ACIP

Welti Elementary

Cullman County Board of Education

Mrs. Gina M Webb, Principal
8545 County Road 747
Cullman, AL 35055-9254

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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?

Welti Elementary School is a rural school located in Cullman County, Alabama. The Welti community encompasses 26 miles with a total population or 2,292 residents. The school was established in 1890. Welti was a Junior High School until 1989 and a K-6 school until 2011. The main building of the current campus was constructed in 1924. Welti Elementary is the heart of the community, where traditional values are embraced.

Currently, Welti Elementary serves Kindergarten-fifth grade students with approximately 166 students and has approximately 67% free and reduced lunches. The student body is 90% White, 8 % Hispanic, 1% Asian, and 1% Multi-Race. There are also 18 Pre-K students.

Welti Elementary's staff is comprised of: 17 faculty and staff members, 15 certified and 3 non-certified staff members. Welti Elementary has 11 regular education teachers, one part-time counselor, one library aide, one part-time instructional coach, one physical education teacher, one special education teacher, one part-time speech pathologist, and one principal. There is one part-time teacher who serves students in Gifted and Talented Education and a part-time teacher who serves students who are considered English Language Learners. A licensed practical nurse serves Welti Elementary School. Of the 2 non-certified staff members have an Associate's Degree in Child Development.

Our students come from diverse backgrounds and socioeconomic status. Students at Welti Elementary vary from living with both parents, to living with a single parent, living with grandparents, living in foster care, or living with other friends and/or family members. Our programs are varied to intentionally meet the individual needs of our students.

The focus of Welti Elementary will be: the implementation of College and Career Readiness Standards; Quality Instruction; Learning Supports; Management; and Leadership Skills develop through the Leader in Me Program. Welti Elementary was evaluated by the Blue Ribbon Schools Committee during March of 2018. Welti was identified as a Beacon school and is in the process of completing an Action Plan to work towards Blue Ribbon Status.

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.

Mission of Welti Elementary School is to provide a safe environment and challenging learning experiences that allow each student to develop the skills and knowledge necessary to become a responsible, successful citizen.
We strive to increase the social, emotional, and behavioral development of all students.

The vision of Welti Elementary is for all students who walk through our doors, regardless of circumstances, to receive the best education possible and leave our school being the best they can be.

We will prepare students with knowledge and skills needed to be productive, accountable, and responsible citizens and be the catalyst that allows them to impact our society through leadership and inspiration.

Welti is dedicated in its purpose to meet the needs of our students and community. Input from stakeholders guides the priorities for our system to address strong partnerships with stakeholders to achieve the school's purpose.

We belive:
Through instruction we engage learners through quality aligned college and career ready standards, instruction, and assessments in all content areas.
By supporting learning we identify barriers to teaching and learning and align support systems to address barriers.
With management, we effectively use our teachers, leaders and staff to increase student achievement, stakeholder involvement and satisfaction.

Welti Elementary is comprised of a team of professionals who are passionate about teaching children and who strive to help all students become 21st century learners. The decisions related to school achievement are data driven. Our staff focus is to develop a workforce that operates as a unified team based upon the identified strengths of individual members. Scientifically research based programs are used in all core areas of instruction.

Scantron and DIBELS assessments are used for universal screening and progress monitoring, and a variety of formative assessments are used to frequently monitor student progress. Instruction is adapted as appropriate, to address individual needs of students which includes using the RtI model-Tiers I, II, and III. Instructional planning and pacing is conducted using course of study, common core standards, and pacing guides.

Welti Elementary provides additional classes for our students: they receive Special Education services, library, music, computer, character education, guidance programs, Spanish, and Beginner Band, as well as the 7 Habits.

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.

During the last three years Welti Elementary has received several achievements.

Welti Elementary's faculty and staff were selected as the Top 25 Teachers in the State of Alabama

Welti Elementary was selected as a Blue Ribbon Beacon School.

Welti Elementary has received a PALS clean campus award for five years. Teachers, students, and parents have worked collaboratively to improve the appearance of the school campus.

Welti has made improvements to the school in the area of safety procedures. Pass codes and key pads have been added to the backdoors, so they can remain locked during school hours. Teachers have received the latest safety training and safety and security measures will continue to remain a yearly focus. Additionally, an updated camera systems have been installed.

Welti has an Ambassador Program, which allows students to take on leadership roles and responsibilities as well as represent our school in a variety of community projects.

A student mentoring program has been developed. Students are paired with an adult advocate and establish personal, career and academic goals. Mentoring groups meet eight times throughout the year.

Student clubs have been established. Students participate based on interest.

Welti completed the fifth year of the Leader in Me process. Our teachers, faculty, and staff are promoting the 7 Habits in the curriculum and by modeling them in our daily lives. Welti Elementary planned and implemented our 2nd Leadership Day to showcase everything they have accomplished through the Leader in me process.

Welti Elementary had maintained a 95% or higher attendance rate for our students.

Third grade students increased growth in reading achievement and math achievement on Scantron. Reading growth 18% and math growth 22%.

Fifth grade students increased growth in math achievement on Scantron. Math proficiency growth 22% Fifth grade ranked the highest in the county in Scantron Reading and Math.

Welti students, parents, and community members in partnership with Alabama Wildlife Federation have developed an Outdoor Classroom Area. This area allow students to learn in a multi-disciplinary approach. Welti is in the process of receiving an Outdoor Classroom Certification.

Welti Elementary's Archery Team had one student to qualify for the Alabama State Archery Tournament and two students to qualify for the National Archery Tournament.. They also received an invitation and participated in Center Shot National Archery Tournament.

Welti Elementary has worked to improve technology and has implemented a one-to-one device program in grades 3-5 and grades K-2 have six iPads in every class.

Welti Elementary houses an Office of School Readiness Pre K unit. This allows us to provide pre-school education for 18, 4 year-olds. This pre-school program promotes school readiness and early childhood learning.

We have received numerous grants.

Welti Elementary has worked to increase community and parental involvement

In an effort to continually improve, over the next three years, we will focus on:
-Improving overall reading scores
-Improving overall math scores
-Improving overall science scores
-Improving student attendance
-Provide sustained professional development to meet the needs of teachers and students
-Upgrade technology to meet the needs of students
-Promote community and parental involvement

Additional Information

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

Welti Elementary continues to provide effective leadership and instruction through early release days and professional development days. This allows teachers and staff to benefit through learning opportunities provided by: district, state and local means. Professional learning assures accountability for ourselves and our students as we promote success and safety.

We are excited to be in the next phase of the Leader in Me process. We will learn ways to align curriculum to incorporate the 7 Habits. The faculty and staff have made a commitment to work diligently to instill leadership qualities and principles in our students.

After changing from a K-6 school in 2011 to a Pre K-5th school Weltii Elementary experienced a slight drop in student enrollment. Since, 2013 our enrollment has steadily grown.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Welti Leadership Team includes: the principal, teachers, paraprofessionals, parents and community business representatives. Community members live and/or own businesses in the Welti Community and are also alumni of Welti School. The parent members play an active role in the school. They are involved with numerous school activities and special events. The leadership team has been involved in the development of the preliminary and final consolidated plan, as well as completed necessary revisions.

The Welti Leadership Team met in July to evaluate plans for the 2018-2019 school year. The team analyzed school-wide data, surveys, and goals to formulate a plan. All of these components were used as a guide to develop the Welti Elementary School Continuous Improvement Plan.

The staff and faculty met in August to analyze data and reflect on school needs. They helped identify strengths and weaknesses and gave input for the 2018-2019 school year. Welti parents met in August to review school data and identify areas in which they can be involved. All Leadership Meetings provided multiple stakeholder opportunities for input. These meetings include School Leadership Team, Budget Committee, Parental Involvement Meetings, Data Meetings and Grade Level meetings.

Parental Advisory meetings are held throughout the year. Welti Elementary has three parents representing the school at the County Parent Connection Meetings. Turn around training and sharing will occur back at the local schools after these meetings occur.

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

Representation of stakeholders include Principal, Teachers, Staff, Support Staff, Parents, EL Teacher, Gifted Teacher, and Students. The Leadership Team reviewed the needs assessment data, student assessment data, stakeholder feedback data, retention data, and attendance data. The team also looked at previous goals and created a draft of current goals and activities. The team members suggested strategies, looked at professional development needs, and budget plans for the 2018-2019 school year.

Welti Elementary Leadership Team
Gina Webb-Principal
Tiffany Gambrill-Teacher
Brian O'Rear-Teacher
Brittany Thompson-EL Teacher
Kelly Duke-Community Member
Marsha Hawthorne-Parent/PTO
Brionna Wilbanks-Parent PTO President
Nancy Keith-Parent PTO Treasurer

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 Welti Elementary Continuous Improvement Plan was communicated to teachers, parents and stakeholders throughout the year. The plan is presented to faculty and staff at the October Early Release Day

-The plan is reviewed and approved at the October Board of Education Meeting

-The improvement plan is posted on the school website

-A copy of the plan is placed in the school office and library

-The plan is presented to stakeholders at Parent Involvement Meetings

-School Leadership Teams will meet mid-year to analyze and evaluate the plans and make adjustments for improvements

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Welti Elementary Student Performance Data Comparison Document is attached	Student Performance Data Comparison for Welti

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

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

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

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

Areas of Notable Achievement

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

Areas that are indicated above the expected levels of performance-

Scantron Test Results-

Third grade Scantron Reading 66% proficient. This was an increase of 18%.

Third grade Scantron Math 56% proficient. This was an increase of 22%.

Fifth grade Scantron Reading 80% proficient. This was an increase of 4%.

Fifth grade Scantron Math 74% proficient. This was an increase of 22%.

DIBELS-

Kindergarten DIBELS 93% proficient in Letter Naming Fluency.

Welti has maintained a 95% or higher attendance rate.

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

Welti experienced a positive trend in data in the areas of:

Scantron

Fourth grade Scantron math 55%. This was a 1% growth target.

Overall school growth for Scantron Math was 5% growth target.

Overall school growth for Scantron Reading was 5% growth target.

