, and Blue Ribbon Parental Surveys.

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

Students at WPI have equal access to all services and programs including free/reduced lunches, club participation, school wide services, Special Education services, ELL services, and our counseling program. Migratory/Homeless and ELL students are identified upon enrollment and assisted with needs. All students return a home language survey and we maintain a student/parent compact to ensure our students will have equal access and an equal opportunity to meet their needs.

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

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

### Goal 1:

Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

### Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: by 05/24/2019 as measured by Scantron Math from 53% to 58%, Scantron Reading from Scantron Reading from 54% to 59% for students reaching the benchmark.

### Strategy1:

Effective Instruction - West Point Intermediate has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the standards across all content areas.

Research Cited:

Activity - Effective Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate will focus on effective instruction by incorporating multiple teaching styles and strategies including: depth of knowledge questioning and procedures using Webb's DOK wheel and techniques, Socratic Seminars, Differentiation Strategies gained from the Nuts and Bolts Conference this past summer and other forms of professional development.	Direct Instruction Technology Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards.	Technology Career Preparation/Orientation Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

**ACIP**

West Point Intermediate

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Instructional Strategies and Resources - WPI will attend the Technology Conference and use strategies gained from that conference to increase student performance and ensure instructional efficiency. -FUSION/i21Zone provided Professional Learning for educators in grades 4-8 through modeled lessons and by working side-byside with teachers to develop and deliver engaging technology-based instruction to students during the 2018-19 school year. West Point Intermediate will continue to utilize and implement these strategies. District instructional and technology coaches will continue coaching teachers throughout the school year.	Direct Instruction Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

**Goal 2:**

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

**Measurable Objective 1:**

collaborate to collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during the implementation of specified activities.

**Strategy1:**

Culture - West Point Intermediate focus on continually improving culture to ensure that student performance and achievement, staff morale and community/stakeholders relationships.

Research Cited:

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WPI and CCBOE will launch attendance initiatives and incentives throughout the year to continue to boost attendance.	Parent Involvement Community Engagement Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

**Strategy2:**

Student Support - West Point Intermediate will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

**ACIP**

West Point Intermediate

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate will continue to implement the deployment of a system-wide RTI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly Rtl meetings will take place at WPI to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning and Elevate (k-5) for remediation lessons to improve student outcomes.	Academic Support Program Direct Instruction Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and Administrators

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school Rtl Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teacher will work with at-risk students, students with low proficiency, and provide small group instruction through Compass, Edgenuity, and other forms of instruction.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$23738 - Title I Schoolwide	Intervention Teacher

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

**Goal 1:**

Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement: by 05/24/2019 as measured by Scantron Math from 53% to 58%, Scantron Reading from Scantron Reading from 54% to 59% for students reaching the benchmark.

**Strategy1:**

Effective Instruction - West Point Intermediate has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the standards across all content areas.

Research Cited:

Activity - Effective Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate will focus on effective instruction by incorporating multiple teaching styles and strategies including: depth of knowledge questioning and procedures using Webb's DOK wheel and techniques, Socratic Seminars, Differentiation Strategies gained from the Nuts and Bolts Conference this past summer and other forms of professional development.	Direct Instruction Academic Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Instructional Strategies and Resources - WPI will attend the Technology Conference and use strategies gained from that conference to increase student performance and ensure instructional efficiency. -FUSION/i21Zone provided Professional Learning for educators in grades 4-8 through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2018-19 school year. West Point Intermediate will continue to utilize and implement these strategies. District instructional and technology coaches will continue coaching teachers throughout the school year.	Technology Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards.	Technology Direct Instruction Career Preparation/ Orientation Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

**Goal 2:**

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

**Measurable Objective 1:**

collaborate to collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data SY 2018-2019

collected during the implementation of specified activities.

**Strategy1:**

Culture - West Point Intermediate focus on continually improving culture to ensure that student performance and achievement, staff morale and community/stakeholders relationships.

