ACIP

University Place Elementary School

Tuscaloosa City Board of Education

Ms. Nakelya Mullins
2000 1st Avenue
Tuscaloosa, AL 35401

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

2018-2019 Goals & Plan

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

Parent and Family Engagement

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?

University Place Elementary School is located in the Forest Lake Neighborhood of Tuscaloosa, AL. UPES has a student population of 541 (Pre-K through 5th grade), and also houses the autism units for Tuscaloosa City Schools. UPES is a Title I school and currently receives a grant to provide free breakfast and lunch for all students. Ethnic breakdown: 76% African-American, 15% White, 10% Other. We have 78 faculty and staff members, 45 of which are certified educators. UPES is unique in that it is a STEAM school, providing a curriculum for all students that is enriched through inter-disciplinary education, with an emphasis on science, technology, engineering, arts and mathematics. For this school year (2018-2019) the Tuscaloosa City Schools "STEAM Lottery" was reopened to further populate our school with first grade students (and families) that were interested in STEAM education. UPES will also play a prominent role in the execution of the TCS Strategic Plan that is continuing with the second part of roll-out this year. Phase II of the plan calls included the closing of University Place Middle School. Combined with rezoning, the additional space and resources becoming available allowed dramatic expansion, both in terms of student population and curriculum offerings. While it is certainly a positive problem to have, the growth presents considerable challenges as we continue try to formulate a plan to maximize our facilities and serve an expanded community base in the best possible way.

School's Purpose

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

Our Mission is "Growing Tomorrow's Leaders Today". We strive to build thoughtful, capable students through our leadership opportunities, unique academic programs and character education. We are the 27th Lighthouse School in the world and currently in our eighth year of The Leader in Me process (Stephen Covey's 7Habits of Highly Effective People). UPES was awarded Lighthouse status in 2012 for creating a school atmosphere in which students made significant academic and social growth. Students at UPES are required to have leadership positions (jobs), become involved in community service projects, and track their own academic progress through portfolios. The Leader in Me process allows students, families, faculty and community members to share a common set of goals, language and expectations. In the area of academics, we proudly offer the STEAM program, providing all students with enriched learning opportunities that promote 21st Century skills, such as collaboration, critical thinking and problem solving. In the 2017-2018 school year, we successfully became the 1st AdvancED STEM certified school in the Tuscaloosa City Schools, a process that validated our renewed efforts in our interdisciplinary curriculum based primarily on real world application, with opportunities for students to engage in STEAM skills development across the content areas, as well as a mission to become a flagship school and share our procedures and processes with schools in surrounding areas and around the country. At University Place Elementary all grade levels (PreK-5th) emphasize hands-on learning opportunities in which students produce projects that are applicable to real life and can enhance and reinforce their daily instruction. Teachers facilitate learning through project based and inquiry based lessons. University Place Elementary supplies and utilizes its own LEGO Lab and school garden to assist students in their ability to explore with their hands and apply general classroom knowledge to STEAM-related concepts. As mentioned previously, we are also the home of the Autism units for Tuscaloosa City Schools, so UPES students are presented the rare opportunity to be part of a truly inclusive environment. Our SPE population regularly mixes and integrates with the general education, providing rich social interactions in which both groups benefit. UPES students are empathetic, kind and proactive. Our mission of "Growing Tomorrow's Leaders Today" includes the creation of altruistic future citizens.

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.

Over the last two- three academic school years our commendations and celebrations include the following:

-AdvancED STEM Certification

-CLAS Banner School Nominee

-Annual Literacy Night (to increase parental awareness in the areas of reading)

-Monthly Leadership Assemblies (to recognize student and teacher leaders)

-Quarterly PBIS & Attendance Celebrations

-Monthly Club Days (to allow time for students explore a variety of STEAM careers/opportunities)

-Mentor Celebration

-Breast Cancer Pink Out Day

-Parent Visitation (Lunch & Learn)

-HERE MVP Pep Rally (attendance recognition)

-Druid City Garden Project

-Hour of Code & STEAM Night

-Reflex Math Grant

-Tynker Grant

-Walking Classroom Grant

-AG in the Classroom Grant

-Kappa Delta Pi Grant

-Community Foundation of West Alabama Grant

-UA STEAM Team Collaboration

-FLUM/Forest Lake Baptist Volunteer Programs

-Paul R. Jones Art Gallery

-Greenpower USA (students built an electrical car)

-Dream Inks Comics (students create their own comic stories)

-Arts Renaissance in Tuscaloosa Schools (Kentucky Weavers)

-PAW Patrol (male parent group)

In addition to these notable successes, UPES is determined to see further increases in literacy and math performance. The administration and Instructional Leadership team has developed a plan to boost school-wide reading scores (DIBELS, Global Scholars Scantron Series) through teacher professional development, increased exposure to texts, meaningful center activities and explicit instruction techniques. Math progress will be propelled through a movement to increase conceptual practice (number talks, project based opportunities) in place of procedural practice (rote memorization, drilling).

Additional Information

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

In the past few years UPES has developed a reputation as the "incubator" of good ideas in the TCS System. The STEAM program continues to expand and bring in new partners, creating an overwhelming demand for lottery slots assigned to the school (we had 200-250 applications with no available slots). As project-based learning becomes more of a District-wide focus, UPES remains firmly ahead of the curve by already enriching the prescribed curriculum with hands-on, collaborative activities that require students to research, inquire, think and problem solve. We successfully become the 1st AdvancED STEM certified school in the Tuscaloosa City Schools. Our community outreach and partnerships have paid off to the extent that the University of Alabama now has a student "STEAM TEAM" of volunteers, sending collegiate level engineers, scientists and mathematicians to our school every week. Our Leader in Me program has served as the template for thirteen other local schools to begin their own 7 Habits journey, and we have current developed a community pantry to provide non-perishable food and toiletry items for members of need in our community. UPES has also seamlessly ushered in a new administration team, building on past successes and re-energizing the faculty and stakeholders to reach new goals and accomplishments.

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.

University Place Elementary consistently seeks opportunities to include and engage all stakeholders in the development of the institution's improvement plan. During any encounter with parents or community members but especially during Parent Teacher Association (PTA) meetings, informal gatherings, Adopt-A-School meetings, and conferences, stakeholders are allowed and encouraged to share their concerns, desires and provide administrators, faculty and staff with detailed comments and/or suggestions regarding the school's improvement plan. After speaking with and listening to all stakeholders, we decide as a leadership team, on which strategies, activities and events to hold to increase overall involvement. Meetings are conducted before, during and after school hours to accommodate the various schedules of all of our stakeholders.

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

The representation in our plan from stakeholders included administrators, teachers, parents, community members and partners (e.g. AdoptA-School partners). We asked each to supply us with specific comments/suggestions to enhance our plan and also to research ideas to augment the goals, strategies and actions steps of our plan (e.g. developing additional partnerships for our STEAM program and community services projects). PTA members and parents meet regularly with the staff and community members to plan activities and events for the success of UPES. Our stakeholders share the vision that every child can and will learn while reaching their full potential through explicit instruction, high expectations and the proper support along the way, and they work diligently with administrators, teachers, and students to aide in reaching our short and long term SMART goals.

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 plan is never final, but a continual work in progress. Therefore, we provide updates consistently through monthly newsletters, school meetings (quarterly P.T.A. and weekly/biweekly faculty meetings), conferences (e.g. parent and partnerships) and through social media (Facebook & Twitter) and BlackBoard (school cast) calls in an effort to keep all stakeholder abreast of our progress.

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

University Place Elementary students growth in both reading and mathematics according Global Scholars Scantron Assessments . We ended the year with 36% proficiency in reading and 40% proficiency in mathematics. Our Kindergarten and 1st Grade students demonstrated noticeable growth in the area of non-sense words (whole words read) according to DIBELS assessments.

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

Mathematics showed an improvement, and we were able to maintain our level of growth in the area of reading as a result of research based high yield strategies and practices which include close reads, repeated reading, asking higher level DOK questions, spending quality time in text, number talks, conceptual practices and the implementation of STEAM.

Which area(s) indicate the overall highest performance?

Our overall highest performance was in the area of Mathematics and decreasing the achievement gaps with our Special Education students.

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

In reading and mathematics, all subgroups (including our SPE students) showed a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

Special education and free/reduced students both demonstrated growth in the area of math and reading in an effort to close the achievement gap.

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

According to Global Scholar Scantron Assessments mathematics appears to be more of a strength than reading and the achievement gap continues to decrease.

Areas in Need of Improvement

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

According to 2017-2018 Global Scholars Scantron data, our students did not demonstrate the expected growth in the area of reading. Our data revealed only 36% proficiency in the area of reading.

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

According to Scantron GLOBAL Scholars, our data revealed only 36% proficiency in reading which was lowered than our target. Second Grade Oral reading fluency also reflected a lower proficiency than expected.

Which area(s) indicate the overall lowest performance?

Second & third grade oral reading fluency both reflected a lower proficiency than expected.

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

All subgroups are demonstrating growth. However, the levels of growth did not reach our target goal.

Between which subgroups is the achievement gap becoming greater?

The achievement gap in the reading and math subgroups is becoming greater between white students.

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

Weaknesses in Global Scholars are consistent with our concerns in DIBELS oral reading fluency.