Which area(s) indicate the overall highest performance?

The areas that indicate the overall highest performance-

Scantron-

Third grade Scantron math and fifth grade Scantron math.

Third and fifth grade both experienced a 22% increase in proficiency in math.

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

The subgroup that shows a trend toward increasing performance is the economically disadvantaged students. They scored at a proficient rate of 57% on Scantron Reading. The non economically disadvantaged students scored a 44% proficient rate on Scantron Reading.

The economically disadvantaged students scored 13% higher than their peers in the area of proficient on Scantron reading.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the subgroups of economically disadvantaged students. They scored at a higher proficiency on Scantron reading than the non economically disadvantaged students.

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

Other data sources such as grades, classroom assessments, formative assessments, show consistent findings.

Areas in Need of Improvement

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

The area that is below the expected performance level is

Scantron-

Fourth grade Scantron reading was below the expected levels of performance with a 50% proficient rate. This is a -16% drop.

DIBELS

First grade DIBELS was below the expected level of performance with a 32% rate on Oral Reading Fluency. This is -25% less than the District percentage of 57.

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

Area that show a negative trend in performance are-

Scantron Reading-

Fourth grade Scantron reading showed a negative trend performance in reading with a -16% drop in scores.

Fifth grade Scantron reading did not meet the 5% proficient growth goal. Fifth grade obtained a 4% proficient growth in reading.

Scantron Math-

Fourth grade Scantron math did not meet the 5% proficient growth goal. Fourth grade obtained a 1% growth goal in math.

Which area(s) indicate the overall lowest performance?

The area that indicates the overall lowest performance-

Scantron-

Fourth grade Scantron math indicates the overall lowest performance at 50% proficient. This is a -16% decrease in scores.

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

The subgroups that show a trend toward decreasing performance are the economically disadvantaged.

Scantron Math

The economically disadvantaged students scored a 36% proficient on Scantron math. The non economically disadvantaged students scored a 39% proficient on Scantron math.

The non economically disadvantaged students scored 3% above the economically disadvantaged on Scantron math.

Between which subgroups is the achievement gap becoming greater?

The gap between the economically disadvantaged subgroups and the non economically disadvantaged is becoming greater in math.

Scantron Math

Economically Disadvantaged scored 36% proficient on Scantron Math.

The non economically disadvantaged scored 39% proficient on Scantron Math.

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

Other data sources such as classroom grades, formative assessments, classroom assessments showed similar finding.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
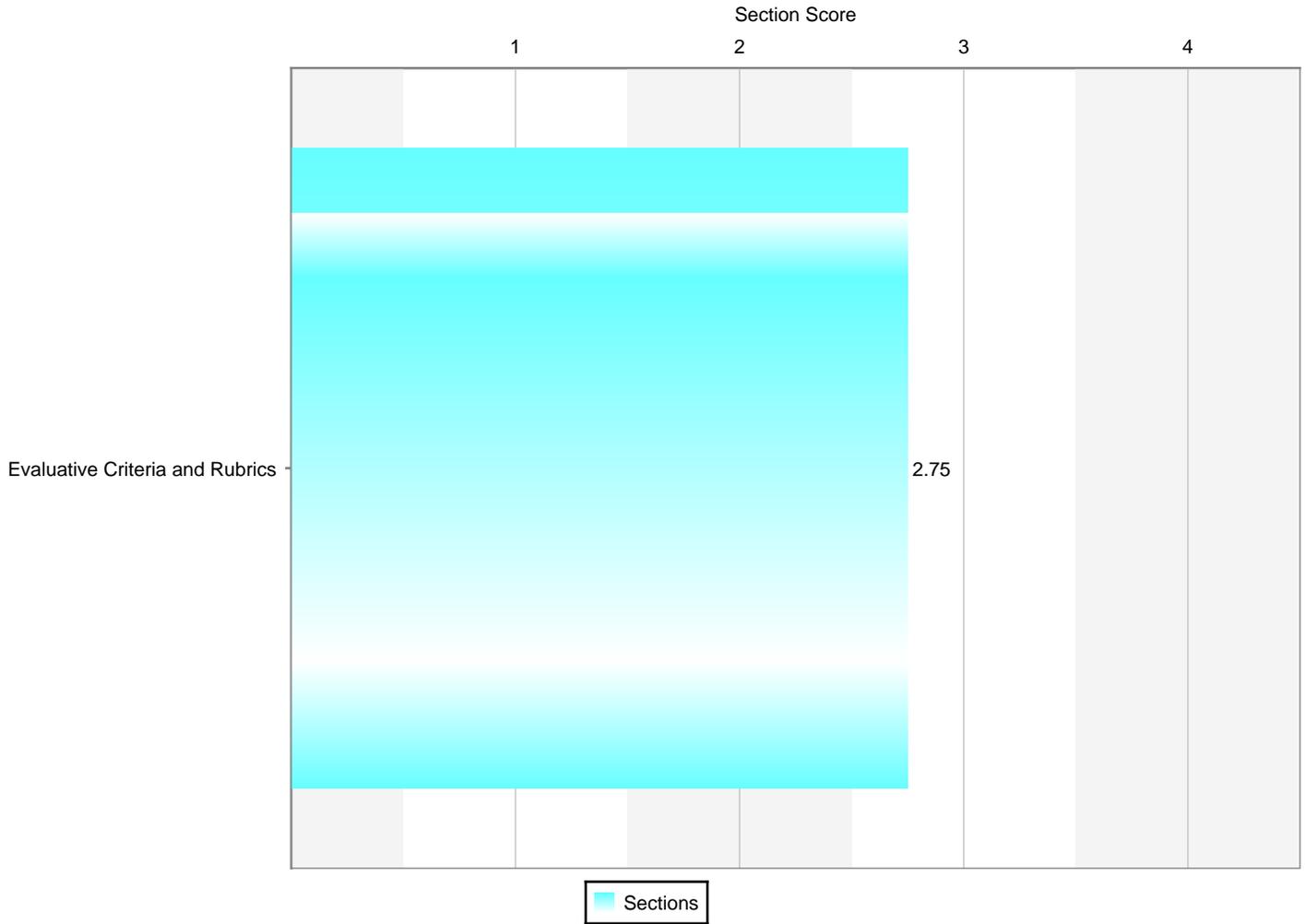
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	See attached Signature Page	CIP-18-19-Signature Page Welti

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	See attached page	Non-Discrimination Policy-Welti

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	See attached document	CIP-Welti 18-19 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	See attached document	Parent Involvement

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

2018-2019 Goals and Plans

Overview

Plan Name

2018-2019 Goals and Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Culture	Objectives: 1 Strategies: 4 Activities: 8	Organizational	$1400
2	Instruction: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 1 Strategies: 1 Activities: 9	Academic	$0
3	Learning Supports-Identify barriers to teaching and learning and align support systems to address barriers.	Objectives: 1 Strategies: 2 Activities: 14	Organizational	$12131
4	Management-Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
5	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: Culture

Measurable Objective 1:

collaborate to find ways to increase student enrollment and decrease withdrawals by 10%. by 05/24/2019 as measured by an increase in student enrollment and number of students transferring.

Strategy 1:

Transition Activities - Transition activities will be provided to students in each grade level in order to prepare them for the upcoming school year. This will also provide

students an opportunity to meet their teachers for the coming year and to build an excitement about the next school year.

Category: Develop/Implement Learning Supports

Research Cited: Hodges, T. (2015). Six Things the most Engaged Schools Do Differently. AASPA Perspective.

Activity - Grade Level Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in each grade level will visit their prospective classrooms and teachers throughout the month of May. Pre-K and Headstart students will visit the kindergarten classrooms.	Recruitment and Retention	08/08/2018	05/24/2019	$0	No Funding Required	All teachers, principal, counselor, librarian

Strategy 2:

The Leader in Me - Implement the 3rd year of the Leader in Me process.

Category: Develop/Implement Student and School Culture Program

Research Cited: Covey, Stephen R. The Leader in Me. New York: Free, 2008.

Activity - The Leader in Me Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members have received the Seven Habits training, as well as, The Leader in Me implementation training.	Professional Learning	08/08/2018	05/24/2019	$900	Other	All staff members

Activity - Student Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet monthly.	Extra Curricular	08/08/2018	05/24/2019	$500	Other	All certified staff members

Strategy 3:

Student Mentoring - Mentoring groups will be established for all students in order to increase academic achievement.

Category: Develop/Implement Learning Supports

Activity - Mentoring Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will have an adult advocate in the school as their mentor. This will be their mentor throughout their years at Welti.	Academic Support Program	08/08/2018	05/24/2019	$0	Other	All certified staff

Strategy 4:

Culture Enhancement - The culture and environment will provide for individual creativity and interest in order to promote an increase in student attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Administrator and teachers

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student attendance will be tracked on a monthly basis. Positive supports will be put in place to recognize students with Perfect Attendance, Gold Attendance, Silver Attendance, and Exemplary Attendance. Students will also receive recognition at Awards Programs.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator, faculty and staff

Activity - Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti will install an additional camera system and update security system. Upgrades are to promote student and faculty safety,well-being and learning environment.	Other, Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator & SRO

Activity - Music, Beginner Band & Spanish Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti will implement a music and foreign language class (fine arts) program. Students will participate in one music class and one foreign language class a month. In addition, Fifth grade students will participate in beginner band, two times a week. Study in the fine arts will help to improve student learning. The Welti fine arts program will also foster improved attendance rates and student cooperation, and creativity.	Behavioral Support Program, Academic Support Program, Extra Curricular	08/08/2018	05/24/2019	$0	No Funding Required	Music teacher, band director and foreign language teacher

Activity - Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet quarterly. Students will select from Science Experiments, Art, Travel, Dance, Blocks, Legos, Wii, Coding, STEM, Karaoke, and Pictionary.	Extra Curricular	08/08/2018	05/24/2019	$0	No Funding Required	Teachers, Administrators, Paraprofessionals

Goal 2: Instruction: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency 5% increase in student achievement in Reading by 05/24/2019 as measured by :Scantron Math from 39% to 44%, Scantron Reading from 61% to 66% as measured by state assessments..