Research Cited:

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WPI and CCBOE will launch attendance initiatives and incentives throughout the year to continue to boost attendance.	Parent Involvement Behavioral Support Program Community Engagement	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

Activity - Parental and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate will strive to increase parental involvement and knowledge of the interworking of West Point Intermediate. WPI will increase opportunities for parents and students to be involved in school through Parent Nights, Turn-Around Training, Newsletters, Remind, Class Dojo, and other forms of communication.	Parent Involvement Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

**Goal 3:**

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

**Strategy1:**

Collect and Utilize Data Sources - West Point Intermediate will collect, analyze, and apply findings from data sources to improve and drive instruction in order to increase student and teachers achievement.

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

**ACIP**

West Point Intermediate

Activity - ACIP Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate faculty and staff will meet periodically to assess our CIP and make changes as necessary to better direct our instruction and ensure student achievement.	Professional Learning Academic Support Program Parent Involvement Community Engagement	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

Activity - Educator Effectiveness / Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educator Effectiveness and Leadership Effectiveness will occur throughout the school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Teachers and leaders will receive ongoing feedback with targeted suggestions for self assessment for professional growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Technology Behavioral Support Program Professional Learning Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in faculty meetings, grade-level meetings, monthly Rtl meetings, and periodically throughout the year to analyze Scantron, Compass, Accelerated Reader, Rtl, and other formative and summative assessments to drive instruction, increase student achievement, and target areas in need of improvement.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, faculty, and staff

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et

seq.)

**Goal 1:**

Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement: by 05/24/2019 as measured by Scantron Math from 53% to 58%, Scantron Reading from Scantron Reading from 54% to 59% for students reaching the benchmark.

**Strategy1:**

Effective Instruction - West Point Intermediate has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the standards across all content areas.

Research Cited:

Activity - Effective Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate will focus on effective instruction by incorporating multiple teaching styles and strategies including: depth of knowledge questioning and procedures using Webb's DOK wheel and techniques, Socratic Seminars, Differentiation Strategies gained from the Nuts and Bolts Conference this past summer and other forms of professional development.	Academic Support Program Technology Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards.	Direct Instruction Technology Academic Support Program Career Preparation/ Orientation	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Instructional Strategies and Resources - WPI will attend the Technology Conference and use strategies gained from that conference to increase student performance and ensure instructional efficiency. -FUSION/i21Zone provided Professional Learning for educators in grades 4-8 through modeled lessons and by working side-byside with teachers to develop and deliver engaging technology-based instruction to students during the 2018-19 school year. West Point Intermediate will continue to utilize and implement these strategies. District instructional and technology coaches will continue coaching teachers throughout the school year.	Technology Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

**Goal 2:**

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

**Measurable Objective 1:**

collaborate to collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during the implementation of specified activities.

**Strategy1:**

Culture - West Point Intermediate focus on continually improving culture to ensure that student performance and achievement, staff morale and community/stakeholders relationships.

Research Cited:

Activity - Parental and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate will strive to increase parental involvement and knowledge of the interworking of West Point Intermediate. WPI will increase opportunities for parents and students to be involved in school through Parent Nights, Turn-Around Training, Newsletters, Remind, Class Dojo, and other forms of communication.	Parent Involvement Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

Activity - Blue Ribbon Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WPI will continue to follow and improve upon the Blue Ribbon action plan and attend the Blue Ribbon Conference.	Career Preparation/ Orientation Professional Learning Recruitment and Retention Academic Support Program Direct Instruction Parent Involvement Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and Administrators

**Strategy2:**

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Teachers will use knowledge gained to increase their efficiency and efficacy as an educator. Teachers will self-reflect, share their learning, and implement the knowledge during the 2018-19 school year. Teachers will also grow via Educator Effectiveness, which promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through

SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Research Cited:

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the academic year, periodic early release days for professional development. A calendar of monthly topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday four times a year for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration and Staff

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate teachers will engage in a book study, The Wild Card, and utilize techniques, strategies and professional growth to improve their teaching practice.	Professional Learning	08/08/2018	05/24/2019	\$200 - General Fund	Administration and Faculty

**ACIP**

West Point Intermediate

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe other teachers and visit classrooms once a semester, while also using SWIVL to record their own teaching and evaluate their instruction.	Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and Administrators

**Goal 3:**

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

**Strategy1:**

Collect and Utilize Data Sources - West Point Intermediate will collect, analyze, and apply findings from data sources to improve and drive instruction in order to increase student and teachers achievement.