Report Summary

Scores By Section

Section Score
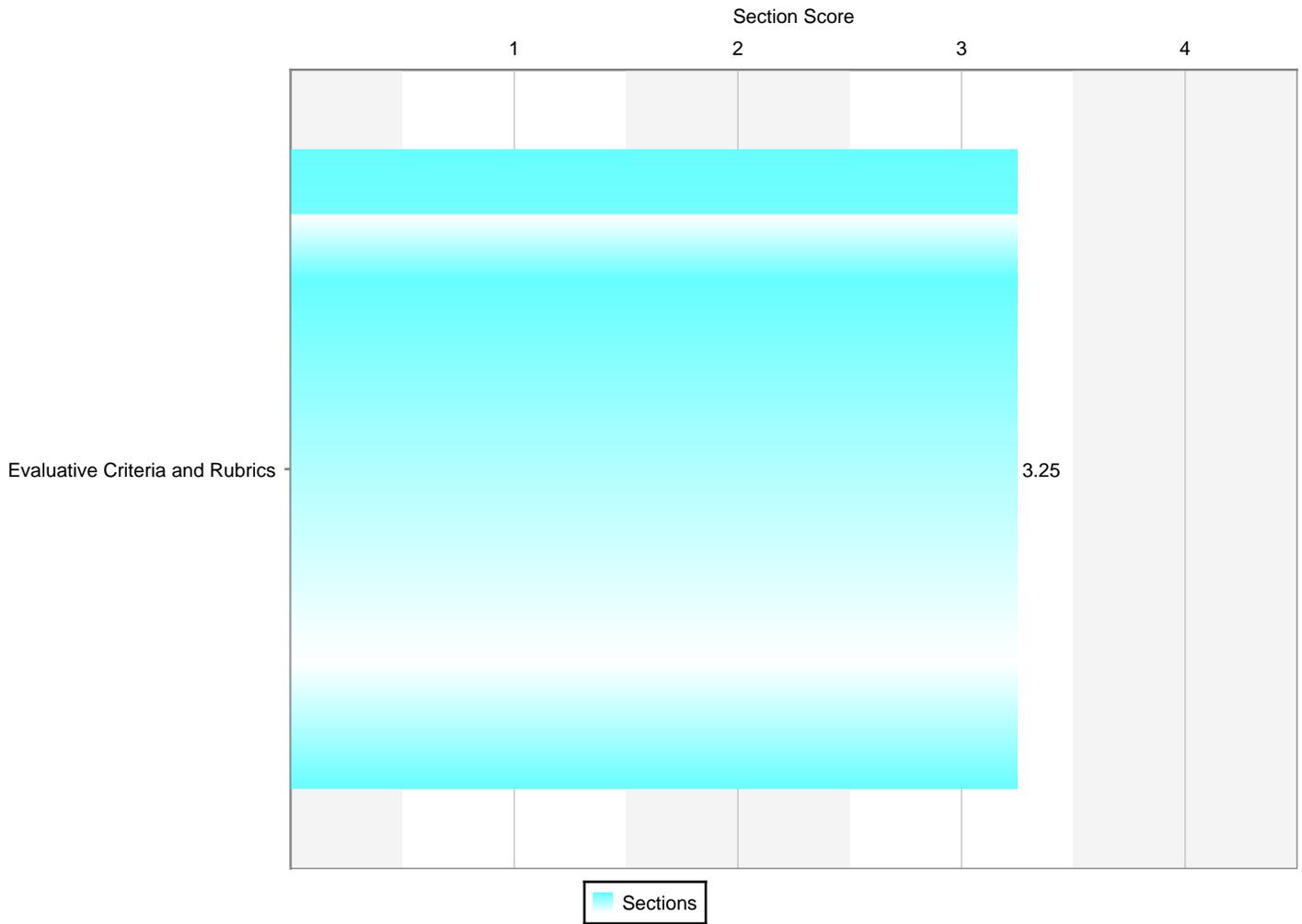
ACIP Assurances

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		Leadership Team Signatures

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

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		ACIP Assurance #1

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Parent & Family Engagement Plan 2018-2019	Parent & Family Engagement Plan 2018-2019

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		School Compact

2018-2019 Goals & Plan

Overview

Plan Name

2018-2019 Goals & Plan

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	3rd-5th grade students at University Place Elementary will increase reading proficiency by 5% from 27% to 32% proficient during the 18-19 academic school year as measured by Scantron Assessment administered in Aug/Sep 2018 (baseline data) and Spring 2019.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$5300
2	3rd-5th grade students at University Place Elementary will increase mathematics proficiency by 5% from 27% to 32% during the 2018-2019 academic school year as measured by Scantron Assessment administered in Aug/Sept 2018 (baseline data) and Spring 2019.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$3000
3	At least 85% of certified faculty will participate in at least 3 Leader In Me related professional development sessions during the 2018-2019 school year as measure by STI credits earned.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	$12500

Goal 1: 3rd-5th grade students at University Place Elementary will increase reading proficiency by 5% from 27% to 32% proficient during the 18-19 academic school year as measured by Scantron Assessment administered in Aug/Sep 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 29% proficiency in Reading by 01/25/2019 as measured by Scantron formative assessments..

Strategy 1:

Strategic Teaching - Teachers will collaborate for in depth content planning and employ a variety of strategies which will include but is not limited to guiding questions, strategic teaching models, and cooperative learning opportunities.

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

Research Cited: In Jim Knight's book, High-Impact Instruction: A Framework for Great Teaching, he writes "Effective guiding questions provide a clear target for student learning, pointing to both the final destination and the knowledge, skills, and big ideas to be learned along the way." (p.31)

In Jeffrey Wilhelm's book, Engaging Readers and Writers with Inquiry, he writes: "Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas." (p.8)

According to the research of Dean, Hubbell, Pitler & Stone in Classroom Instruction that Works: "By giving students opportunities to learn and lead in cooperative groups, we are helping them develop those essential skills for higher education and the workplace." (p.46)

Activity - Planning for Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from the instructional coach and other members of the curriculum and instruction team, all teachers will effectively unwrap the standards and develop weekly lesson plans, which will include daily DOK 2 and DOK3 guiding (essential) questions used in collaboration with technologies (e.g. iPads, interactive boards) in both whole & small groups.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators Reading Specialist Teachers

Activity - Job Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in various aspects of the coaching cycle or professional learning to address any areas of concern to increase student engagement and achievement	Professional Learning	08/08/2018	05/24/2019	$1300	Title I Schoolwide	Administrators Reading Specialist Classroom Teachers

Activity - Direct & Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct and explicit instruction daily in whole group and small group lessons.	Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Classroom Teachers Reading Specialist Administrators

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct daily walk-throughs to gather a snapshot of daily instruction and ensure instruction matches standards and standards are taught in depth and with fidelity.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators Reading Specialist

Activity - Renaissance Learning-Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader will be utilized to assist teachers in determining students' independent reading levels and support teachers and students in the area of comprehension.	Academic Support Program	08/08/2018	05/24/2019	$4000	Title I Schoolwide	Classroom teachers Media Specialist

Activity - Purposeful and Meaningful Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice differentiated centers to provide additional practice opportunities with previously taught skills and strategies.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Classroom Teachers Reading Specialist Administrators

Goal 2: 3rd-5th grade students at University Place Elementary will increase mathematics proficiency by 5% from 27% to 32% during the 2018-2019 academic school year as measured by Scantron Assessment administered in Aug/Sept 2018 (baseline data) and Spring 2019.

Measurable Objective 1:
A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 30% proficiency in Mathematics by 01/25/2019 as measured by Scantron assessments..

Strategy 1:

Math Investigations: Conceptual Problem Solving - Teachers will deliver 75 minutes of instruction to address the College and Career Readiness Standards in Mathematics including Number Talks, receive AMSTI math professional development from lead math teachers and members of the district's curriculum and instruction team to allow students to determine numerous strategies or ways to solve daily math problems, participate in weekly grade level planning sessions with the STEAM coordinator, principal, and/or assistant principal.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to the National Council of Teaching Mathematics (NCTM), teachers of mathematics must create opportunities for students to communicate their conceptual understanding of topics. This may involve lesson structures that require a change in pedagogical techniques.

The NCTM Principles provides an excellent conclusion to the discussion of conceptual understanding: "Learning with understanding is essential to enable students to solve the new kinds of problems they will inevitably face in the future".

Research according to Baumert et. al. (2010),"Teachers' content knowledge of mathematics remain inert in the classroom unless accompanied by a rich repertoire of mathematical knowledge and skills relating directly to the curriculum, instruction, and student learning…In summary, findings suggest that –in mathematics at least- a profound understanding of the subject matter taught is necessary, but far from sufficient for providing insightful instruction." (p.139)

Activity - Small Group Instruction-Investigations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily small group instruction using research based instructional strategies, to enhance students' ability to solve problems from a conceptual approach, used in collaboration with technologies (e.g. iPads, interactive boards) when applicable • Use of math journals to demonstrate individual student growth and progress • Monitor the progress of students through weekly grade level planning sessions and monthly data chats using observations, students work in journals, weekly, end of unit and benchmark assessments.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District-Wide Professional Development with Curriculum Specialists AMSTI Professional Development with AMSTI Certified Trainers on specific strands as deemed necessary by assessment results	Academic Support Program	08/08/2018	05/24/2019	$3000	Title I Schoolwide	Administrators, AMSTI Certified Trainers & Classroom Teachers

Activity - Instructional Walk-Through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will walk through daily to ensure standards are being taught using a conceptual approach, and students are being provided the opportunity to share their thinking, struggle through the problem solving but are also supported with guided questioning.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators C& I team

Strategy 2:

Formative Assessements - Teachers will begin with administering Universal Screeners (Classworks) and ACT Aspire Interims to determine students' strengths and weakness to determine next steps for instruction.

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

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 1st-5th will be administered a Scantron/Global Scholars two times a year to identify strands of strengths and weaknesses to drive the planning for instruction. Teacher made, weekly and/or end of unit assessments will also be reviewed during monthly data meeting to assess students for growth and drive daily explicit instruction. Teachers will also gather data using exit slips, student work samples and/or daily observation.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators Classroom Teachers Counselor (Building Test Coordinator)

Goal 3: At least 85% of certified faculty will participate in at least 3 Leader In Me related professional development sessions during the 2018-2019 school year as measure by STI credits earned.

Measurable Objective 1:

collaborate to ensure at least 85% of all certified faculty participate in at least 3 Leader In Me related professional development sessions during 2018-2019 school year by 06/28/2019 as measured by STI credit earned or received .

Strategy 1:

Professional Development - UPES teachers will have the opportunity to participate collectively as a faculty and individually select professional development sessions of their choice to gain a deeper understanding of the Leader In Me/7 Habits philosophy.

Category: Develop/Implement Learning Supports

Activity - Leader In Me Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collectively and individually participate in professional learning sessions to strengthen their personal understanding and benefits of daily implementation and use of the 7 Habits of Highly Effective People	Professional Learning, Academic Support Program	07/25/2018	06/28/2019	$5000	Title I Schoolwide	Leader In Me Coach Lighthouse Team Administrators Teachers

Activity - Leader In Me (Intellectual Property License)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader In Me Property license provides teachers with a wealth of resources (book titles, videos, activities, etc.) via the company's exclusive web page to properly implement the 7 Habits with grade level appropriate ideas, activities and materials.	Behavioral Support Program	08/08/2018	08/08/2019	$2500	Title I Schoolwide	Administrators All certified staff

Strategy 2:

7 Habits Implementation - Teachers will continue to reinforce the 3 R's daily along with the 7 Habits to increase the level on achievement and build 21st century skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: In Stephen Covey's book, The 7 Habits of Highly Effective People, he writes "The Seven Habits are habits of effectiveness. Because they are based on principles, they bring the maximum long-term beneficial results possible. They become the basis of a person's character creating an empowering center of correct maps from which an individual can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral of growth. • Our behavior is a function of our decisions, not our conditions. We can subordinate feelings to values. We have the initiative and the responsibility to make things happen. Highly proactive people recognize that responsibility. They do not blame circumstances, conditions or conditioning for their behavior. Their behavior is a product of their own conscious choice, based on values, rather than a product of their conditions, based on feeling (Covey, 1989).