Strategy 1:

Increase Educator Effectiveness - Teachers will train and implement the Educator Effectiveness Evaluation Model. This will allow teachers to understand and embrace a multifaceted approach to the educational process and gain autonomy over the student achievement process and the role they play.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Teaching Standards

Activity - Implement the Instructional Framework K-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the instructional framework to identify ways to meet student's needs, guide instruction, reflect on instructional delivery, and build upon student's prior knowledge. Strategic teaching strategies will be used in the classroom; before, during and after each lesson.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	The responsible staff will include; all Welti facutly and staff; the principal, instruction coach, and the central office.

Activity - Educator Effectiveness Evaluation System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 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. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal 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	08/08/2018	05/24/2019	$0	No Funding Required	All teachers, staff, and principal

Activity - Technology Integration/Local Indicator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete technology trainings by attending the Cullman County Technology Training and other trainings provided through the year. Teachers will implement technology strategies based on classroom and student's needs. K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a studentdriven digital portfolio. Seesaw empowers students of any age to create,reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.	Technology	08/08/2018	05/24/2019	$0	No Funding Required	Faculty, staff, principal, instructional coaches, technology coaches. Reading Specialist

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 grade students will have a learning path created based on their individual needs from Scantron testing results. Individual learning paths will be implemented using Compass Learning to support all students throughout the year. Accelerated Reading will also be purchased to promote reading fluency and comprehension for students.	Direct Instruction, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Classroom teachers, principal, technology coaches

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will focus on grades K-3 and will work with teachers to implement standards based instructional framework; pacing guides; Scantron Achievement Series; and common assessments to promote student learning.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Faculty & Staff, Principal, Reading Specialist

Activity - Reading Horizons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Intensive Phonics (Grades K-2) will be aligned with Wonders Reading Series to promote a stronger foundations in phonics and to promote consistency and Elevate Phonics (Grades 3-5) will align with Wonders Reading Program and support struggling readers.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Teachers and Reading Specialist

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. -Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Guidance Counselor, Reading Specialist, Faculty & Staff

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Elevate is also available for grades 4-5 as an online intervention resource for students with Dyslexic tendencies.	Direct Instruction, Behavioral Support Program, Tutoring, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Reading Specialist, Guidance Counselor, Intervention Teacher, Faculty & Staff

Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use questioning techniques before, during and after throughout the lesson in order to increase higher order thinking skills. Wait time will be utilized in order to promote higher order thinking. K-2 teachers will incorporate questioning techniques during number talks.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	K-2 teachers, AMST instructional coach

Goal 3: Learning Supports-Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to 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 implementation of specified activities..

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high

quality professional learning. Professional learning to include: standards based teaching; small group instruction; number talks; and strategies for new teachers.

Category: Develop/Implement Professional Learning and Support

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 - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools. Ongoing training and support will also include K-2 iPad and Seesaw training and 3rd grade Chromebooks and instructional technologies.	Professional Learning, Behavioral Support Program, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	No Funding Required	All teachers, principal, Reading Specialist, and Technology Specialist

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Support Staff will develop and lead School Leadership training in August for all schools. District Strategic Plan, and Continuous Improvement Plans will be discussed. Accountability requirements will also be shared (AF Report Card). 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	Career Preparation/Orientation, Professional Learning, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Leadership Team, Principal, Reading Specialist, Guidance Counselor

Activity - Early Release Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti Elementary and District Support Staff will work with administrators to determine quarterly focus for early release days. Calendar on topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Direct Instruction, Professional Learning, Behavioral Support Program, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Reading Specialist, Guidance Counselor, Faculty & Staff

Activity - Reading Specialist Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, supporting the coaching cycle, and data analysis.	Career Preparation/Orientation, Direct Instruction, Professional Learning, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Reading Specialist

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are new to Cullman County Schools and Welti Elementary 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.	Other, Direct Instruction, Professional Learning, Behavioral Support Program, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Teacher Mentor & New Staff

Strategy 2:

Student Support and Annual Target Growth Objective - Welti will support students to demonstrate a proficiency of a 5% increase in student growth; Scantron Math from 55% to 57%, and Scantron Reading from 68% to 73% of students reaching their individual annual growth target. Cullman County Schools 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.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Unified and Comprehensive System

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School support was provided through 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. Welti Elementary holds Monthly RtI meetings to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning (k-5) for remediation	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Teachers, Special Education Teacher, Guidance Counselor and Principal

Activity - Dyslexia Screening & 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 student.	Direct Instruction, Behavioral Support Program, Tutoring, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Reading Specialist, Principal, Guidance Counselor, RtI Coordinator

Activity - Adult Advisor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti Elementary will implement teacher advisory groups so that all students feel they are well known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Career Preparation/Orientation, Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Guidance Counselor, Faculty & Staff

Activity - Parent & Family Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, district leadership will conduct training for parental representatives from each school. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's for grades K-5.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Federal Programs, Parents, Principal, Faculty & Staff

Activity - Parental & Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, Welti Elementary Faculty & Staff will provide opportunities for parents engagement through Parent Back to School Night, Night, Reading Fair, Gardening Classes, Parent Teacher Meetings, Lunch With A Loved One (for each grade level). Parent volunteers volunteer on a weekly basis. Teacher will be provided a stipend for Parent Training Nights. Training topics include iNOW from home, state assessment score reports, study skills, Back-to-School Night, technology safety, homework help, etc.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Faculty & Staff

Activity - Parent-School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti Elementary will purchase School-Home Communicator Planners/Folders. These communicators will be used to keep parents informed concerning their child' academic progress, behavioral progress, and school development, as well as inform parents of upcoming school events.	Other - School-Home Communciation, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$630	Title I Schoolwide	Principal, Faculty & Staff

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti Elementary School will provide an Intervention Teacher for students who are need of support. This teacher will be hired using Title I school-wide funds. Students that are struggling in Reading or Math will receive intervention instruction via an Intervention Teacher.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$11501	Title I Schoolwide	Intervention Teacher

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at Welti Elementary School transition from one grade level to the next will receive support through the following activities- Grade-to-Next Grade Level Visits- 'Moving Up Day' Open House Middle School Visits for 5th Grade Pre K Activities with Kindergarten	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	All teachers, guidance counselor, Reading Specialist

Activity - Gifted Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Gifted students will be provided with enrichment opportunities for three hours each week in the gifted classroom. Students will focus on higher order thinking skills and project based learning.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Gifted Teacher

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

Measurable Objective 1:

increase student growth Effectively collect, analyze, and use data to continuously improve teaching & learning experiences for all students. by 05/24/2019 as measured by student, teacher, and administrator surveys and district status report.

Strategy 1:

Data Collection - Increases ability to collect, analyze, and applies findings from various data sources.

Category: Develop/Implement Professional Learning and Support

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

Activity - Decision Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti Elementary will use Decision Ed Data Program to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.	Direct Instruction, Professional Learning, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Faculty, & Staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Welti Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Guidance Counselor, Faculty, & Staff

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership, and school leadership will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits and self-assessments. visits, and self-assessments.	Career Preparation/Orientation, Direct Instruction, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Guidance Counselor, Faculty & Staff

Activity - Mid-Year Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team and teachers will use assessments, data, attendance rate, and surveys to analyze student performance (by relative subgroups) and instruction effectiveness to establish goals and plans for 2nd semester.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Instructional Coach, Teachers, Principal

Goal 5: 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 for ELLs 2.0.

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.

Category: Develop/Implement College and Career Ready Standards

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
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.	Direct Instruction, Professional Learning, 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	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 prograAm 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, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	District support, Administration, EL and Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
The Leader in Me Training	All staff members have received the Seven Habits training, as well as, The Leader in Me implementation training.	Professional Learning	08/08/2018	05/24/2019	$900	All staff members
Mentoring Groups	Each student will have an adult advocate in the school as their mentor. This will be their mentor throughout their years at Welti.	Academic Support Program	08/08/2018	05/24/2019	$0	All certified staff
Student Clubs	Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet monthly.	Extra Curricular	08/08/2018	05/24/2019	$500	All certified staff members
				Total	$1400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Clubs	Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet quarterly. Students will select from Science Experiments, Art, Travel, Dance, Blocks, Legos, Wii, Coding, STEM, Karaoke, and Pictionary.	Extra Curricular	08/08/2018	05/24/2019	$0	Teachers, Administrators, Paraprofessionals
Data Meetings	Welti Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Principal, Guidance Counselor, Faculty, & Staff

Decision Ed	Welti Elementary will use Decision Ed Data Program to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.	Direct Instruction, Professional Learning, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Principal, Faculty, & Staff
Questioning Techniques	Teachers will use questioning techniques before, during and after throughout the lesson in order to increase higher order thinking skills. Wait time will be utilized in order to promote higher order thinking. K-2 teachers will incorporate questioning techniques during number talks.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	K-2 teachers, AMST instructional coach
Music, Beginner Band & Spanish Class	Welti will implement a music and foreign language class (fine arts) program. Students will participate in one music class and one foreign language class a month. In addition, Fifth grade students will participate in beginner band, two times a week. Study in the fine arts will help to improve student learning. The Welti fine arts program will also foster improved attendance rates and student cooperation, and creativity.	Behavioral Support Program, Academic Support Program, Extra Curricular	08/08/2018	05/24/2019	$0	Music teacher, band director and foreign language teacher
Safety	Welti will install an additional camera system and update security system. Upgrades are to promote student and faculty safety,well-being and learning environment.	Other, Behavioral Support Program	08/08/2018	05/24/2019	$0	Administrator & SRO
Digital Curriculum	3-5 grade students will have a learning path created based on their individual needs from Scantron testing results. Individual learning paths will be implemented using Compass Learning to support all students throughout the year. Accelerated Reading will also be purchased to promote reading fluency and comprehension for students.	Direct Instruction, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	Classroom teachers, principal, technology coaches
Implement the Instructional Framework K-5	Use the instructional framework to identify ways to meet student's needs, guide instruction, reflect on instructional delivery, and build upon student's prior knowledge. Strategic teaching strategies will be used in the classroom; before, during and after each lesson.	Academic Support Program	08/08/2018	05/24/2019	$0	The responsible staff will include; all Welti facutly and staff; the principal, instruction coach, and the central office.
Mid-Year Review	Leadership team and teachers will use assessments, data, attendance rate, and surveys to analyze student performance (by relative subgroups) and instruction effectiveness to establish goals and plans for 2nd semester.	Academic Support Program	08/08/2018	05/24/2019	$0	Instructional Coach, Teachers, Principal