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - ACIP Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Intermediate faculty and staff will meet periodically to asses our CIP and make changes as necessary to better direct our instruction and ensure student achievement.	Academic Support Program Community Engagement Parent Involvement Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in faculty meetings, grade-level meetings, monthly Rtl meetings, and periodically throughout the year to analyze Scantron, Compass, Accelerated Reader, Rtl, and other formative and summative assessments to drive instruction, increase student achievement, and target areas in need of improvement.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, faculty, and staff

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will develop WPI's Continuous Improvement Plan. Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Academic Support Program Community Engagement Professional Learning Policy and Process Extra Curricular Behavioral Support Program Parent Involvement Technology Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

Activity - Educator Effectiveness / Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educator Effectiveness and Leadership Effectiveness will occur throughout the school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Teachers and leaders will receive ongoing feedback with targeted suggestions for self assessment for professional growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program Direct Instruction Professional Learning Technology Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Faculty, and Staff

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

**Goal 1:**

EL Goal: Progression of EL students toward language acquisition

**Measurable Objective 1:**

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

**Strategy1:**

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

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

West Point Intermediate and Cullman County Schools employ an interpreter who helps translate official documents and reports such as Progress Reports, Report Cards, Meetings, and other documents for students and parents who are identified as EL Learners. WPI teachers also use Google Translate to help students progress in both the class and language acquisition. WPI teachers also work with an EL teach who use SDAIE strategies.

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

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

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

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

West Point Intermediate vets new hires through SearchSoft, and all new hires are highly qualified and well trained in their academic areas.

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

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

0%, WPI actually added a new unit this year and we were able to reduced class sizes with the addition of another highly-qualified teacher.

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

WPI has one teacher and one administrator with an Educational Specialist Degree, and another teacher is working on her Master's in Counseling. Approximately 60% of our staff have a Master's degree or are pursuing a higher degree. We have three teachers with less than 5 years experience at WPI in 2018-19.

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

Not Available

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

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

WPI uses data from Scantron, Stakeholder surveys, Blue Ribbon surveys, classwork, and other forms of formal and informal assessment to determine professional development needs for faculty, staff, and students.

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

Teachers, administrators, and staff participate in monthly professional development meetings that vary in topics that are based on the district or local school needs. Teachers will work with AMSTI coaches, technology coaches, and other professionals throughout the year to improve instruction, provide resources, and increase the overall capacity of the school. Teachers will also attend the Cullman County Technology Conference, CCBOE Grade-level meeting dates, Nuts and Bolts Training, book studies, Emergenetics personality assessments and other professional development opportunities throughout the year.

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

WPI and Cullman County Schools implement the Alabama Mentor Teaching standards to ensure that new teachers are working with veteran teachers in their building who can assist and support them throughout their first year. WPI follows the guidelines and requirements set forth by CCBOE and the state of Alabama.

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

Professional Development at West Point Intermediate is sustained through monthly release days, grade level meetings, common planning times, and built in professional development days throughout the school year in a collective effort to improve throughout the 2018-2019 school year.

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

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

**Goal 1:**

Learning Support Goal: Identify barriers to teaching & learning and align support systems to address barriers.

**Measurable Objective 1:**

collaborate to collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during the implementation of specified activities.

**Strategy1:**

Culture - West Point Intermediate focus on continually improving culture to ensure that student performance and achievement, staff morale and community/stakeholders relationships.

Research Cited:

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at West Point Intermediate transitioning from one grade level to the next will receive support through the following programs: Move-Up Days, School Visits, and Locker Day.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Leadership Team, Teachers, Counselors, Staff

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

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

Teachers meet at least once a month and use data gained from Scantron tests, RTI datas, Compass and other forms of data so that they might identify strengths and weaknesses, develop plans for differentiated instruction, and ensure RTI students are progressing. All teachers have input in these meetings and participate in leading different aspects of the meeting.