Activity - Leadership Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
UPES will hold monthly Leadership Assemblies to celebrate, recognize and reward students that have been chosen as "Leader of the Month" for their adherence to 7 Habits philosophy.	Behavioral Support Program	09/07/2018	05/03/2019	$0	No Funding Required	Administrators Faculty & Staff

Activity - Daily Communication--Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Planner provides daily communications of school events and expectations of things such as homework. It also serves a means of daily communication between home and school.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/08/2018	05/24/2019	$2500	Title I Schoolwide	Administrators All Certified Staff (Homeroom Teachers)

Activity - Leadership Positions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
UPES students apply and interview for leadership jobs in their classrooms and school-wide. Jobs are earned based on student skill set and interviews and maintained based on performance and daily behavior	Behavioral Support Program	08/13/2018	05/24/2019	$0	No Funding Required	Administrators Faculty & Staff

Activity - 7 Habits in 7 minutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively engage in 7 minute daily lessons on the 7 habits to reinforce daily announcements, school-wide expectations and goals.	Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators Faculty/Staff

Activity - PBIS Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive tickets school-wide daily for demonstrating the expected behavior or one of the 7 Habits, and students are allowed to participate in monthly PBIS celebrations. They are also provided the opportunity to participate semi-annual exchanges (mid-year and end of year).	Behavioral Support Program	08/08/2018	05/24/2019	$2500	Other	Administrators Faculty/Staff

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
PBIS Celebrations	Students receive tickets school-wide daily for demonstrating the expected behavior or one of the 7 Habits, and students are allowed to participate in monthly PBIS celebrations. They are also provided the opportunity to participate semi-annual exchanges (mid-year and end of year).	Behavioral Support Program	08/08/2018	05/24/2019	$2500	Administrators Faculty/Staff
				Total	$2500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Assemblies	UPES will hold monthly Leadership Assemblies to celebrate, recognize and reward students that have been chosen as "Leader of the Month" for their adherence to 7 Habits philosophy.	Behavioral Support Program	09/07/2018	05/03/2019	$0	Administrators Faculty & Staff
Direct & Explicit Instruction	Teachers will provide direct and explicit instruction daily in whole group and small group lessons.	Direct Instruction	08/08/2018	05/24/2019	$0	Classroom Teachers Reading Specialist Administrators
Instructional Rounds	Administrators will conduct daily walk-throughs to gather a snapshot of daily instruction and ensure instruction matches standards and standards are taught in depth and with fidelity.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrators Reading Specialist
7 Habits in 7 minutes	Students will actively engage in 7 minute daily lessons on the 7 habits to reinforce daily announcements, school-wide expectations and goals.	Behavioral Support Program	08/08/2018	05/24/2019	$0	Administrators Faculty/Staff
Leadership Positions	UPES students apply and interview for leadership jobs in their classrooms and school-wide. Jobs are earned based on student skill set and interviews and maintained based on performance and daily behavior	Behavioral Support Program	08/13/2018	05/24/2019	$0	Administrators Faculty & Staff

Small Group Instruction-Investigations	Daily small group instruction using research based instructional strategies, to enhance students' ability to solve problems from a conceptual approach, used in collaboration with technologies (e.g. iPads, interactive boards) when applicable • Use of math journals to demonstrate individual student growth and progress • Monitor the progress of students through weekly grade level planning sessions and monthly data chats using observations, students work in journals, weekly, end of unit and benchmark assessments.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrators Classroom Teachers
Instructional Walk-Through	Administrators will walk through daily to ensure standards are being taught using a conceptual approach, and students are being provided the opportunity to share their thinking, struggle through the problem solving but are also supported with guided questioning.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrators C& I team
Planning for Instruction	With assistance from the instructional coach and other members of the curriculum and instruction team, all teachers will effectively unwrap the standards and develop weekly lesson plans, which will include daily DOK 2 and DOK3 guiding (essential) questions used in collaboration with technologies (e.g. iPads, interactive boards) in both whole & small groups.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrators Reading Specialist Teachers
Purposeful and Meaningful Centers	Students will practice differentiated centers to provide additional practice opportunities with previously taught skills and strategies.	Academic Support Program	08/08/2018	05/24/2019	$0	Classroom Teachers Reading Specialist Administrators
Assessments	Students grades 1st-5th will be administered a Scantron/Global Scholars two times a year to identify strands of strengths and weaknesses to drive the planning for instruction. Teacher made, weekly and/or end of unit assessments will also be reviewed during monthly data meeting to assess students for growth and drive daily explicit instruction. Teachers will also gather data using exit slips, student work samples and/or daily observation.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrators Classroom Teachers Counselor (Building Test Coordinator)
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Leader In Me Coaching	Teachers will collectively and individually participate in professional learning sessions to strengthen their personal understanding and benefits of daily implementation and use of the 7 Habits of Highly Effective People	Professional Learning, Academic Support Program	07/25/2018	06/28/2019	$5000	Leader In Me Coach Lighthouse Team Administrators Teachers
Renaissance Learning- Accelerated Reading	Accelerated Reader will be utilized to assist teachers in determining students' independent reading levels and support teachers and students in the area of comprehension.	Academic Support Program	08/08/2018	05/24/2019	$4000	Classroom teachers Media Specialist
Leader In Me (Intellectual Property License)	The Leader In Me Property license provides teachers with a wealth of resources (book titles, videos, activities, etc.) via the company's exclusive web page to properly implement the 7 Habits with grade level appropriate ideas, activities and materials.	Behavioral Support Program	08/08/2018	08/08/2019	$2500	Administrators All certified staff
Professional Development	District-Wide Professional Development with Curriculum Specialists AMSTI Professional Development with AMSTI Certified Trainers on specific strands as deemed necessary by assessment results	Academic Support Program	08/08/2018	05/24/2019	$3000	Administrators, AMSTI Certified Trainers & Classroom Teachers
Daily Communication-- Student Planners	The Student Planner provides daily communications of school events and expectations of things such as homework. It also serves a means of daily communication between home and school.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/08/2018	05/24/2019	$2500	Administrators All Certified Staff (Homeroom Teachers)
Job Embedded Professional Development	Teachers will participate in various aspects of the coaching cycle or professional learning to address any areas of concern to increase student engagement and achievement	Professional Learning	08/08/2018	05/24/2019	$1300	Administrators Reading Specialist Classroom Teachers
				Total	$18300	

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?	No	The AdvancED parent survey was completed online.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

90-100% of parents feel the school encourages them to be involved in their child's education.

90-100% of the parents feel they are able to reach their child's classroom teacher to discuss their child (ren) progress.

90-100% of the parents feel that teachers at UPES are share their interest of what is best for their child and are cooperative when their child's academic progress or other concerns are addressed.

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

Over 90% of UPES parents feel welcome at our school and stated they understand their child's report cards and test scores.

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

UPES parents feel the school encourages them to be involved in their child's education.

Parents stated they are able to reach their child's classroom teacher to discuss the child.

Parents feel that teachers in the school are interested and cooperative when their child's academic progress or other concerns are addressed.

Areas in Need of Improvement

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

90-100% of parents stated that they feel the school encourages them to be involved in their child's education.

90-100% of the parents stated they are able to reach their child's classroom teacher to discuss the child.

90-100% of the parents fee that teachers in the school are interested and cooperative when their child's academic progress or other concerns are addressed.

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

90-99% of parents feel welcome at UPES and stated they understand their child's report cards and test scores.

What are the implications for these stakeholder perceptions?

University Place Elementary will provide additional forms of communication to parents who do not attend parent conferences, PTA meetings, parental involvement activities, Title I meetings, or any other informational sessions offered to parents and community. We will offer this information through BlackBoard school all-calls, website, and monthly newsletters.

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

Parents feel welcome at University Place Elementary and encouraged to actively participate in their child's education. They are able to contact their child's teacher or a member of the administrative team to discuss and resolve any concerns. Parents also feel that the faculty and staff at UPES are interested in working collaboratively to ensure their child is success and performs to their maximum potential.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
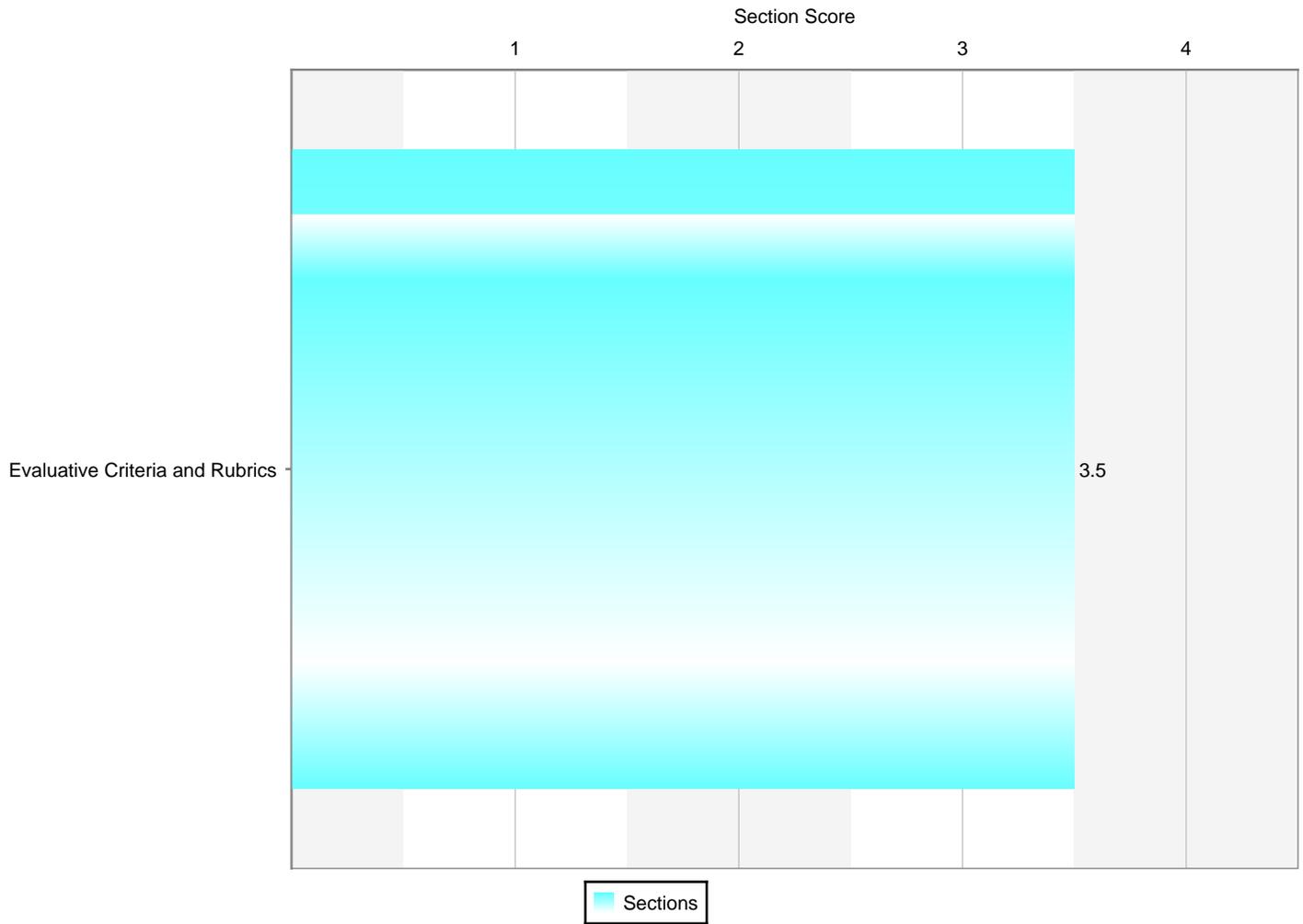
Sections

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?