Reading Horizons Discovery	Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Elevate is also available for grades 4-5 as an online intervention resource for students with Dyslexic tendencies.	Direct Instruction, Behavioral Support Program, Tutoring, Academic Support Program	08/08/2018	05/24/2019	$0	Principal, Reading Specialist, Guidance Counselor, Intervention Teacher, Faculty & Staff
Student Transition	Students at Welti Elementary School transition from one grade level to the next will receive support through the following activities- Grade-to-Next Grade Level Visits- 'Moving Up Day' Open House Middle School Visits for 5th Grade Pre K Activities with Kindergarten	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	All teachers, guidance counselor, Reading Specialist
Reading Horizons	Discovery Intensive Phonics (Grades K-2) will be aligned with Wonders Reading Series to promote a stronger foundations in phonics and to promote consistency and Elevate Phonics (Grades 3-5) will align with Wonders Reading Program and support struggling readers.	Academic Support Program	08/08/2018	05/24/2019	$0	Teachers and Reading Specialist
Reading Specialist	Reading Specialist will focus on grades K-3 and will work with teachers to implement standards based instructional framework; pacing guides; Scantron Achievement Series; and common assessments to promote student learning.	Academic Support Program	08/08/2018	05/24/2019	$0	Faculty & Staff, Principal, Reading Specialist
Dyslexia Screening & 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 student.	Direct Instruction, Behavioral Support Program, Tutoring, Academic Support Program	08/08/2018	05/24/2019	$0	Reading Specialist, Principal, Guidance Counselor, RtI Coordinator

Educator Effectiveness Evaluation System	Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 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. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal 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	08/08/2018	05/24/2019	$0	All teachers, staff, and principal
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.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	District support, EL and Classroom Teachers
Leadership Teams	District Support Staff will develop and lead School Leadership training in August for all schools. District Strategic Plan, and Continuous Improvement Plans will be discussed. Accountability requirements will also be shared (AF Report Card). 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	Career Preparation/Orientation, Professional Learning, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Leadership Team, Principal, Reading Specialist, Guidance Counselor
Attendance	Student attendance will be tracked on a monthly basis. Positive supports will be put in place to recognize students with Perfect Attendance, Gold Attendance, Silver Attendance, and Exemplary Attendance. Students will also receive recognition at Awards Programs.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, faculty and staff

Technology Integration/Local Indicator	Teachers will complete technology trainings by attending the Cullman County Technology Training and other trainings provided through the year. Teachers will implement technology strategies based on classroom and student's needs. K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a studentdriven digital portfolio. Seesaw empowers students of any age to create,reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.	Technology	08/08/2018	05/24/2019	$0	Faculty, staff, principal, instructional coaches, technology coaches. Reading Specialist
Student Support Teams - RTI	School support was provided through 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. Welti Elementary holds Monthly RtI meetings to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning (k-5) for remediation	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Teachers, Special Education Teacher, Guidance Counselor and Principal
New Teacher Support	Teachers who are new to Cullman County Schools and Welti Elementary 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.	Other, Direct Instruction, Professional Learning, Behavioral Support Program, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	Teacher Mentor & New Staff
Early Release Days	Welti Elementary and District Support Staff will work with administrators to determine quarterly focus for early release days. Calendar on topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Direct Instruction, Professional Learning, Behavioral Support Program, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	Principal, Reading Specialist, Guidance Counselor, Faculty & Staff
Grade Level Visits	Students in each grade level will visit their prospective classrooms and teachers throughout the month of May. Pre-K and Headstart students will visit the kindergarten classrooms.	Recruitment and Retention	08/08/2018	05/24/2019	$0	All teachers, principal, counselor, librarian

Monitoring	District Leadership, and school leadership will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits and self-assessments. visits, and self-assessments.	Career Preparation/Orientation, Direct Instruction, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	Principal, Guidance Counselor, Faculty & Staff
Reading Specialist Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, supporting the coaching cycle, and data analysis.	Career Preparation/Orientation, Direct Instruction, Professional Learning, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	Reading Specialist
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. -Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Principal, Guidance Counselor, Reading Specialist, Faculty & Staff
Parental & Family Engagement	Throughout the school year, Welti Elementary Faculty & Staff will provide opportunities for parents engagement through Parent Back to School Night, Night, Reading Fair, Gardening Classes, Parent Teacher Meetings, Lunch With A Loved One (for each grade level). Parent volunteers volunteer on a weekly basis. Teacher will be provided a stipend for Parent Training Nights. Training topics include iNOW from home, state assessment score reports, study skills, Back-to-School Night, technology safety, homework help, etc.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Principal, Faculty & Staff

Ongoing technology integration training/support	Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools. Ongoing training and support will also include K-2 iPad and Seesaw training and 3rd grade Chromebooks and instructional technologies.	Professional Learning, Behavioral Support Program, Academic Support Program, Technology	08/08/2018	05/24/2019	$0	All teachers, principal, Reading Specialist, and Technology Specialist
Parent & Family Involvement	Throughout the school year, district leadership will conduct training for parental representatives from each school. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's for grades K-5.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Federal Programs, Parents, Principal, Faculty & Staff
Gifted Students	Gifted students will be provided with enrichment opportunities for three hours each week in the gifted classroom. Students will focus on higher order thinking skills and project based learning.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	Gifted Teacher
Data Analysis	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	Administrator, 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 prograAm 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, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	District support, Administration, EL and Classroom Teachers

Adult Advisor Program	Welti Elementary will implement teacher advisory groups so that all students feel they are well known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Career Preparation/Orientation, Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Principal, Guidance Counselor, Faculty & Staff
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent-School Communication	Welti Elementary will purchase School-Home Communicator Planners/Folders. These communicators will be used to keep parents informed concerning their child' academic progress, behavioral progress, and school development, as well as inform parents of upcoming school events.	Other - School-Home Communication, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$630	Principal, Faculty & Staff
Intervention Instruction	Welti Elementary School will provide an Intervention Teacher for students who are need of support. This teacher will be hired using Title I school-wide funds. Students that are struggling in Reading or Math will receive intervention instruction via an Intervention Teacher.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$11501	Intervention Teacher
				Total	$12131	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

The parent, climate and culture surveys indicated the following data: Parents selected four answer choices for three questions-
Answers to the following questions indicate an overall highest level of satisfaction or approval.

C.1-Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?
Responses-
69% You got it right!
51% We will be working on it.
49% Explain your work

C.2-Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?
Responses
80% Working with others
49% Thinking
47% Listening to the teacher

C.3-Which four of the following words best describe, in general, the interactions YOU have with staff at your school?
Responses
76% Respectful
73% Supportive
73% Helpful

The Teacher Inventory surveys indicated the following data:
Answers to the following questions indicate an overall highest level of satisfaction or approval.
Responses-
100%-C.3-My lessons are based on high expectations for students.
100%-C.7-My lessons provide opportunities for students to be actively engaged in their learning.
100%-C.11-I provide exemplars for my students.
100%-E7-I use a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content.
92%-D1-I participate in targeted professional learning activities designed to meet the individual needs of my students.

The Elementary Student Engagement Survey indicated the following data:
Answers to the following questions indicate an overall highest level of satisfaction or approval.
Responses-
C.2-67%-If the classwork is hard to do, I....do my very best.
C.10-71%-Before I have a test, I...study a lot.
C.13-91%-The activities I do in class...are ones I like.

C.18-84%-I feel my school work is...important.

C.19-67%-Learning goals...help me to stay interested in learning new things.

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

All stakeholder (parent, teachers, and elementary students) were surveyed using AdvancEd surveys beginning in 2014. In 2017, Welti Elementary and Cullman County Schools administered eProve surveys. Welti Elementary will continue to collect data each year in May. The eProve surveys focused on the following areas: Parent Climate and Culture, Teacher Inventory, and Student Engagement. eProve surveys do not calculate overall scores for surveys taken.

Analysis of questions showed-

A trend toward stakeholder satisfaction in the areas of student expectations and improvement.

eProve surveys showed that parents feel that their children are doing at school is-

Listening to the teacher

Thinking

Working with others

eProve surveys showed that 67% of students do their best if classwork is hard and 84% feel their school work is important.

This is a correlation with advancED surveys which showed-

65% of stakeholders feel our school has established goals and a plan for student improvement.

65% of stakeholders feel our school has high expectations for all classes.

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

Blue ribbon surveys indicated an areas of strength-

2.A.8-School Improvement-

The focus of the school is on continuous school improvement that results in increased student achievement. Score-2.8

4.A.1.-High Expectations

Teachers have high expectations for all students. Score-2.7

6.A.1.-Continuous Improvement-

The staff and administration are committed to continuous improvement. Score-2.4

Survey results are reflective of other stakeholder comments communicated during Parent-Teacher Conferences, Emails, Phone Calls, Faculty Meetings, Title I Parent Meeting, and Student Ambassadors, Parent Involvement Meetings, Blue Ribbon School Surveys.

Areas in Need of Improvement

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

The parent, climate and culture surveys indicated the following data: Parents selected four answer choices for three questions-

Answers to the following questions indicate an overall lowest level of satisfaction or approval.

C.1-Which of the four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?

8% You should do it this way.

8%You could do it this way

10% Repeat what you said.

C.2-Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?

12% Completing easy work.

12% Making presentations.

16% Taking tests.

C.3-Which of the following words best describe, in general, the interactions YOU have with staff at your child's school?

2% Distant

4% Uncomfortable

4% Useless

The teacher inventory surveys indicated the following data:

Answers to the following questions indicate an overall lowest level of satisfaction or approval.