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

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

1. All teachers will collaborate to implement differentiated instruction to address the items standards most commonly missed in reading and math on a regular basis.
2. Classroom Teachers will differentiate instruction, focus on questioning and in collaboration with an instructional teachers, RTI coordinators, and other teachers, they will offer remediation for students identified as not having mastered specific standards or are in need of support based on the ASPIRE score.
3. Students not meeting the state's academic achievement assessment standards are identified in various ways: Parent/Teacher Conferences, Scantron testing, Classroom Assessment RTI/PST Teams, Data Meetings
4. Grade level meetings and vertical teaming will be held to discuss and adjust instructional procedures and strategies based on results of benchmarks tests, grades, and other progress monitoring methods.

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

Assessments are used to determine if standards/objectives are mastered or if remedial activities need to be implemented or further extended. Teachers will reteach skills targeting most missed standards and focus of Tier 2 and Tier 3 students. All teachers will collaborate to implement differentiated instruction to address the most missed standards in reading and math with as students on a regular basis.

1. Data analysis of Scantron
2. Instructional Aides providing enrichment/remedial assistance
3. Peer Tutoring
4. Differentiating instruction within Tiers 2 and 3 using Compass, a computer based program
5. Focus on DOK questions to ensure that all level of students are being engaged.

### **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.**

Teacher review of student permanent records, previous test results and any other information which would help the teacher determine student strengths and weaknesses

\*Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction

\*Communication with previous teachers and parents who have insight about student learning styles

\*Providing small group instruction and intervention for children experiencing difficulty

\*Conduct data meetings regularly to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed

\*Encouraging parental involvement in student education through school conferences, telephone conversations, REMIND, and notes

\*Students may enter our school at 7:30 to receive additional help as needed.

\*Teachers offer free tutoring for Math during Break

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

Services provided include remediation, enrichment, tutoring services, technology, school supplies, hygiene supplies, donations, monitoring, and accommodations on an individual basis. Under served populations have equal access to all programs at WPI. Disabled children are afforded an individualized education plan developed to meet their needs. Students who are at risk of failing are given the opportunity to work with mentors from the community. The following programs are available to all students:

- Compass Learning
- Computer labs, books and resources from the library
- A wide variety of software
- Instructional support
- Small group instruction
- Resource teachers are available to give low-achieving students small-group instruction.

An individual program and placement must be developed for the Limited English Proficient student in Cullman County Schools. A certified ELL teacher provides instruction for these students 3-4 hours per week. No neglected or delinquent students have been identified but a plan is in place if one should enroll in our school. Our RTI Team meets regularly throughout the year to address the concerns of teachers regarding students who are at-risk of failing either academically or socially. The team tracks the progress of students who are referred to them on a regular basis. A tracking log of student progress is maintained. The RTI team recommends accommodations for the teachers to use in order to assist the referred students. Students with handicaps and /or disabilities are identified and an individual education program is developed for them. Reform strategies are consistent with, and are designed to implement state initiatives and local improvement plans.

West Point Intermediate adheres to Alabama State Accountability Laws.

All students have equal access to the same free appropriate public education including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent. These students have access to all services and programs available.

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

N/A

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

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

The local, State, and Federal programs and resources that are coordinated and integrated toward the achievement of our school-wide goals include but are not limited to; principal walk-throughs, grade level meetings, professional learning team meetings, lesson plans, early release professional development days, Educator Effectiveness, Title I funds, local school funds, District Reading and Math Instructional Coaches, AMSTI Specialist, guidance programs, and the Child Nutrition Program. Our faculty discusses the goals and strategies during professional learning team meetings and grade level meetings. These strategies are documented in their lesson plans and are evident during principal walkthroughs.

Title I funds and local funds are used to purchase instructional supplies and technology that support the achievement of our school wide goals. The AMSTI Specialist supports our math and science teachers with their instruction and by supplying physical resources as needed.

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

The CNP consistently works with our school to help coordinate lessons about healthy eating choices and the importance that healthy eating has on our students' overall learning. Our guidance counselor routinely teaches lessons on student leadership and the importance of making good choices. We have a school resource officer that teaches a course about online safety, bullying, and cyber-bullying. After guidance counselor routinely teaches lessons on making good decisions, Student Advisory Groups meet monthly. During the Student Advisory Group meetings, REACH lessons are taught based on the needs determined by the Needs Assessment Survey given to students at the beginning of the year. Our school nurse implements healthy behaviors and teaches students about proper wellness behaviors.