In August, the school leadership team (composed of representatives from the faculty well as the principal, parents, and community representatives) reviewed the 2017-2018 Continuous Improvement Plan to assess the degree to which implemented strategies were met.This information was shared with staff and parents. The staff and parents provided input on the following: elements which were successfully mastered and need not be included in the next year's plan; the elements that have been mastered but still require continued monitoring; the elements not been mastered and must be included. A School Culture survey was disseminated to parents. The school leadership team (including parent members) reconvened to disaggregate data including subgroups. Results were shared with school faculty, staff, and parents. Faculty, staff, and parents were asked for their input. The school leadership team met to review strategies, professional development, and budget requirements. In September, the school leadership team and school staff convened to review standardized assessment data, School Incident Report data, complete self-assessments & develop professional learning plans in FRONTLINE(mylearningplan.com), and other local data. When the revisions were completed, faculty and staff reviewed them and had the opportunity to suggest modifications if needed. The school leadership continues to monitor, evaluate,and amend the ACIP throughout the course of the year. The plan is reviewed and revised based on current data, discussion during grade level and data meetings, parent meetings and conferences at least monthly. The needs assessment began during in the spring of the 2017-2018 school year when the school leadership team studied ongoing assessment data (DIBELS/progress monitoring, Global Scholars, and end of unit assessments) as well as data from the previous 2 years. The results were distributed and discussed at grade level and faculty meetings. Development of the needs assessment is ongoing as teachers will meet monthly during the 2018-2019 school year in data meetings, response to intervention meetings, grade level meetings and faculty meetings.

What were the results of the comprehensive needs assessment?

Given our recent increase in students and mixed of school cultures, all of our teachers agreed to begin our Leader In Me implementation as a year one meaning very explicitly planned lessons, and direct common language. While our school is in the 9th year of implementation with The Leader in Me, the influx of new students, faculty and staff warranted a fresh start. Our teachers agreed students still needed hands-on, critical thinking, and problem solving projects to enable each child to be college and career ready. Kindergarten-2nd grade students still require work with phonics while some 3rd-5th grade students need this strategy along with additional opportunities with fiction and nonfiction comprehension. Our students need hands-on manipulatives with math along with procedural and conceptual activities. Our teachers believed students need real-world, authentic learning in which we continued our fourth year with STEAM (Science, Technology,Engineering, Arts & Math). From our parent surveys, we identified a need for more volunteer opportunities and the need to promote the school outside services.

What conclusions were drawn from the results?

As a faculty and staff, we concluded each subject should be taught to fidelity and could be successfully intergrated. Too often, each subject was its own silo. To eliminate this process or concern, we begin to integrate subjects for authentic, real-world connections for our students. Our school is becoming more project-based learning than in past years, and we are allowing students to show mastery of standards or share their learning in a variety of ways.

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

Students learn when they are the ones producing the outcome. For instance, UPES students visit our Lego Lab each week to design and craft projects. Each grade level produces at least one STEAM projects per grade period. We are collaborating with parents as volunteers with STEAM (e.g. a parent is assisting with our 5th grade project). Our school also partners with several other academic institutions and businesses (e.g. College of Engineering, College of Education, University of Alabama STEAM team and Ellis Architects). UPES students also participate in Garden Lessons with Schoolyard Roots, and French Lessons with students from the University of Alabama.

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

With our mission of Growing Tomorrow's Leaders Today, our 7 Habits process is on-going with students taking on leadership opportunities within the school (e.g. Public Speaker, Shoe Sheriff) and we are in the 7th year of STEAM, have added a STEAM coordinator to enhance our program and assist us in becoming the first school in Tuscaloosa City Schools to earn AdvancED STEM Certification. Parents and the community have asked schools to prepare their children for college or their career, and we feel STEAM supplies students with these opportunities.

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

The goal of UPES is that of enabling students to be leaders and ready for college and/or a career. With our 7 Habits, we are instilling leadership with each student. While many of our students are new to the 7 Habit Process, our goal is to introduce them to the 7 Habits through our "7 minutes of 7 Habits" daily lessons. In years past, our discipline count was lower because the students had been with the school since kindergarten. With STEAM and the philosophy behind the Stephen Covey's 7 habits of highly effective people, we truly believe the hands-on learning approach, accountability and monitoring of personal, academic and social goals will decrease our discipline concerns. Reading continues to be a concern for us. Students' comprehension needs to improve and we believe by connecting reading with the rest of the subject through STEAM, interest will increase with research and investigation. With math, typically students don't see the connection with procedural activities. Our school system implemented AMSTI (Alabama Math & Science Technology Initiative) and Investigations strategies and procedures to address this concern (e.g. geometry and measurement with Kindergarten students creating their own bus).

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

From data, currently 100% of our students earn free or reduced meal at school. We aim to provide additional opportunities by way of the 7 Habits process, STEAM and our garden in which K-5 students learning through lesson taught bi-monthly. Kindergarten-5th grade students take 2-3 field trip per year to a place/event they might otherwise not be privy to at home. We are supplying students with opportunities which they may not otherwise be allowed to participate in or enjoy.

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:

3rd-5th grade students at University Place Elementary will increase reading proficiency by 5% from 27% to 32% proficient during the 18-19 academic school year as measured by Scantron Assessment administered in Aug/Sep 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 29% proficiency in Reading by 01/25/2019 as measured by Scantron formative assessments..

Strategy1:

Strategic Teaching - Teachers will collaborate for in depth content planning and employ a variety of strategies which will include but is not limited to guiding questions, strategic teaching models, and cooperative learning opportunities.

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

Research Cited: In Jim Knight's book, High-Impact Instruction: A Framework for Great Teaching, he writes "Effective guiding questions provide a clear target for student learning, pointing to both the final destination and the knowledge, skills, and big ideas to be learned along the way." (p.31)

In Jeffrey Wilhelm's book, Engaging Readers and Writers with Inquiry, he writes: "Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas." (p.8)

According to the research of Dean, Hubbell, Pitler & Stone in Classroom Instruction that Works: "By giving students opportunities to learn and lead in cooperative groups, we are helping them develop those essential skills for higher education and the workplace." (p.46)

Activity - Job Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in various aspects of the coaching cycle or professional learning to address any areas of concern to increase student engagement and achievement	Professional Learning	08/08/2018	05/24/2019	$1300 - Title I Schoolwide	Administrators Reading Specialist Classroom Teachers

Activity - Planning for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from the instructional coach and other members of the curriculum and instruction team, all teachers will effectively unwrap the standards and develop weekly lesson plans, which will include daily DOK 2 and DOK3 guiding (essential) questions used in collaboration with technologies (e.g. iPads, interactive boards) in both whole & small groups.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist Teachers

Activity - Renaissance Learning-Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be utilized to assist teachers in determining students' independent reading levels and support teachers and students in the area of comprehension.	Academic Support Program	08/08/2018	05/24/2019	$4000 - Title I Schoolwide	Classroom teachers Media Specialist

Activity - Purposeful and Meaningful Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice differentiated centers to provide additional practice opportunities with previously taught skills and strategies.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct daily walk-throughs to gather a snapshot of daily instruction and ensure instruction matches standards and standards are taught in depth and with fidelity.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist

Activity - Direct & Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct and explicit instruction daily in whole group and small group lessons.	Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Goal 2:

3rd-5th grade students at University Place Elementary will increase mathematics proficiency by 5% from 27% to 32% during the 2018-2019 academic school year as measured by Scantron Assessment administered in Aug/Sept 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 30% proficiency in Mathematics by 01/25/2019 as measured by Scantron assessments..

Strategy1:

Math Investigations: Conceptual Problem Solving - Teachers will deliver 75 minutes of instruction to address the College and Career Readiness Standards in Mathematics including Number Talks, receive AMSTI math professional development from lead math teachers and

members of the district's curriculum and instruction team to allow students to determine numerous strategies or ways to solve daily math problems, participate in weekly grade level planning sessions with the STEAM coordinator, principal, and/or assistant principal.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to the National Council of Teaching Mathematics (NCTM), teachers of mathematics must create opportunities for students to communicate their conceptual understanding of topics. This may involve lesson structures that require a change in pedagogical techniques.

The NCTM Principles provides an excellent conclusion to the discussion of conceptual understanding: "Learning with understanding is essential to enable students to solve the new kinds of problems they will inevitably face in the future".

Research according to Baumert et. al. (2010),"Teachers' content knowledge of mathematics remain inert in the classroom unless accompanied by a rich repertoire of mathematical knowledge and skills relating directly to the curriculum, instruction, and student learning…In summary, findings suggest that –in mathematics at least- a profound understanding of the subject matter taught is necessary, but far from sufficient for providing insightful instruction." (p.139)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District-Wide Professional Development with Curriculum Specialists AMSTI Professional Development with AMSTI Certified Trainers on specific strands as deemed necessary by assessment results	Academic Support Program	08/08/2018	05/24/2019	$3000 - Title I Schoolwide	Administrators, AMSTI Certified Trainers & Classroom Teachers

Activity - Small Group Instruction- Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily small group instruction using research based instructional strategies, to enhance students' ability to solve problems from a conceptual approach, used in collaboration with technologies (e.g. iPads, interactive boards) when applicable • Use of math journals to demonstrate individual student growth and progress • Monitor the progress of students through weekly grade level planning sessions and monthly data chats using observations, students work in journals, weekly, end of unit and benchmark assessments.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers

Activity - Instructional Walk-Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will walk through daily to ensure standards are being taught using a conceptual approach, and students are being provided the opportunity to share their thinking, struggle through the problem solving but are also supported with guided questioning.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators C& I team

Strategy2:

Formative Assessements - Teachers will begin with administering Universal Screeners (Classworks) and ACT Aspire Interims to determine students' strengths and weakness to determine next steps for instruction.