8% I participate in formal professional collaboration with my peers: regularly but not frequently.

8% I participate in targeted professional learning activities designed to meet the individual needs of my students: regularly but not frequently.

8% I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional and personal success of students: regularly but not frequently.

The Elementary student engagement surveys indicated the following data:

Answers to the following questions indicate an overall lowest level of satisfaction or approval.

5% doing the same kind of work every day in class...does not keep my attention.

15% at the end of the school day, I feel...like the day was very long.

5% how do you feel about most of your teachers? I feel that they only want e to do my work and be quiet.

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

*All stakeholder (parent, teachers, and elementary students) were surveyed using AdvancEd surveys beginning in 2014. In 2017, Welti Elementary and Cullman County Schools administered eProve surveys. Welti Elementary will continue to collect data each year in May. The eProve surveys focused on the following areas: Parent Climate and Culture, Teacher Inventory, and Student Engagement. eProve surveys do not calculate overall scores for surveys taken.

Analysis of questions showed-

The area that shows a trend toward decreasing stakeholder satisfaction or approval was-

Providing high quality student support services and access to support services based on his/her identified needs.

This was noted in eProve surveys and advancED surveys.

What are the implications for these stakeholder perceptions?

As a school we plan to include stakeholders in making improvements to student support services and opportunities for activities that interest students by adding after school clubs, foreign language classes, music classes and before school activities.

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

*Blue Ribbon School surveys indicated-

*Blue Ribbon surveys indicated-

1.D.1.-Range of co-curricular activities-

The school has a wide range of activities based on student interest, for example clubs and sports. Score 2.0

9.C.3.-Disaggregated Data-

The school uses disaggregated assessment data by relevant subgroups to guide instruction.

There is consistency in both parent and staff surveys regarding support services and opportunities for students needs.

Survey results are reflective of other stakeholder comments communicated during Parent-Teacher Conferences, Emails, Phone Calls, Faculty Meetings, Title I Parent Meeting, Student Ambassadors and Blue Ribbon School Surveys

Report Summary

Scores By Section

Section Score
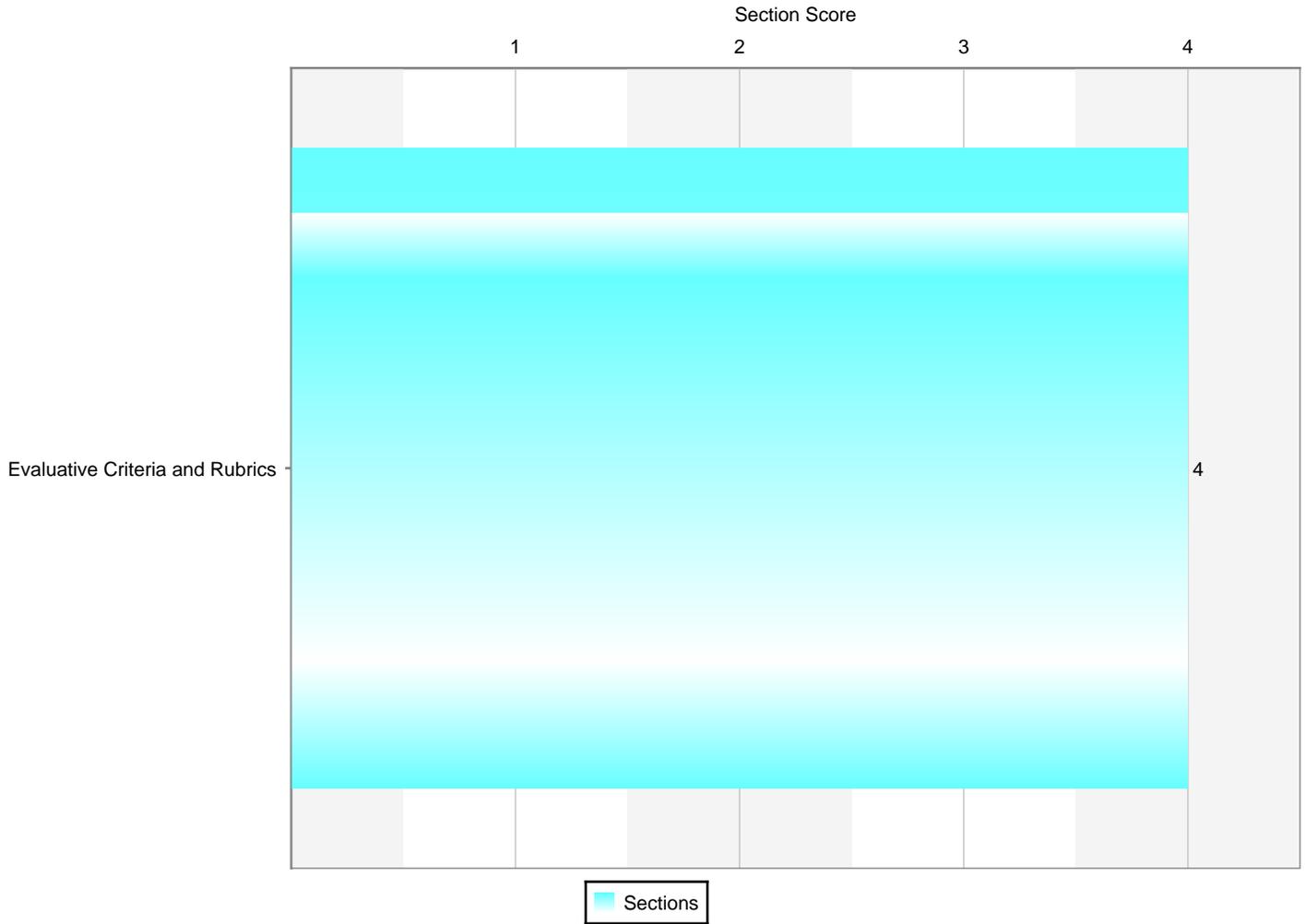
Title I Schoolwide Diagnostic

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?

A variety of data was used to develop the comprehensive needs of Welti Elementary School. Parents, stakeholders, students and faculty all provided input and identified needs through surveys. The Leadership Team analyzed state tests scores (Scantron); District Tests scores attendance rates; discipline incidences; DIBELS tests results; and retention rates. A summary of this data was provided to faculty members for additional feedback. The faculty met in grade-level pods to determine school-wide; areas of strengths, areas of weakness; and next steps for school needs. Faculty also participated in a Data Meeting that further analyzed current needs of the school.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment were:
Strengths-
Teachers received Top 25 Teachers in the State of Alabama
Leader in Me School
Blue Ribbon Beacon School and moved to a Blue Ribbon Lighthouse Award School
3rd Grade reading scores in the top 50 in the state
Third Grade 22% growth in student proficiency on Scantron Math-scores moved from 34% to 56%
Third Grade 18% growth in student proficiency on Scantron Reading-scores moved from 48% to 66%
Fifth Grade 22% growth in student proficiency on Scantron Math-scores moved from 52% to 74%
Overall Reading Score 61%-the overall reading was higher than the district score
Fifth Grade Math and Reading highest scores in the county
Kindergarten DIBELS higher than the district average-Kindergarten score 93% proficient on LNF
Third and Fifth grade reading scores higher than the district average
Third, Fourth, and Fifth grade math scores higher than the district average
Student Advisory Groups
Leadership Day
95% Attendance Rate
Outdoor Classroom established
Gardening Classes
Defined purpose and direction
Blue Ribbon Data-
2.A.8.-The focus of the school is on continuous school improvement that results in increased student achievement.
2.D.3.-Classroom Engagement-Classroom management strategies help learning and contribute to a positive school climate.
3.A.1.-Curriculum Promotes Achievement- The school's overall curriculum leads to high levels of achievement for all students.

Weaknesses-
Resources and support system-Math supplements
First, Second and Fourth Grade Scantron Scores
School math proficient is below the district score

First and Second grade DIBELS scores

Non-fiction text

Small group instruction

Blue Ribbon Schools

4.A.3.-Achievement-All students achieve to the required state standards.

9.C.1.-High Student Achievement-The school has high student achievement over a period of 3 years.

What conclusions were drawn from the results?

The conclusions that were drawn from the results are:

-Welti Elementary needs to support student learning and achievement in the area of reading and reading instruction

-Welti Elementary needs to support small group instruction

-Intervention support should continue for students who are struggling

-Focus on differentiated teaching strategies

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

Conclusions drawn from all data:

*Overall level of satisfaction from parents, stakeholders, teachers, and students

*Math program/instruction needs to support student learning

*Reading program/instruction needs to support student learning

*Professional Development will focus on math skills, small group instruction, and Number Talks

*Students from a lower socio-economic status score at an equal level to peers

*Resources and support systems are needed to meet student's needs

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

Welti Elementary uses multiple data sources when planning goals for the year. School needs are identified through a variety of data sources (AdvancED surveys, Blue Ribbon School surveys, Teacher Surveys) and stakeholder feedback to help determine what areas are a strength, what areas are a weakness, what areas are staying the same, and how we can help all students.

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

Welti Elementary uses multiple data sources when planning our goals for the year. All school-wide goals are directly linked to priority needs and the needs identified in all data assessments, surveys, State tests results, faculty input, walk-throughs, RtI, Access scores, and District testing results.

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

Data indicates that disadvantaged students score the same or higher than their peers on State assessments in the area of reading. Disadvantaged students scored 13% higher than peers in the area of reading. Disadvantaged students scored 3% lower in the area of math on State assessments. This conclusion indicates the math skills should be addressed school-wide. Each of our school goals target the whole population including children who are disadvantaged.

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:

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 for ELLs 2.0.

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.

Category: Develop/Implement College and Career Ready Standards

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.	Academic Support Program Professional Learning Direct Instruction	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 prograAm 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

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:

Culture

Measurable Objective 1:

collaborate to find ways to increase student enrollment and decrease withdrawals by 10%. by 05/24/2019 as measured by an increase in student enrollment and number of students transferring.