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

Our schools holds monthly PLT meetings and data meetings. Our principal conducts walk-throughs throughout the year, administers stakeholder feedback surveys, holds parent/teacher conferences, and a Title I Parent Meeting. The results of those are used to further implement and evaluate our school-wide programs.

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

Student data is evaluated by the whole faculty, within grade-level meetings and across departments to analyze weaknesses and negative/positive trends in data. Furthermore, student data is analyzed for possible referrals to Rtl or additional tutoring within our local school.

**How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

Student data is evaluated by the whole faculty, within grade-level meetings and across departments to analyze weaknesses and negative/positive trends in data. Furthermore, student data is analyzed for possible referrals to Rtl or additional tutoring within our local school. Our faculty analyzes data from the SCANTRON, classroom progress, report cards, and parent/teacher observations to determine if students that are considered at-risk, are increasing in achievement.

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

At any time if our plan is deemed insufficient or simply not being effective, our staff could and would make changes to our plan so that the needs of all students and each subgroup are correctly met.

# 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.	13.38

Provide the number of classroom teachers.

13.38

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	654758.0

Total

654,758.00

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	87264.0

Total

87,264.00

### Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	30516.0

Total

30,516.00

### Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	52596.0

Total

52,596.00

## Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55488.0

Total

55,488.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total 0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5064.0

Total

5,064.00

## 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.	1519.0

Total

1,519.00

## 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.	9049.0

Total

9,049.00

## Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1623.0

Total

1,623.00

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	76466.0

**Provide a brief explanation and breakdown of expenses.**

T-1 (75,255.00)

P/I (1211.00)

1100 - Teacher = 1 FTE = .81 Salary and Benefits (010),( 200 - 299) = 46,149.72

1100 - Part time Intervention Teacher (018),(200 - 299) = 0

1100 - Classroom Materials and Supplies - (400 - 499) = 0

1100 -SPUR Aide (319) = 1 = 23,738.00

2190 - Tutoring, Parent Engagement , Folders, Planners, Colored Paper, etc (191), (200 - 299) = 0

(413) = 1211.00

2215 - Professional Development - Registration, Travel, &amp; other Purchased Services (180 &amp; 200 - 299) = 0

(300 - 399) = 5,367.28 (Blue Ribbon)

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**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.**

N/A

### 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.**

N/A

### 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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

# 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))**

During the first semester that school is in session, West Point Intermediate School holds its annual meeting of Title I parents. Parents are notified of the meeting through newspaper ads, parent letters and our school-wide calling system. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times. Topics to be discussed at the meeting are:

- What it means to be a Title I School
- Requesting Qualifications of your Child's Teacher
- Introduction of Parent Leaders/Contacts
- The 1% Set-Aside
- Notifications of teachers who are not Highly Qualified
- Timeline for this years' Parent Involvement Opportunities (including opportunities to share in decision making)
- The LEA Title I Plan
- The Annual Evaluation of the Parental Involvement Plan
- The LEA Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan.
- Parents Right-to-Know Rights
- The CIP
- The School Parental Involvement Plan
- School-Parent Compacts

**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))**

WPI holds meetings at least 2 times per year. Meetings time are scheduled in both the morning and evening. Parents are notified via School Messenger, Weekly Newsletters, Twitter, and notes via the take home folder. Parent teacher conferences are held in the Fall and meeting times are available from 12:00 pm until 7:00 pm in order to allow or some flexibility for parents. Parents are also able to schedule meetings with teachers through communication with the teachers and administration. All parents are afforded time throughout the year to meet and discuss Title I in the school and also be involved in our decision-making process. Funds designated for parental involvement have been used to purchase folders/planners that have pertinent school information and they allow parents to stay informed about what is going on at West Point Intermediate.

**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 are provided a description and explanation of the school's curriculum, student assessments, and student achievement expectations as follows: Student handbooks, school curriculum pamphlets are available at the County Office, teachers meet with parents at Open House and discuss the curriculum and assessments that will be covered in his/her content area.