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

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grades 1st-5th will be administered a Scantron/Global Scholars two times a year to identify strands of strengths and weaknesses to drive the planning for instruction. Teacher made, weekly and/or end of unit assessments will also be reviewed during monthly data meeting to assess students for growth and drive daily explicit instruction. Teachers will also gather data using exit slips, student work samples and/or daily observation.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers Counselor (Building Test Coordinator)

Goal 3:

At least 85% of certified faculty will participate in at least 3 Leader In Me related professional development sessions during the 2018-2019 school year as measure by STI credits earned.

Measurable Objective 1:

collaborate to ensure at least 85% of all certified faculty participate in at least 3 Leader In Me related professional development sessions during 2018-2019 school year by 06/28/2019 as measured by STI credit earned or received .

Strategy1:

7 Habits Implementation - Teachers will continue to reinforce the 3 R's daily along with the 7 Habits to increase the level on achievement and build 21st century skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: In Stephen Covey's book, The 7 Habits of Highly Effective People, he writes "The Seven Habits are habits of effectiveness. Because they are based on principles, they bring the maximum long-term beneficial results possible. They become the basis of a person's character creating an empowering center of correct maps from which an individual can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral of growth.

• Our behavior is a function of our decisions, not our conditions. We can subordinate feelings to values. We have the initiative and the responsibility to make things happen. Highly proactive people recognize that responsibility. They do not blame circumstances, conditions or conditioning for their behavior. Their behavior is a product of their own conscious choice, based on values, rather than a product of their conditions, based on feeling (Covey, 1989).

Activity - Daily Communication--Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Student Planner provides daily communications of school events and expectations of things such as homework. It also serves a means of daily communication between home and school.	Parent Involvement Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$2500 - Title I Schoolwide	Administrators All Certified Staff (Homeroom Teachers)

Activity - Leadership Positions	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
UPES students apply and interview for leadership jobs in their classrooms and school-wide. Jobs are earned based on student skill set and interviews and maintained based on performance and daily behavior	Behavioral Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Administrators Faculty & Staff

Activity - 7 Habits in 7 minutes	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students will actively engage in 7 minute daily lessons on the 7 habits to reinforce daily announcements, school-wide expectations and goals.	Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Faculty/Staff

Activity - Leadership Assemblies	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
UPES will hold monthly Leadership Assemblies to celebrate, recognize and reward students that have been chosen as "Leader of the Month" for their adherence to 7 Habits philosophy.	Behavioral Support Program	09/07/2018	05/03/2019	$0 - No Funding Required	Administrators Faculty & Staff

Activity - PBIS Celebrations	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students receive tickets school-wide daily for demonstrating the expected behavior or one of the 7 Habits, and students are allowed to participate in monthly PBIS celebrations. They are also provided the opportunity to participate semi-annual exchanges (mid-year and end of year).	Behavioral Support Program	08/08/2018	05/24/2019	$2500 - Other	Administrators Faculty/Staff

Strategy2:

Professional Development - UPES teachers will have the opportunity to participate collectively as a faculty and individually select

professional development sessions of their choice to gain a deeper understanding of the Leader In Me/7 Habits philosophy.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Leader In Me Coaching	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will collectively and individually participate in professional learning sessions to strengthen their personal understanding and benefits of daily implementation and use of the 7 Habits of Highly Effective People	Professional Learning Academic Support Program	07/25/2018	06/28/2019	$5000 - Title I Schoolwide	Leader In Me Coach Lighthouse Team Administrators Teachers

Activity - Leader In Me (Intellectual Property License)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader In Me Property license provides teachers with a wealth of resources (book titles, videos, activities, etc.) via the company's exclusive web page to properly implement the 7 Habits with grade level appropriate ideas, activities and materials.	Behavioral Support Program	08/08/2018	08/08/2019	$2500 - Title I Schoolwide	Administrators All certified staff

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:

3rd-5th grade students at University Place Elementary will increase reading proficiency by 5% from 27% to 32% proficient during the 18-19 academic school year as measured by Scantron Assessment administered in Aug/Sep 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 29% proficiency in Reading by 01/25/2019 as measured by Scantron formative assessments..

Strategy1:

Strategic Teaching - Teachers will collaborate for in depth content planning and employ a variety of strategies which will include but is not limited to guiding questions, strategic teaching models, and cooperative learning opportunities.

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

Research Cited: In Jim Knight's book, High-Impact Instruction: A Framework for Great Teaching, he writes "Effective guiding questions provide a clear target for student learning, pointing to both the final destination and the knowledge, skills, and big ideas to be learned along the way." (p.31)

In Jeffrey Wilhelm's book, Engaging Readers and Writers with Inquiry, he writes: "Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas." (p.8)

According to the research of Dean, Hubbell, Pitler & Stone in Classroom Instruction that Works: "By giving students opportunities to learn and lead in cooperative groups, we are helping them develop those essential skills for higher education and the workplace." (p.46)

Activity - Direct & Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct and explicit instruction daily in whole group and small group lessons.	Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct daily walk-throughs to gather a snapshot of daily instruction and ensure instruction matches standards and standards are taught in depth and with fidelity.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist

Activity - Job Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in various aspects of the coaching cycle or professional learning to address any areas of concern to increase student engagement and achievement	Professional Learning	08/08/2018	05/24/2019	$1300 - Title I Schoolwide	Administrators Reading Specialist Classroom Teachers

Activity - Renaissance Learning-Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be utilized to assist teachers in determining students' independent reading levels and support teachers and students in the area of comprehension.	Academic Support Program	08/08/2018	05/24/2019	$4000 - Title I Schoolwide	Classroom teachers Media Specialist

Activity - Purposeful and Meaningful Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice differentiated centers to provide additional practice opportunities with previously taught skills and strategies.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Activity - Planning for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from the instructional coach and other members of the curriculum and instruction team, all teachers will effectively unwrap the standards and develop weekly lesson plans, which will include daily DOK 2 and DOK3 guiding (essential) questions used in collaboration with technologies (e.g. iPads, interactive boards) in both whole & small groups.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist Teachers

Goal 2:

3rd-5th grade students at University Place Elementary will increase mathematics proficiency by 5% from 27% to 32% during the 2018-2019 academic school year as measured by Scantron Assessment administered in Aug/Sept 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 30% proficiency in Mathematics by 01/25/2019 as measured by Scantron assessments..

Strategy1:

Formative Assessements - Teachers will begin with administering Universal Screeners (Classworks) and ACT Aspire Interims to determine

students' strengths and weakness to determine next steps for instruction.

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

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grades 1st-5th will be administered a Scantron/Global Scholars two times a year to identify strands of strengths and weaknesses to drive the planning for instruction. Teacher made, weekly and/or end of unit assessments will also be reviewed during monthly data meeting to assess students for growth and drive daily explicit instruction. Teachers will also gather data using exit slips, student work samples and/or daily observation.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers Counselor (Building Test Coordinator)

Strategy2:

Math Investigations: Conceptual Problem Solving - Teachers will deliver 75 minutes of instruction to address the College and Career Readiness Standards in Mathematics including Number Talks, receive AMSTI math professional development from lead math teachers and members of the district's curriculum and instruction team to allow students to determine numerous strategies or ways to solve daily math problems, participate in weekly grade level planning sessions with the STEAM coordinator, principal, and/or assistant principal.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to the National Council of Teaching Mathematics (NCTM), teachers of mathematics must create opportunities for students to communicate their conceptual understanding of topics. This may involve lesson structures that require a change in pedagogical techniques.

The NCTM Principles provides an excellent conclusion to the discussion of conceptual understanding: "Learning with understanding is essential to enable students to solve the new kinds of problems they will inevitably face in the future".

Research according to Baumert et. al. (2010),"Teachers' content knowledge of mathematics remain inert in the classroom unless accompanied by a rich repertoire of mathematical knowledge and skills relating directly to the curriculum, instruction, and student learning…In summary, findings suggest that –in mathematics at least- a profound understanding of the subject matter taught is necessary, but far from sufficient for providing insightful instruction." (p.139)

Activity - Instructional Walk-Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will walk through daily to ensure standards are being taught using a conceptual approach, and students are being provided the opportunity to share their thinking, struggle through the problem solving but are also supported with guided questioning.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators C& I team

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District-Wide Professional Development with Curriculum Specialists AMSTI Professional Development with AMSTI Certified Trainers on specific strands as deemed necessary by assessment results	Academic Support Program	08/08/2018	05/24/2019	$3000 - Title I Schoolwide	Administrators, AMSTI Certified Trainers & Classroom Teachers

Activity - Small Group Instruction-Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily small group instruction using research based instructional strategies, to enhance students' ability to solve problems from a conceptual approach, used in collaboration with technologies (e.g. iPads, interactive boards) when applicable • Use of math journals to demonstrate individual student growth and progress • Monitor the progress of students through weekly grade level planning sessions and monthly data chats using observations, students work in journals, weekly, end of unit and benchmark assessments.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers

Goal 3:

At least 85% of certified faculty will participate in at least 3 Leader In Me related professional development sessions during the 2018-2019 school year as measure by STI credits earned.

Measurable Objective 1:

collaborate to ensure at least 85% of all certified faculty participate in at least 3 Leader In Me related professional development sessions during 2018-2019 school year by 06/28/2019 as measured by STI credit earned or received .

Strategy1:

7 Habits Implementation - Teachers will continue to reinforce the 3 R's daily along with the 7 Habits to increase the level on achievement and build 21st century skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: In Stephen Covey's book, The 7 Habits of Highly Effective People, he writes "The Seven Habits are habits of effectiveness. Because they are based on principles, they bring the maximum long-term beneficial results possible. They become the basis of a person's character creating an empowering center of correct maps from which an individual can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral of growth.

• Our behavior is a function of our decisions, not our conditions. We can subordinate feelings to values. We have the initiative and the responsibility to make things happen. Highly proactive people recognize that responsibility. They do not blame circumstances, conditions or conditioning for their behavior. Their behavior is a product of their own conscious choice, based on values, rather than a product of their conditions, based on feeling (Covey, 1989).