Strategy1:

Transition Activities - Transition activities will be provided to students in each grade level in order to prepare them for the upcoming school year. This will also provide students an opportunity to meet their teachers for the coming year and to build an excitement about the next school year.

Category: Develop/Implement Learning Supports

Research Cited: Hodges, T. (2015). Six Things the most Engaged Schools Do Differently. AASPA Perspective.

Activity - Grade Level Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each grade level will visit their prospective classrooms and teachers throughout the month of May. Pre-K and Headstart students will visit the kindergarten classrooms.	Recruitment and Retention	08/08/2018	05/24/2019	$0 - No Funding Required	All teachers, principal, counselor, librarian

Strategy2:

The Leader in Me - Implement the 3rd year of the Leader in Me process.

Category: Develop/Implement Student and School Culture Program

Research Cited: Covey, Stephen R. The Leader in Me. New York: Free, 2008.

Activity - Student Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet monthly.	Extra Curricular	08/08/2018	05/24/2019	$500 - Other	All certified staff members

Activity - The Leader in Me Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members have received the Seven Habits training, as well as, The Leader in Me implementation training.	Professional Learning	08/08/2018	05/24/2019	$900 - Other	All staff members

Strategy3:

Student Mentoring - Mentoring groups will be established for all students in order to increase academic achievement.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Mentoring Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will have an adult advocate in the school as their mentor. This will be their mentor throughout their years at Welti.	Academic Support Program	08/08/2018	05/24/2019	$0 - Other	All certified staff

Strategy4:

Culture Enhancement - The culture and environment will provide for individual creativity and interest in order to promote an increase in

student attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Administrator and teachers

Activity - Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti will install an additional camera system and update security system. Upgrades are to promote student and faculty safety,well-being and learning environment.	Behavioral Support Program Other	08/08/2018	05/24/2019	$0 - No Funding Required	Administrator & SRO

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student attendance will be tracked on a monthly basis. Positive supports will be put in place to recognize students with Perfect Attendance, Gold Attendance, Silver Attendance, and Exemplary Attendance. Students will also receive recognition at Awards Programs.	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrator, faculty and staff

Activity - Music, Beginner Band & Spanish Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti will implement a music and foreign language class (fine arts) program. Students will participate in one music class and one foreign language class a month. In addition, Fifth grade students will participate in beginner band, two times a week. Study in the fine arts will help to improve student learning. The Welti fine arts program will also foster improved attendance rates and student cooperation, and creativity.	Behavioral Support Program Academic Support Program Extra Curricular	08/08/2018	05/24/2019	$0 - No Funding Required	Music teacher, band director and foreign language teacher

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet quarterly. Students will select from Science Experiments, Art, Travel, Dance, Blocks, Legos, Wii, Coding, STEM, Karaoke, and Pictionary.	Extra Curricular	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, Administrators, Paraprofessionals

Goal 2:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency 5% increase in student achievement in Reading by 05/24/2019 as measured by :Scantron Math from 39% to 44%, Scantron Reading from 61% to 66% as measured by state assessments..

Strategy1:

Increase Educator Effectiveness - Teachers will train and implement the Educator Effectiveness Evaluation Model. This will allow teachers to understand and embrace a multifaceted approach to the educational process and gain autonomy over the student achievement process and the role they play.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Teaching Standards

Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use questioning techniques before, during and after throughout the lesson in order to increase higher order thinking skills. Wait time will be utilized in order to promote higher order thinking. K-2 teachers will incorporate questioning techniques during number talks.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	K-2 teachers, AMST instructional coach

Activity - Implement the Instructional Framework K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the instructional framework to identify ways to meet student's needs, guide instruction, reflect on instructional delivery, and build upon student's prior knowledge. Strategic teaching strategies will be used in the classroom; before, during and after each lesson.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	The responsible staff will include; all Welti facutly and staff; the principal, instruction coach, and the central office.

Activity - Educator Effectiveness Evaluation System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 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. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal 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	08/08/2018	05/24/2019	$0 - No Funding Required	All teachers, staff, and principal

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3-5 grade students will have a learning path created based on their individual needs from Scantron testing results. Individual learning paths will be implemented using Compass Learning to support all students throughout the year. Accelerated Reading will also be purchased to promote reading fluency and comprehension for students.	Direct Instruction Academic Support Program Technology	08/08/2018	05/24/2019	$1427 - Title I Schoolwide	Classroom teachers, principal, technology coaches

Activity - Reading Horizons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Intensive Phonics (Grades K-2) will be aligned with Wonders Reading Series to promote a stronger foundations in phonics and to promote consistency and Elevate Phonics (Grades 3-5) will align with Wonders Reading Program and support struggling readers.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers and Reading Specialist

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. -Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Direct Instruction Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Principal, Guidance Counselor, Reading Specialist, Faculty & Staff

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will focus on grades K-3 and will work with teachers to implement standards based instructional framework; pacing guides; Scantron Achievement Series; and common assessments to promote student learning.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Faculty & Staff, Principal, Reading Specialist

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Elevate is also available for grades 4-5 as an online intervention resource for students with Dyslexic tendencies.	Behavioral Support Program Tutoring Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Principal, Reading Specialist, Guidance Counselor, Intervention Teacher, Faculty & Staff

Activity - Technology Integration/Local Indicator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete technology trainings by attending the Cullman County Technology Training and other trainings provided through the year. Teachers will implement technology strategies based on classroom and student's needs. K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a studentdriven digital portfolio. Seesaw empowers students of any age to create,reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.	Technology	08/08/2018	05/24/2019	$0 - No Funding Required	Faculty, staff, principal, instructional coaches, technology coaches. Reading Specialist

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:

Culture

Measurable Objective 1:

collaborate to find ways to increase student enrollment and decrease withdrawals by 10%. by 05/24/2019 as measured by an increase in student enrollment and number of students transferring.

Strategy1:

The Leader in Me - Implement the 3rd year of the Leader in Me process.

Category: Develop/Implement Student and School Culture Program

Research Cited: Covey, Stephen R. The Leader in Me. New York: Free, 2008.

Activity - The Leader in Me Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members have received the Seven Habits training, as well as, The Leader in Me implementation training.	Professional Learning	08/08/2018	05/24/2019	$900 - Other	All staff members

Activity - Student Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet monthly.	Extra Curricular	08/08/2018	05/24/2019	$500 - Other	All certified staff members

Strategy2:

Student Mentoring - Mentoring groups will be established for all students in order to increase academic achievement.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Mentoring Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will have an adult advocate in the school as their mentor. This will be their mentor throughout their years at Welti.	Academic Support Program	08/08/2018	05/24/2019	$0 - Other	All certified staff

Strategy3:

Transition Activities - Transition activities will be provided to students in each grade level in order to prepare them for the upcoming school year. This will also provide students an opportunity to meet their teachers for the coming year and to build an excitement about the next school year.

Category: Develop/Implement Learning Supports

Research Cited: Hodges, T. (2015). Six Things the most Engaged Schools Do Differently. AASPA Perspective.

Activity - Grade Level Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each grade level will visit their prospective classrooms and teachers throughout the month of May. Pre-K and Headstart students will visit the kindergarten classrooms.	Recruitment and Retention	08/08/2018	05/24/2019	$0 - No Funding Required	All teachers, principal, counselor, librarian

Strategy4:

Culture Enhancement - The culture and environment will provide for individual creativity and interest in order to promote an increase in student attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Administrator and teachers

Activity - Music, Beginner Band & Spanish Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti will implement a music and foreign language class (fine arts) program. Students will participate in one music class and one foreign language class a month. In addition, Fifth grade students will participate in beginner band, two times a week. Study in the fine arts will help to improve student learning. The Welti fine arts program will also foster improved attendance rates and student cooperation, and creativity.	Academic Support Program Behavioral Support Program Extra Curricular	08/08/2018	05/24/2019	$0 - No Funding Required	Music teacher, band director and foreign language teacher

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in kindergarten through fifth grade will participate in a student club of their choice. Each club will meet quarterly. Students will select from Science Experiments, Art, Travel, Dance, Blocks, Legos, Wii, Coding, STEM, Karaoke, and Pictionary.	Extra Curricular	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, Administrators, Paraprofessionals

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student attendance will be tracked on a monthly basis. Positive supports will be put in place to recognize students with Perfect Attendance, Gold Attendance, Silver Attendance, and Exemplary Attendance. Students will also receive recognition at Awards Programs.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrator, faculty and staff

Activity - Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti will install an additional camera system and update security system. Upgrades are to promote student and faculty safety,well-being and learning environment.	Behavioral Support Program Other	08/08/2018	05/24/2019	$0 - No Funding Required	Administrator & SRO

Goal 2:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency 5% increase in student achievement in Reading by 05/24/2019 as measured by :Scantron Math from 39% to 44%, Scantron Reading from 61% to 66% as measured by state assessments..

Strategy1:

Increase Educator Effectiveness - Teachers will train and implement the Educator Effectiveness Evaluation Model. This will allow teachers to understand and embrace a multifaceted approach to the educational process and gain autonomy over the student achievement process and the role they play.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Teaching Standards

Activity - Technology Integration/Local Indicator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete technology trainings by attending the Cullman County Technology Training and other trainings provided through the year. Teachers will implement technology strategies based on classroom and student's needs. K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a studentdriven digital portfolio. Seesaw empowers students of any age to create,reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.	Technology	08/08/2018	05/24/2019	$0 - No Funding Required	Faculty, staff, principal, instructional coaches, technology coaches. Reading Specialist

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Elevate is also available for grades 4-5 as an online intervention resource for students with Dyslexic tendencies.	Tutoring Direct Instruction Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Principal, Reading Specialist, Guidance Counselor, Intervention Teacher, Faculty & Staff

Activity - Educator Effectiveness Evaluation System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 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. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal 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	08/08/2018	05/24/2019	$0 - No Funding Required	All teachers, staff, and principal

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will focus on grades K-3 and will work with teachers to implement standards based instructional framework; pacing guides; Scantron Achievement Series; and common assessments to promote student learning.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Faculty & Staff, Principal, Reading Specialist

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3-5 grade students will have a learning path created based on their individual needs from Scantron testing results. Individual learning paths will be implemented using Compass Learning to support all students throughout the year. Accelerated Reading will also be purchased to promote reading fluency and comprehension for students.	Direct Instruction Academic Support Program Technology	08/08/2018	05/24/2019	$1427 - Title I Schoolwide	Classroom teachers, principal, technology coaches

Activity - Reading Horizons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Intensive Phonics (Grades K-2) will be aligned with Wonders Reading Series to promote a stronger foundations in phonics and to promote consistency and Elevate Phonics (Grades 3-5) will align with Wonders Reading Program and support struggling readers.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers and Reading Specialist

Activity - Implement the Instructional Framework K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the instructional framework to identify ways to meet student's needs, guide instruction, reflect on instructional delivery, and build upon student's prior knowledge. Strategic teaching strategies will be used in the classroom; before, during and after each lesson.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	The responsible staff will include; all Welti facutly and staff; the principal, instruction coach, and the central office.