\*Parents are allowed to schedule conferences with teachers as needed and we have a Parent Teacher Conference in October each year.

\* Parents have access to INOW@Home that details grades, attendance, discipline and school related news.

**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))**

The compact for West Point Intermediate was developed by teachers, administrators, parents and students. The compact is given out and returned at Open House and housed in the classroom for use during parent-teacher and/or student-teacher conferences. It is signed by the parent, parent and student as a commitment to share responsibility for improved student academic success. The compact is reviewed, evaluated, and revised annually as needed.

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

A description of procedures that are employed to allow parents to make and submit (to the LEA) their comments for dissatisfaction with the School Parent Involvement Policy and Plan when it is submitted to the LEA are included in the Cullman County Board Policy Manual. Procedures state that any parent who disagrees with the Continuous Improvement Plan can make their complaints known by sending them in writing to the principal, federal program coordinator, superintendent, or the State Department of Education.

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

WPI will provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. West Point Intermediate hosts a school wide open

house each year, provides parents with the school report card which details state content standards, midway progress reports, parent teacher conferences, maintains a school web site with a parent information page concerning student report cards, state testing data, and progress reports. West Point Intermediate, in conjunction with our district, continue to support a parental advisory team that serves as link between parents and teachers throughout the school year. The Parent Connect team is also trained throughout the year on specific topics which support student achievement. Turn around training will occur at the local school supported by the Parent Connect Team along with two additional teachers. Additionally, our school offers a Grandparents' Day, Parents' Day, Leadership Day, Parent Nights, and Career Day to invite all stakeholders and prospective families into our school to showcase our success and initiatives.

**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)**

WPI, with assistance from parents, shall educate all faculty and staff on how to better communicate, form and improve partnerships, and increase meaningful engagement with parents and stakeholders. West Point Intermediate will continue working with the faculty and staff through faculty and data meetings about the importance of increasing parental involvement. WPI will strive to build and maintain working relationships with parents and our school. Teachers have provided access to lesson plans and class material via their website and provide communication about school activities through weekly newsletters, school messenger, Remind and Twitter.

**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)**

Student handbooks, school curriculum pamphlets are available at the County Office, teachers meet with parents at Open House and discuss the curriculum and assessments that will be covered in his/her content area.

\*Parents are given a School-Parent agreement at open house to fill out which discusses how parents, teachers, and students will all work together and share responsibility for student achievement. This jointly developed document helps to establish a partnership between the school and parents. These are kept on file in each teacher's classroom.

- Parents are invited to attend our annual Open House, Parent/Teacher Conference Day and have access to our plan at those times.

- The Title I plan will be made available for parents to view on our school website and a copy will be available in our office.

- Two parents and a community member were involved in writing the plan.
- Parents are continually invited to meet with any and all appropriate school personnel as they deem necessary.
- We have a district wide parental advisory committee.
- Parental involvement funds are used to purchase planners for the students to improve communication between school and home.
- Parent Resource Box is available in the main office, which includes handouts and resources that can be distributed to the parents as needed.

**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)**

Parents with limited English proficiency have the opportunity to speak with our System-Wide Parent Liaison from the central office as needed. Our liaison translates materials in language appropriate to the parent. Also, our system provides school information (handbook and lunch menus) in Spanish.

\*Parents with physical disabilities can have access to school information via our web site, parent letters, Remind, class Dojo, newsletter, and school memos.

**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)**

WPI will provide reasonable support for parental involvement activities as parents may request.

Parents are involved through our parent volunteer activities and they are encouraged to participate in parent teacher conferences, Career Day, Open House, field trips, participation and involvement in developing our CIP, Leadership Day/ Living Museum Day, and other school activities

**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))**

\*Parents with limited English proficiency have the opportunity to speak with our System-Wide Parent Liaison from the central office as needed. Also, our system provides school information (handbook and lunch menus) in Spanish.

\*Parents with physical disabilities can have access to school information via our web site, parent letters, and school memos.

\*Each school site has an ELL teacher also available to help limited English proficiency parents to understand information sent home from the school.