Activity - PBIS Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive tickets school-wide daily for demonstrating the expected behavior or one of the 7 Habits, and students are allowed to participate in monthly PBIS celebrations. They are also provided the opportunity to participate semi-annual exchanges (mid-year and end of year).	Behavioral Support Program	08/08/2018	05/24/2019	$2500 - Other	Administrators Faculty/Staff

Activity - Leadership Positions	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
UPES students apply and interview for leadership jobs in their classrooms and school-wide. Jobs are earned based on student skill set and interviews and maintained based on performance and daily behavior	Behavioral Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Administrators Faculty & Staff

Activity - Daily Communication--Student Planners	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
The Student Planner provides daily communications of school events and expectations of things such as homework. It also serves a means of daily communication between home and school.	Academic Support Program Behavioral Support Program Parent Involvement	08/08/2018	05/24/2019	$2500 - Title I Schoolwide	Administrators All Certified Staff (Homeroom Teachers)

Activity - Leadership Assemblies	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
UPES will hold monthly Leadership Assemblies to celebrate, recognize and reward students that have been chosen as "Leader of the Month" for their adherence to 7 Habits philosophy.	Behavioral Support Program	09/07/2018	05/03/2019	$0 - No Funding Required	Administrators Faculty & Staff

Activity - 7 Habits in 7 minutes	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students will actively engage in 7 minute daily lessons on the 7 habits to reinforce daily announcements, school-wide expectations and goals.	Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Faculty/Staff

Strategy2:

Professional Development - UPES teachers will have the opportunity to participate collectively as a faculty and individually select

professional development sessions of their choice to gain a deeper understanding of the Leader In Me/7 Habits philosophy.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Leader In Me Coaching	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will collectively and individually participate in professional learning sessions to strengthen their personal understanding and benefits of daily implementation and use of the 7 Habits of Highly Effective People	Professional Learning Academic Support Program	07/25/2018	06/28/2019	$5000 - Title I Schoolwide	Leader In Me Coach Lighthouse Team Administrators Teachers

Activity - Leader In Me (Intellectual Property License)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader In Me Property license provides teachers with a wealth of resources (book titles, videos, activities, etc.) via the company's exclusive web page to properly implement the 7 Habits with grade level appropriate ideas, activities and materials.	Behavioral Support Program	08/08/2018	08/08/2019	$2500 - Title I Schoolwide	Administrators All certified staff

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

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

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

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

Goal 1:
3rd-5th grade students at University Place Elementary will increase reading proficiency by 5% from 27% to 32% proficient during the 18-19 academic school year as measured by Scantron Assessment administered in Aug/Sep 2018 (baseline data) and Spring 2019.

Measurable Objective 1:
A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 29% proficiency in Reading by 01/25/2019 as measured by Scantron formative assessments..

Strategy1:
Strategic Teaching - Teachers will collaborate for in depth content planning and employ a variety of strategies which will include but is not limited to guiding questions, strategic teaching models, and cooperative learning opportunities.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: In Jim Knight's book, High-Impact Instruction: A Framework for Great Teaching, he writes "Effective guiding questions provide a clear target for student learning, pointing to both the final destination and the knowledge, skills, and big ideas to be learned along the way." (p.31)
In Jeffrey Wilhelm's book, Engaging Readers and Writers with Inquiry, he writes: "Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas." (p.8)

According to the research of Dean, Hubbell, Pitler & Stone in Classroom Instruction that Works: "By giving students opportunities to learn and lead in cooperative groups, we are helping them develop those essential skills for higher education and the workplace." (p.46)

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct daily walk-throughs to gather a snapshot of daily instruction and ensure instruction matches standards and standards are taught in depth and with fidelity.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist

Activity - Planning for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from the instructional coach and other members of the curriculum and instruction team, all teachers will effectively unwrap the standards and develop weekly lesson plans, which will include daily DOK 2 and DOK3 guiding (essential) questions used in collaboration with technologies (e.g. iPads, interactive boards) in both whole & small groups.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist Teachers

Activity - Job Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in various aspects of the coaching cycle or professional learning to address any areas of concern to increase student engagement and achievement	Professional Learning	08/08/2018	05/24/2019	$1300 - Title I Schoolwide	Administrators Reading Specialist Classroom Teachers

Activity - Renaissance Learning-Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be utilized to assist teachers in determining students' independent reading levels and support teachers and students in the area of comprehension.	Academic Support Program	08/08/2018	05/24/2019	$4000 - Title I Schoolwide	Classroom teachers Media Specialist

Activity - Purposeful and Meaningful Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice differentiated centers to provide additional practice opportunities with previously taught skills and strategies.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Activity - Direct & Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct and explicit instruction daily in whole group and small group lessons.	Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Goal 2:

3rd-5th grade students at University Place Elementary will increase mathematics proficiency by 5% from 27% to 32% during the 2018-2019

academic school year as measured by Scantron Assessment administered in Aug/Sept 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 30% proficiency in Mathematics by 01/25/2019 as measured by Scantron assessments..

Strategy1:

Formative Assessements - Teachers will begin with administering Universal Screeners (Classworks) and ACT Aspire Interims to determine students' strengths and weakness to determine next steps for instruction.

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

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grades 1st-5th will be administered a Scantron/Global Scholars two times a year to identify strands of strengths and weaknesses to drive the planning for instruction. Teacher made, weekly and/or end of unit assessments will also be reviewed during monthly data meeting to assess students for growth and drive daily explicit instruction. Teachers will also gather data using exit slips, student work samples and/or daily observation.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers Counselor (Building Test Coordinator)

Strategy2:

Math Investigations: Conceptual Problem Solving - Teachers will deliver 75 minutes of instruction to address the College and Career Readiness Standards in Mathematics including Number Talks, receive AMSTI math professional development from lead math teachers and members of the district's curriculum and instruction team to allow students to determine numerous strategies or ways to solve daily math problems, participate in weekly grade level planning sessions with the STEAM coordinator, principal, and/or assistant principal.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to the National Council of Teaching Mathematics (NCTM), teachers of mathematics must create opportunities for students to communicate their conceptual understanding of topics. This may involve lesson structures that require a change in pedagogical techniques.

The NCTM Principles provides an excellent conclusion to the discussion of conceptual understanding: "Learning with understanding is essential to enable students to solve the new kinds of problems they will inevitably face in the future".

Research according to Baumert et. al. (2010),"Teachers' content knowledge of mathematics remain inert in the classroom unless accompanied by a rich repertoire of mathematical knowledge and skills relating directly to the curriculum, instruction, and student learning…In summary, findings suggest that –in mathematics at least- a profound understanding of the subject matter taught is necessary, but far from sufficient for providing insightful instruction." (p.139)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District-Wide Professional Development with Curriculum Specialists AMSTI Professional Development with AMSTI Certified Trainers on specific strands as deemed necessary by assessment results	Academic Support Program	08/08/2018	05/24/2019	$3000 - Title I Schoolwide	Administrators, AMSTI Certified Trainers & Classroom Teachers

Activity - Instructional Walk-Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will walk through daily to ensure standards are being taught using a conceptual approach, and students are being provided the opportunity to share their thinking, struggle through the problem solving but are also supported with guided questioning.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators C& I team

Activity - Small Group Instruction-Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily small group instruction using research based instructional strategies, to enhance students' ability to solve problems from a conceptual approach, used in collaboration with technologies (e.g. iPads, interactive boards) when applicable • Use of math journals to demonstrate individual student growth and progress • Monitor the progress of students through weekly grade level planning sessions and monthly data chats using observations, students work in journals, weekly, end of unit and benchmark assessments.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers

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

Goal 1:

3rd-5th grade students at University Place Elementary will increase reading proficiency by 5% from 27% to 32% proficient during the 18-19 academic school year as measured by Scantron Assessment administered in Aug/Sep 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 29% proficiency in Reading by 01/25/2019 as measured by Scantron formative assessments..

Strategy1:

Strategic Teaching - Teachers will collaborate for in depth content planning and employ a variety of strategies which will include but is not limited to guiding questions, strategic teaching models, and cooperative learning opportunities.

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

Research Cited: In Jim Knight's book, High-Impact Instruction: A Framework for Great Teaching, he writes "Effective guiding questions provide a clear target for student learning, pointing to both the final destination and the knowledge, skills, and big ideas to be learned along

the way." (p.31)

In Jeffrey Wilhelm's book, Engaging Readers and Writers with Inquiry, he writes: "Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas." (p.8)

According to the research of Dean, Hubbell, Pitler & Stone in Classroom Instruction that Works: "By giving students opportunities to learn and lead in cooperative groups, we are helping them develop those essential skills for higher education and the workplace." (p.46)

Activity - Job Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in various aspects of the coaching cycle or professional learning to address any areas of concern to increase student engagement and achievement	Professional Learning	08/08/2018	05/24/2019	$1300 - Title I Schoolwide	Administrators Reading Specialist Classroom Teachers

Activity - Planning for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from the instructional coach and other members of the curriculum and instruction team, all teachers will effectively unwrap the standards and develop weekly lesson plans, which will include daily DOK 2 and DOK3 guiding (essential) questions used in collaboration with technologies (e.g. iPads, interactive boards) in both whole & small groups.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist Teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct daily walk-throughs to gather a snapshot of daily instruction and ensure instruction matches standards and standards are taught in depth and with fidelity.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist

Activity - Purposeful and Meaningful Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice differentiated centers to provide additional practice opportunities with previously taught skills and strategies.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Activity - Renaissance Learning-Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be utilized to assist teachers in determining students' independent reading levels and support teachers and students in the area of comprehension.	Academic Support Program	08/08/2018	05/24/2019	$4000 - Title I Schoolwide	Classroom teachers Media Specialist

Activity - Direct & Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct and explicit instruction daily in whole group and small group lessons.	Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Goal 2:

3rd-5th grade students at University Place Elementary will increase mathematics proficiency by 5% from 27% to 32% during the 2018-2019 academic school year as measured by Scantron Assessment administered in Aug/Sept 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 30% proficiency in Mathematics by 01/25/2019 as measured by Scantron assessments..

Strategy1:

Math Investigations: Conceptual Problem Solving - Teachers will deliver 75 minutes of instruction to address the College and Career Readiness Standards in Mathematics including Number Talks, receive AMSTI math professional development from lead math teachers and members of the district's curriculum and instruction team to allow students to determine numerous strategies or ways to solve daily math problems, participate in weekly grade level planning sessions with the STEAM coordinator, principal, and/or assistant principal.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to the National Council of Teaching Mathematics (NCTM), teachers of mathematics must create opportunities for students to communicate their conceptual understanding of topics. This may involve lesson structures that require a change in pedagogical techniques.

The NCTM Principles provides an excellent conclusion to the discussion of conceptual understanding: "Learning with understanding is essential to enable students to solve the new kinds of problems they will inevitably face in the future".