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. -Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Direct Instruction Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Principal, Guidance Counselor, Reading Specialist, Faculty & Staff

Goal 3:

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

Measurable Objective 1:

increase student growth Effectively collect, analyze, and use data to continuously improve teaching & learning experiences for all students.

by 05/24/2019 as measured by student, teacher, and administrator surveys and district status report.

Strategy1:

Data Collection - Increases ability to collect, analyze, and applies findings from various data sources.

Category: Develop/Implement Professional Learning and Support

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

Activity - Decision Ed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti Elementary will use Decision Ed Data Program to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.	Direct Instruction Academic Support Program Professional Learning Behavioral Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	Principal, Faculty, & Staff

Activity - Mid-Year Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team and teachers will use assessments, data, attendance rate, and surveys to analyze student performance (by relative subgroups) and instruction effectiveness to establish goals and plans for 2nd semester.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Instructional Coach, Teachers, Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership, and school leadership will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits and self-assessments. visits, and self-assessments.	Career Preparation/ Orientation Direct Instruction Academic Support Program Technology	08/25/2017	05/25/2018	$0 - No Funding Required	Principal, Guidance Counselor, Faculty & Staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings.	Direct Instruction Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	$581 - Title I Schoolwide	Principal, Guidance Counselor, Faculty, & Staff

Goal 4:

Learning Supports-Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to 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 implementation of specified activities..

Strategy1:

Student Support and Annual Target Growth Objective - Welti will support students to demonstrate a proficiency of a 5% increase in student growth; Scantron Math from 55% to 57%, and Scantron Reading from 68% to 73% of students reaching their individual annual growth target. Cullman County Schools 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.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Unified and Comprehensive System

Activity - Parent & Family Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, district leadership will conduct training for parental representatives from each school. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's for grades K-5.	Academic Support Program Parent Involvement Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Federal Programs, Parents, Principal, Faculty & Staff

Activity - Dyslexia Screening & Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	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 student.	Behavioral Support Program Academic Support Program Tutoring Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Reading Specialist, Principal, Guidance Counselor, RtI Coordinator

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at Welti Elementary School transition from one grade level to the next will receive support through the following activities- Grade-to-Next Grade Level Visits- 'Moving Up Day' Open House Middle School Visits for 5th Grade Pre K Activities with Kindergarten	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	All teachers, guidance counselor, Reading Specialist

Activity - Parental & Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, Welti Elementary Faculty & Staff will provide opportunities for parents engagement through Parent Back to School Night, Night, Reading Fair, Gardening Classes, Parent Teacher Meetings, Lunch With A Loved One (for each grade level). Parent volunteers volunteer on a weekly basis. Teacher will be provided a stipend for Parent Training Nights. Training topics include iNOW from home, state assessment score reports, study skills, Back-to-School Night, technology safety, homework help, etc.	Parent Involvement Behavioral Support Program Academic Support Program Community Engagement	08/08/2018	05/24/2019	$360 - Title I Schoolwide	Principal, Faculty & Staff

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through 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. Welti Elementary holds Monthly RtI meetings to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning (k-5) for remediation	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, Special Education Teacher, Guidance Counselor and Principal

Activity - Intervention Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti Elementary School will provide an Intervention Teacher for students who are need of support. This teacher will be hired using Title I school-wide funds. Students that are struggling in Reading or Math will receive intervention instruction via an Intervention Teacher.	Behavioral Support Program Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$11501 - Title I Schoolwide	Intervention Teacher

Activity - Parent-School Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti Elementary will purchase School-Home Communicator Planners/Folders. These communicators will be used to keep parents informed concerning their child' academic progress, behavioral progress, and school development, as well as inform parents of upcoming school events.	Parent Involvement Community Engagement Other - School-Home Communciation	08/08/2018	05/24/2019	$525 - Title I Schoolwide	Principal, Faculty & Staff

Activity - Adult Advisor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti Elementary will implement teacher advisory groups so that all students feel they are well known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Behavioral Support Program Academic Support Program Career Preparation/ Orientation Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Principal, Guidance Counselor, Faculty & Staff

Strategy2:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Professional learning to include: standards based teaching; small group instruction; number talks; and strategies for new teachers.

Category: Develop/Implement Professional Learning and Support

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 - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are new to Cullman County Schools and Welti Elementary 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.	Technology Professional Learning Academic Support Program Direct Instruction Behavioral Support Program Other	08/08/2018	05/24/2019	$0 - No Funding Required	Teacher Mentor & New Staff

Activity - Reading Specialist Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, supporting the coaching cycle, and data analysis.	Direct Instruction Academic Support Program Career Preparation/ Orientation Technology Professional Learning	08/08/2018	05/24/2019	$0 - No Funding Required	Reading Specialist

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Support Staff will develop and lead School Leadership training in August for all schools. District Strategic Plan, and Continuous Improvement Plans will be discussed. Accountability requirements will also be shared (AF Report Card). 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	Behavioral Support Program Career Preparation/ Orientation Professional Learning Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Leadership Team, Principal, Reading Specialist, Guidance Counselor

Activity - Early Release Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Welti Elementary and District Support Staff will work with administrators to determine quarterly focus for early release days. Calendar on topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Behavioral Support Program Academic Support Program Direct Instruction Professional Learning Technology	08/08/2018	05/24/2019	$0 - No Funding Required	Principal, Reading Specialist, Guidance Counselor, Faculty & Staff

Activity - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools. Ongoing training and support will also include K-2 iPad and Seesaw training and 3rd grade Chromebooks and instructional technologies.	Technology Behavioral Support Program Professional Learning Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	All teachers, principal, Reading Specialist, and Technology Specialist

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 for ELLs 2.0.

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.

Category: Develop/Implement College and Career Ready Standards

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 - 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 prograAm 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 Professional Learning Academic Support Program	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

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.	Direct Instruction Professional Learning Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	District support, 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.

Individual student achievement results and interpretation of results can be interpreted to parents of English Learners in a language they can understand through our system-wide liaison.

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	All instructional paraprofessionals meet state requirements. -Successful completion of at least two years (48 semester hours) of study at an institution of higher education -An Associate's Degree documented on an official transcript from an accredited institution of higher education, or -Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to assist in, instruction, Reading, writing, and Mathematics	

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	All teachers meet the state requirements and licensing criteria for the grade levels and subject areas.	

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

Cullman County Board of Education posts personnel positions using TeachIn Alabama, the Alabama State Department of Education administered online job posting website. Applicants have the opportunity to apply for CCBOE positions, for which they qualify, through TeachIn Alabama. Administrators receive training in Hiring Practices. Staffing decisions are made based on qualifications and certifications of teachers based on criteria established by the State Department of Education and Cullman County Schools.

Extensive Interviews are conducted from qualified applicants to determine best candidate.

Assignments-

Teachers are places based on prior performance, certification, and teacher interviews.

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?

Welti Elementary School experiences a low turnover rate. We had no teachers to leave at the conclusion of the 2017-18 school year.

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

97% of the teachers hold a Masters Degree or higher.
Two faculty members hold an Education Specialist Degree.

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).

As a Leader in Me School, we take pride in our school and our assessment results as well as the accomplishments of our students.. We strive to maintain a staff of high quality teachers. We have a mentoring program for any new teacher in an effort to enhance and retain new teachers.

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.

A variety of data is used to determine the professional development needs of our staff. Surveys are given to help determine needs of the teachers. Data meetings, Grade-level meetings and Leadership Team meetings are held on a regular basis. After assessing all data, teachers identify school strengths and weaknesses. Once these are identified, teachers help develop plans for professional development.

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

Professional development is focused on improving instruction for our students. Professional development activities are conducted before the start of school, during early release days and on designated professional development days throughout the year.
Professional development provided included:
Teacher Mentoring Program, Educator Effectiveness, Technology Integration, Edgenuity, Pacing guides, Dyslexia Training, Standards Based Report Cards, Leader-in-Me Curriculum alignment, Math Skills, Improving Math Instruction and Common Core Standards.

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

The Alabama Teacher Mentor Program is for first year teachers who have no teaching experience in the system.All new teachers are required to utilize this training. We have Mentor teachers assigned who will work with our new teachers as follows:
Be available to assist as needed
Orient new teachers to policies, procedures and the culture of the school
Offer guidance in understanding and use of school curricula
Share materials and resources
Assist in the use of student data to improve instruction
Determine long and short range goals for improvement

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

Professional development activities and opportunities are offered throughout the year. The needs of our school have been identified and the focus of Professional development will be sustained and ongoing to meet the goals identified. Student data will be analyzed throughout the year, and professional development will be determined based on needs.

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:

Culture

Measurable Objective 1:

collaborate to find ways to increase student enrollment and decrease withdrawals by 10%. by 05/24/2019 as measured by an increase in student enrollment and number of students transferring.

Strategy1:

Transition Activities - Transition activities will be provided to students in each grade level in order to prepare them for the upcoming school year. This will also provide students an opportunity to meet their teachers for the coming year and to build an excitement about the next school year.

Category: Develop/Implement Learning Supports

Research Cited: Hodges, T. (2015). Six Things the most Engaged Schools Do Differently. AASPA Perspective.