Research according to Baumert et. al. (2010),"Teachers' content knowledge of mathematics remain inert in the classroom unless accompanied by a rich repertoire of mathematical knowledge and skills relating directly to the curriculum, instruction, and student learning…In summary, findings suggest that –in mathematics at least- a profound understanding of the subject matter taught is necessary, but far from sufficient for providing insightful instruction." (p.139)

Activity - Instructional Walk-Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will walk through daily to ensure standards are being taught using a conceptual approach, and students are being provided the opportunity to share their thinking, struggle through the problem solving but are also supported with guided questioning.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators C& I team

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District-Wide Professional Development with Curriculum Specialists AMSTI Professional Development with AMSTI Certified Trainers on specific strands as deemed necessary by assessment results	Academic Support Program	08/08/2018	05/24/2019	$3000 - Title I Schoolwide	Administrators, AMSTI Certified Trainers & Classroom Teachers

Activity - Small Group Instruction-Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily small group instruction using research based instructional strategies, to enhance students' ability to solve problems from a conceptual approach, used in collaboration with technologies (e.g. iPads, interactive boards) when applicable • Use of math journals to demonstrate individual student growth and progress • Monitor the progress of students through weekly grade level planning sessions and monthly data chats using observations, students work in journals, weekly, end of unit and benchmark assessments.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers

Strategy2:

Formative Assessements - Teachers will begin with administering Universal Screeners (Classworks) and ACT Aspire Interims to determine students' strengths and weakness to determine next steps for instruction.

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

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grades 1st-5th will be administered a Scantron/Global Scholars two times a year to identify strands of strengths and weaknesses to drive the planning for instruction. Teacher made, weekly and/or end of unit assessments will also be reviewed during monthly data meeting to assess students for growth and drive daily explicit instruction. Teachers will also gather data using exit slips, student work samples and/or daily observation.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers Counselor (Building Test Coordinator)

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.

All materials provided to parents of English Language Learners are submitted to our ELL department at Central Office to be translated into the necessary language to ensure language is not the barrier in understanding reports, letters, and other important documents or information.

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

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

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

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

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers. Prospective teachers are given information about the school system. Contact information is collected from prospective teachers in high-need areas. The most promising candidates from these recruitment fairs are invited to the district's invitation only Prospective Teacher Fair where they are able to meet local school principals and leadership teams. As vacancies are posted, applicants are selected using the state department web application process. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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?

At the end of the 2017-2018 academic school year, UPES lost three teachers. One was due relocation back to her hometown; the second was due to transfer to a middle school within the Tuscaloosa City School district, and the last one was due to a transfer to another neighboring school district to teach Pre-K.

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

The average teaching experience of University Place Elementary range from zero to thirty plus years.

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).

All faculty and staff will be professionally developed with The 7 Habits of Highly Effective People to assist with their professional and personal life. We continuously participate in professional learning communities to strengthen the Leader in Me policies, procedures and process. This is the 7th year of STEAM implementation to help students become problem solvers and critical thinkers. Teachers receive continual professional development in this area and are encouraged to be creative and innovative with their teaching methods. Technology is constantly being updated for teacher use and well as other programs (e.g. Lego Lab and school garden). Teachers are trusted and empowered at University Place Elementary School.

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.

University Place Elementary School teachers participate in a variety of professional development activities to strengthen our daily instructional practices. Professional development is provided by Tuscaloosa City School Math Specialists, our local Instructional Coach, STEAM coordinator and Instructional Leadership team to aid in the areas of reading, math, STEAM and Leader In Me.

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

UPES certified faculty and staff participates in ongoing professional development sessions that range from writing student friendly learning targets to aligning their small group and center activities to ensure students are able to reach the target and apply their learning outside of the lesson. It also includes explicit phonics lessons, fluency, comprehension, close reads, number talks, conceptual mathematics practices to integrating the disciplines to provide meaningful STEAM instruction, lesson and opportunities.

All faculty and staff will actively participate in ongoing professional development with The 7 Habits of Highly Effective People/Leader In Me to assist with their professional and personal life. We continuously participate in professional learning communities to strengthen the Leader in Me policies, procedures and processes at UPES. This is the 7th year of STEAM implementation to help students become problem solvers and critical thinkers. Teachers receive continual professional development in this area and are encouraged to be creative and innovative with their teaching methods. Technology is constantly being updated for teacher use and well as other programs (e.g. Lego Lab and school garden). Teachers are trusted and empowered at University Place Elementary School.

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

All new teachers and teachers new to our district participates in the TCS mentoring program, and they are assigned a mentor based on their needs. Principals and mentor coordinators determine mentors based on strengths, personality, ability and desire to support and grow our new teachers.

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

Professional development is sustained and ongoing through weekly grade level planning, RTI, data meeting, coaching cycles with the Reading Coach and other member from the district C& I team, and faculty meetings/ professional learning communities. The Tuscaloosa City Schools also provides opportunities for teachers to receive ongoing professional development at the beginning of school, periodically throughout the school year and again at the beginning of the semester. University Place Elementary School has set aside Title I money to provide additional training in Science, Technology, and Math through AMSTI.

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:

3rd-5th grade students at University Place Elementary will increase reading proficiency by 5% from 27% to 32% proficient during the 18-19 academic school year as measured by Scantron Assessment administered in Aug/Sep 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 29% proficiency in Reading by 01/25/2019 as measured by Scantron formative assessments..

Strategy1:

Strategic Teaching - Teachers will collaborate for in depth content planning and employ a variety of strategies which will include but is not limited to guiding questions, strategic teaching models, and cooperative learning opportunities.

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

Research Cited: In Jim Knight's book, High-Impact Instruction: A Framework for Great Teaching, he writes "Effective guiding questions provide a clear target for student learning, pointing to both the final destination and the knowledge, skills, and big ideas to be learned along the way." (p.31)

In Jeffrey Wilhelm's book, Engaging Readers and Writers with Inquiry, he writes: "Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas." (p.8)

According to the research of Dean, Hubbell, Pitler & Stone in Classroom Instruction that Works: "By giving students opportunities to learn and lead in cooperative groups, we are helping them develop those essential skills for higher education and the workplace." (p.46)

Activity - Renaissance Learning-Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be utilized to assist teachers in determining students' independent reading levels and support teachers and students in the area of comprehension.	Academic Support Program	08/08/2018	05/24/2019	$4000 - Title I Schoolwide	Classroom teachers Media Specialist

Activity - Job Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in various aspects of the coaching cycle or professional learning to address any areas of concern to increase student engagement and achievement	Professional Learning	08/08/2018	05/24/2019	$1300 - Title I Schoolwide	Administrators Reading Specialist Classroom Teachers

Activity - Direct & Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct and explicit instruction daily in whole group and small group lessons.	Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct daily walk-throughs to gather a snapshot of daily instruction and ensure instruction matches standards and standards are taught in depth and with fidelity.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist

Activity - Planning for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from the instructional coach and other members of the curriculum and instruction team, all teachers will effectively unwrap the standards and develop weekly lesson plans, which will include daily DOK 2 and DOK3 guiding (essential) questions used in collaboration with technologies (e.g. iPads, interactive boards) in both whole & small groups.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Reading Specialist Teachers

Activity - Purposeful and Meaningful Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice differentiated centers to provide additional practice opportunities with previously taught skills and strategies.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Classroom Teachers Reading Specialist Administrators

Goal 2:

3rd-5th grade students at University Place Elementary will increase mathematics proficiency by 5% from 27% to 32% during the 2018-2019 academic school year as measured by Scantron Assessment administered in Aug/Sept 2018 (baseline data) and Spring 2019.

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 27% proficiency to 30% proficiency in Mathematics by 01/25/2019 as measured by Scantron assessments..

Strategy1:

Math Investigations: Conceptual Problem Solving - Teachers will deliver 75 minutes of instruction to address the College and Career Readiness Standards in Mathematics including Number Talks, receive AMSTI math professional development from lead math teachers and

members of the district's curriculum and instruction team to allow students to determine numerous strategies or ways to solve daily math problems, participate in weekly grade level planning sessions with the STEAM coordinator, principal, and/or assistant principal.

Category: Develop/Implement College and Career Ready Standards

Research Cited: According to the National Council of Teaching Mathematics (NCTM), teachers of mathematics must create opportunities for students to communicate their conceptual understanding of topics. This may involve lesson structures that require a change in pedagogical techniques.

The NCTM Principles provides an excellent conclusion to the discussion of conceptual understanding: "Learning with understanding is essential to enable students to solve the new kinds of problems they will inevitably face in the future".

Research according to Baumert et. al. (2010),"Teachers' content knowledge of mathematics remain inert in the classroom unless accompanied by a rich repertoire of mathematical knowledge and skills relating directly to the curriculum, instruction, and student learning…In summary, findings suggest that –in mathematics at least- a profound understanding of the subject matter taught is necessary, but far from sufficient for providing insightful instruction." (p.139)

Activity - Instructional Walk-Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will walk through daily to ensure standards are being taught using a conceptual approach, and students are being provided the opportunity to share their thinking, struggle through the problem solving but are also supported with guided questioning.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators C& I team

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District-Wide Professional Development with Curriculum Specialists AMSTI Professional Development with AMSTI Certified Trainers on specific strands as deemed necessary by assessment results	Academic Support Program	08/08/2018	05/24/2019	$3000 - Title I Schoolwide	Administrators, AMSTI Certified Trainers & Classroom Teachers

Activity - Small Group Instruction-Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily small group instruction using research based instructional strategies, to enhance students' ability to solve problems from a conceptual approach, used in collaboration with technologies (e.g. iPads, interactive boards) when applicable • Use of math journals to demonstrate individual student growth and progress • Monitor the progress of students through weekly grade level planning sessions and monthly data chats using observations, students work in journals, weekly, end of unit and benchmark assessments.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers

Strategy2:

Formative Assessements - Teachers will begin with administering Universal Screeners (Classworks) and ACT Aspire Interims to determine students' strengths and weakness to determine next steps for instruction.

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

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grades 1st-5th will be administered a Scantron/Global Scholars two times a year to identify strands of strengths and weaknesses to drive the planning for instruction. Teacher made, weekly and/or end of unit assessments will also be reviewed during monthly data meeting to assess students for growth and drive daily explicit instruction. Teachers will also gather data using exit slips, student work samples and/or daily observation.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Classroom Teachers Counselor (Building Test Coordinator)

Goal 3:

At least 85% of certified faculty will participate in at least 3 Leader In Me related professional development sessions during the 2018-2019 school year as measure by STI credits earned.

Measurable Objective 1:

collaborate to ensure at least 85% of all certified faculty participate in at least 3 Leader In Me related professional development sessions during 2018-2019 school year by 06/28/2019 as measured by STI credit earned or received .

Strategy1:

7 Habits Implementation - Teachers will continue to reinforce the 3 R's daily along with the 7 Habits to increase the level on achievement and build 21st century skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: In Stephen Covey's book, The 7 Habits of Highly Effective People, he writes "The Seven Habits are habits of effectiveness. Because they are based on principles, they bring the maximum long-term beneficial results possible. They become the basis of a person's character creating an empowering center of correct maps from which an individual can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral of growth.