Activity - Grade Level Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each grade level will visit their prospective classrooms and teachers throughout the month of May. Pre-K and Headstart students will visit the kindergarten classrooms.	Recruitment and Retention	08/08/2018	05/24/2019	$0 - No Funding Required	All teachers, principal, counselor, librarian

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?

Principal, faculty and staff meet on a regular basis to analyze student achievement data.This analysis is used to identify grade level as well as school strengths and weaknesses, plan instruction, recognize students that are at-risk, and establish the needs for professional development. With periodic analysis, our staff can best serve the needs of our students.

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?

Several processes are used to identify students who experience in mastering the standards.
-Data meetings are held on a regular basis
-Scantron assessment results are analyzed to determine proficiency and non-proficiency areas
-DIBELS results are analyzed to determine no-proficient areas
-Intervention strategies are analyzed for successes in achievement
-RtI identifies students who are in need of extra support
-Intervention teacher is utilized to meet the needs of students who are experiencing difficulty reaching a proficiency level

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

Students who show difficulty will receive Tier II or Tier III instruction as needed. Student progress will monitored on a weekly basis. If they continue to show little or no growth in achievement, interventions will be evaluated and adaptations will be made.
The students who experience difficulty will be tutored by the Reading Intervention Teacher and/or the Reading Specialist.

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.

Our school has an after After-School program. A certified teacher is available to help students with homework and enhance their academic skills. Students are assessed fees for the program based on a sliding scale of income for families.

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.

All students have equal access to a free education. All services and programs provided by a school-wide Title I program are available to all students.

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- Welti is an Elementary School

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

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

There are several resource areas available to Welti Elementary. The following is a comprehensive list of funding sources:

- State of Alabama School Foundation Program-this program funds teacher units based on student enrollment. For the 2018-19 year

-State funded units are 9.72

- Federal funded units are .48

All include fringe benefits

Title I funds are utilized to fund part of a teacher unit and a part-time Reading Intervention teacher.

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)?

Welti Elementary coordinates and integrates Federal, State and Local services to achieve school-wide goals.

The programs utilized include:

Child Nutrition Program

Breakfast Feeding Program and After School Feeding Program

State Pre-K program, Adult Education

School Improvement activities

School Guidance and Counseling

School Resource Officer materials

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

To evaluate the implementation of the school-wide program of our school, the school leadership team reviews the plan each year during the summer. All faculty and parent committee members meet in August to further evaluate the implementation of the program. From the review, we determine which areas should be addressed to continue to meet the needs of our students.

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?

Faculty committees review data from the state assessment to determine if goals were met. All state and local testing data are analyzed.

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?

To determine if the program has been effective, the leadership team will evaluate the results of the faculty committees findings. Students who did not meet the standards as well as standards that are not met, will be considered for further intervention.

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

The school Leadership team and the Parent members of the Title I committee reviewed the 2017-18 CIP to assess the degree to which the goals had been met. The strategies were reviewed. Parent members and staff determined which elements have been mastered and should be excluded from the new plan. They then establish which goals should be placed in the new plan. Some goals may be identified for monitoring, continuing, or modified.

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.	9.72

Provide the number of classroom teachers.

9.72

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	463755.0

Total   463,755.00

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.	95004.0

Total   95,004.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total   0.00

Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	25956.0

Total   25,956.00

Librarian

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

Provide the number of Librarians.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	28098.0

Total   28,098.00

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 Adminstrators.

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.	3516.0

Total   3,516.00

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.	1055.0

Total   1,055.00

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.	6283.0

Total   6,283.00

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.	1127.0

Total   1,127.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	39780.0

Provide a brief explanation and breakdown of expenses.

T-1 (39,150.00)

P/I (630.00)

1100 - Teacher = 1   FTE = .48   Salary and Benefits (010),(200 - 299) = 27,348.07

1100 - Part time Intervention Teacher (018),(200 - 299) = .17 =11,500.00

1100 - Classroom Materials and Supplies - (400 - 499) = 301.02

1100 - SPUR Aide (319) = 0

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

(413) = 630.00

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

(300 - 399) = 0

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))

Welti Elementary will host an annual Title I parent involvement meeting to discuss the offerings and requirements of Title I and to inform parents of the school's participation. The meetings will be held at two different times for parental convenience. Welti Elementary will conduct Parental Involvement Meetings throughout the year. These meetings are to educate parents and help them to help their child be more successful in school.

Welti Elementary's Parent Teacher Organization holds 3-5 formal meetings per year. Welti encourages parental participation. Measures are in place to offer parent meetings on a flexible schedule to accommodate parents.

Welti Elementary believes in involving parents in all aspects of the Title I program. We have parent representatives on our CIP committee. Our parents have been active in the development of the CIP plan and have been involved in meeting and setting goals for our improvement. All parents were given an opportunity to review the plan and provide input. Our parental involvement plan is reviewed and evaluated each year.

Welti Elementary utilizes parental involvement funds to pay for student planners and/or parent-student communicator folders, that are used throughout the year. These planners provide important information to parents regarding policies, procedures, and test information. Planners and folders are used as a communication tool between parents and teachers/school.Funds are also used to pay for Parent Back to School Nights. The Parent Back To School Night, meetings are to inform parents of their child's progress and establish ways to help their child succeed.

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))

Parent meetings will be offered before, after and during school hours. Formally, we hold a parent/teacher day on Monday, October 22, 2018 with additional meeting times available by request. Parent meetings are held in conjunction with Parental Involvement meetings where the progress of our CIP goals will be discussed and parent input is solicited.

Welti Elementary has three parent representatives on the Cullman County Parent Involvement Group. These parents will receive training on a variety of topics and will return to school to complete a turn around training for all interested parents.

Parents are involved on the leadership team as representatives to their peers and assist in the formulation of goals and review of the CIP. Welti Elementary receives parent involvement funds that are used to purchase school folders/planners that provide a means of daily communication between parents and teachers. Funds are also used to support "Back to School" nights. These meetings are held by our teachers and provide training and support for our parents. Parents have also had input on topics that they would like more information on

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 receive information about Title I programs, parental involvement opportunities, curriculum, assessments, and parents rights to know, at the Title I Parent Meeting, held at the beginning of school. Parents also receive information regarding classes that are offered to all students, forms of student assessments, achievement expectations, system and school initiatives, and ways to be involved in their child's education. Parents are encouraged to communicate with the school and their child's teacher. A liaison is provided at meetings (if needed) to communicate with Spanish speaking parents.

Parents are provided a handbook that explains Title I programs.

Parents are informed of upcoming meetings and give feedback on topics for discussion.

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))

 Welti parents, faculty & staff, and students all share responsibility for our students success. Teachers, parents, and students complete surveys to provide input into program needs.

A school compact is developed annually. This compact addresses the responsibility of the school, the parent, and the student. The compact is explained to parents and they sign the compact, signifying their commitment to working in partnership with the school and in ensuring their child's success. The compacts are maintained in the classroom as a working document, for all students.

Parents also receive a copy of the compact.

Parents review the compact at the Title Parent Meeting and make suggestions for reviews and updates.

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

 At the conclusion of the school year, Welti Elementary meets with the CIP committee to review, evaluate, and revise its Continuous Improvement Plan.

There are parents on the committee who represent all the parents of the school. All parents are informed of the review process and are given opportunity to see the copy and give input. If a parent finds the plan unsatisfactory, they have the right to submit their concerns in writing to the school. If no satisfaction is obtained, they may contact the central office.

Parents also provide feedback through surveys taken at the end of school. There is a comment section provided on the survey for parents to express any concerns.

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

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

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

Welti Elementary strives to build capacity for parental involvement in order to become equal partners in the education of their children. Welti Elementary will implement "Back to School" nights to keep parents actively involved in their child' education, informed or current trends and topics, support partnership, and build collaboration between the school, parents, and community.

The Welti Parent Involvement Group allows parents to volunteer in school on a weekly basis or help from home. Three parent representatives are being trained at the county level. Parents then turn around and train or inform parents on the local level. Subjects include but are not limited to state and local assessments, parental involvement, technology, services offered, and Title I programs. Welti Elementary hosts an Open House and Pre K and Kindergarten Parent Meetings. Parents are given the opportunity to meet their child's teacher and identify the role all will play in insuring student success.

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)

Welti Elementary strives to ensure effective involvement of parents and to support a strong partnership among school, parents, and the community to improve student academic achievement.

Welti will work with its teachers through in-services, faculty meetings, trainings, and grade-level meetings to support the importance and understanding of parental involvement in the school. Welti works collaboratively with parents in planning parent involvement activities and materials to meet our school's identified needs and goals.

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)

Welti Elementary coordinates parental involvement programs with other federal programs. The Welti CNP, Culllman County CIP, and Parent

Title Handbook can all be located at the school library for parents to reference at any time.

Welti Elementary also provides a Parent Involvement Box that is filled with resources to support parents and allow them to more fully participate in the education of their children.

Parents receive pamplets at Open House that provide information for school success.

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)

Welti Elementary works to ensure that information and other activities are communicated to parents in a language they can understand. Information of all school meetings, parent notices, and parent communication are sent to parents of our EL students in Spanish. Teachers also send important classroom information to the county liaison for translation.

Welti Elementary utilizes a parent-liaison who is bilingual to assist in verbally communicating with 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 provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Welti provides reasonable support for parental involvement activities per parent requests. We make every effort to work with parents in meeting their request to be involved in their child's education. Parent surveys are taken into consideration and suggested changes are evaluated. Welti Elementary maintains a Open Door policy. Parents are welcomed and offered support as needed.

Welti and a community partner provide food for low income students to be used during the weekend through the Knap Sacks Program.

Welti and Cullman County CNP program provide After School Suppers for all students, regardless of free or reduced status, throughout the week.

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))

Welti Elementary provides opportunities for parents with limited English proficiency and parents with disabilities. All parent notifications for

our EL students are sent to the parents in Spanish. In addition, we have a parent liaison available to assist in verbal communication with non English speaking parents. Every effort is made to accommodate parents with disabilities and Welti is handicap accessible.