• Our behavior is a function of our decisions, not our conditions. We can subordinate feelings to values. We have the initiative and the responsibility to make things happen. Highly proactive people recognize that responsibility. They do not blame circumstances, conditions or conditioning for their behavior. Their behavior is a product of their own conscious choice, based on values, rather than a product of their conditions, based on feeling (Covey, 1989).

Activity - Daily Communication--Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Student Planner provides daily communications of school events and expectations of things such as homework. It also serves a means of daily communication between home and school.	Parent Involvement Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$2500 - Title I Schoolwide	Administrators All Certified Staff (Homeroom Teachers)

Activity - Leadership Positions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UPES students apply and interview for leadership jobs in their classrooms and school-wide. Jobs are earned based on student skill set and interviews and maintained based on performance and daily behavior	Behavioral Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Administrators Faculty & Staff

Activity - PBIS Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive tickets school-wide daily for demonstrating the expected behavior or one of the 7 Habits, and students are allowed to participate in monthly PBIS celebrations. They are also provided the opportunity to participate semi-annual exchanges (mid-year and end of year).	Behavioral Support Program	08/08/2018	05/24/2019	$2500 - Other	Administrators Faculty/Staff

Activity - Leadership Assemblies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UPES will hold monthly Leadership Assemblies to celebrate, recognize and reward students that have been chosen as "Leader of the Month" for their adherence to 7 Habits philosophy.	Behavioral Support Program	09/07/2018	05/03/2019	$0 - No Funding Required	Administrators Faculty & Staff

Activity - 7 Habits in 7 minutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will actively engage in 7 minute daily lessons on the 7 habits to reinforce daily announcements, school-wide expectations and goals.	Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators Faculty/Staff

Strategy2:

Professional Development - UPES teachers will have the opportunity to participate collectively as a faculty and individually select

professional development sessions of their choice to gain a deeper understanding of the Leader In Me/7 Habits philosophy.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Leader In Me Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collectively and individually participate in professional learning sessions to strengthen their personal understanding and benefits of daily implementation and use of the 7 Habits of Highly Effective People	Academic Support Program Professional Learning	07/25/2018	06/28/2019	$5000 - Title I Schoolwide	Leader In Me Coach Lighthouse Team Administrators Teachers

Activity - Leader In Me (Intellectual Property License)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader In Me Property license provides teachers with a wealth of resources (book titles, videos, activities, etc.) via the company's exclusive web page to properly implement the 7 Habits with grade level appropriate ideas, activities and materials.	Behavioral Support Program	08/08/2018	08/08/2019	$2500 - Title I Schoolwide	Administrators All certified staff

Narrative:

Students are given the opportunity to visit the upcoming grade level at the end of every school year to meet teachers, experience activities and receive a brief review of upcoming expectations.

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?

Administrators and teachers collaborate regarding school-based academic assessments. These assessments are discussed one-on-one, in grade level meetings, data chats, and faculty meetings. Teachers share their assessments and edit for student success in order to receive a true measure of each child's performance. Teachers and administrators review, analyze and discuss standardized assessments, formal assessments (e.g. STAR Literacy and STAR Early Literacy, ASPIRE, GLOBAL SCHOLARS and unit assessments), informal assessments, and projects. Each grade level continually reviews strategies in place for student achievement and enhances and/or reteaches when necessary. Teachers are provided with reflection time regarding assessments and lessons and discuss with their grade level or faculty.

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?

Data from the state's academic achievement assessments are dis-aggregated each year. With this information, discussions are conducted by grade level and faculty meetings. The data is further dis-aggregated to particular areas of focus for every student as well as his/her strengths. Every teacher differentiates his/her small groups and teaching based on students' area(s) of focus. Teachers use Tier I , II and III instruction based on each student's needs along with Response to Instruction (RtI). Parents are informed of their child's progress and the strategies being implemented for the students to be successful.

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?

Teachers constantly assess their students on a daily basis. Small groups are flexible so as to enable students to move in and out depending on their mastery of each standard. Grade levels meet with administrators and support personnel (e.g. Instructional Coach) on a weekly basis to discuss student mastery. Students are discussed at Data Chats and Response to Intervention (RtI) is on-going through every grade level to provide academic and behavior strategies. Teachers conduct parent conferences to communicate each student's progress.

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.

Migrant

An annual survey is conducted in the district to identify students who may be eligible for services as migratory or formerly migratory. Such students, when identified, are eligible to participate in all programs of the school system on the same basis of all other students. Currently based upon the Employment Surveys, there are no identified migrant students for the 2016-2017 school year.

Neglected/Delinquent

Turning Point and Tuscaloosa Group Home are the only residential facilities/programs for neglected students Schools zone. Students are afforded equality opportunity to participate in all programs of the school system. Neglected students in need of
school supplies, field trip funds, counseling services, and or referral to outside agencies for medical or other services are identified by school guidance counselors, teachers or administrators. Funds set aside for neglected students are used to make necessary purchases or to obtain services for these students. Although students housed in our local juvenile detention center do not stay the time required to qualify as delinquent students, Tuscaloosa City School District employs a full-time certified teacher for these students. The district supplies textbooks, computers, software, and instructional materials for students assigned to the local juvenile detention center within Tuscaloosa City.

Students with Disabilities

Tuscaloosa City Schools operates Pre-K programs to serve 3 and 4-year old students with disabilities, and 4-year-old students without disabilities in schools located throughout the district. The district provides transportation for all Pre-K students as needed. The Pre-K school year begins and ends with the regular school program. The average pupil teacher ratio in these classes is one adult to every 9 students.

Teachers are certified early childhood teachers. Pre-K teachers participate in all school system in-service training and interact daily with other members of the school staff to ensure curriculum alignment and skills development. Students are assessed twice each year using the DIAL 4 to measure progress. Priority is given to students who have disabilities, English Language Learners, and those who qualify as homeless/displaced under the McKinney- Vento Act.

Homeless

Homeless students may enroll on the same basis as all other students. Students identified as homeless are referred to the system coordinator of homeless services. Transportation, school supplies, tutoring services, clothing & hygiene products, referral to outside agencies, housing assistance, counseling, and/or medical services are coordinated through the homeless coordinator's office.

UPES has also established partnerships with the University of Alabama and local churches to provide after school tutoring programs. These individuals work with selected students that have met a set of criteria. The curriculum is provided by certified teachers and is monitored by the certified teachers, Instructional\ ESL coaches and/or administrators.

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.

As University Place Elementary School identifies students that qualify under Migrant, ELL, Economically Disadvantage, Special Education, Neglected and/ Delinquent and Homeless, we create partnerships and provide services.

Migrant

An annual survey is conducted in the district to identify students who may be eligible for services as migratory or formerly migratory. Such students, when identified, are eligible to participate in all programs of the school system on the same basis of all other students. Currently based upon the Employment Surveys, there are no identified migrant students for the 2016-2017 school year.

Neglected/Delinquent

Turning Point and Tuscaloosa Group Home are the only residential facilities/programs for neglected students Schools zone. Students are afforded equality opportunity to participate in all programs of the school system. Neglected students in need of

school supplies, field trip funds, counseling services, and or referral to outside agencies for medical or other services are identified by school guidance counselors, teachers or administrators. Funds set aside for neglected students are used to make necessary purchases or to obtain services for these students. Although students housed in our local juvenile detention center do not stay the time required to qualify as delinquent students, Tuscaloosa City School District employs a full-time certified teacher for these students. The district supplies textbooks, computers, software, and instructional materials for students assigned to the local juvenile detention center within Tuscaloosa City.

Students with Disabilities

Tuscaloosa City Schools operates Pre-K programs to serve 3 and 4-year old students with disabilities, and 4-year-old students without disabilities in schools located throughout the district. The district provides transportation for all Pre-K students as needed. The Pre-K school year begins and ends with the regular school program. The average pupil teacher ratio in these classes is one adult to every 9 students. Teachers are certified early childhood teachers. Pre-K teachers participate in all school system in-service training and interact daily with other members of the school staff to ensure curriculum alignment and skills development. Students are assessed twice each year using the DIAL 4 to measure progress. Priority is given to students who have disabilities, English Language Learners, and those who qualify as homeless/displaced under the McKinney- Vento Act.

Homeless

Homeless students may enroll on the same basis as all other students. Students identified as homeless are referred to the system coordinator of homeless services. Transportation, school supplies, tutoring services, clothing & hygiene products, referral to outside agencies, housing assistance, counseling, and/or medical services are coordinated through the homeless coordinator's office.

UPES has also established partnerships with the University of Alabama and local churches to provide after school tutoring programs. These

individuals work with selected students that have met a set of criteria. The curriculum is provided by certified teachers and is monitored by the certified teachers, Instructional\ ESL coaches and/or administrators.

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

N/A

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

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

Each of the programs listed play an intricate part in our overall mission of "Growing Tomorrow's Leaders Today" whether they are providing academic, behavioral or organizational support. Our current programs include but are not limited to the following:
AMSTI
Extended Day Program
Intervention Programs (STARS Mentoring, LEXIA, FLUM volunteers)
Parent Involvement Programs (e.g. PTLA)
ESL Coach
Jump Start Program
Reading Street
Leader In Me Process
STEAM activities
Monthly Club Days
French Clubs
Art/Music Programs

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)?

University Place Elementary coordinates and integrates various programs to support achievement of school-wide goals through programs such as the HALT Program, HELP Program, Positive Behavior Support (PBS), Homeless Services, Social Services (Social Workers), Child Nutrition Program (CNP), TCTA (collaboration), DARE /PRIDE program, Pre-K program/HIPPY, STEAM Night, Leadership Day, Family Counseling Services (as needed).

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

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

Title I Needs Assessment (TINA) results are analyzed each year in order to determine the academic needs for the following school year. Our parents are also afforded the opportunity to provide feedback through our annual Parent Involvement meetings & end of the year survey. Student Assessment results and data meetings are also great measurement tools of effectiveness, along with student-parent-teacher conferences and PTA meetings.

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?

Teachers share common planning time every daily, and Tuesdays and Thursdays are set aside for teachers and administration to meet and discuss individual students and grade level information. Teachers shared data between grade levels and across disciplines. Common planning time is also utilized to determine student needs and to check for improvement. Monthly data chats, grade level meetings, and weekly instructional snapshots are utilized to determine progress and to assess results. Teachers meet with the administrators and the Instructional and/or ESL Coach to discuss data gained from various sources.

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?

By analyzing and comparing the previous year's assessment data with the current year data in order to identify academic gains in the areas of student promotion, attendance, and discipline. Surveys, students and teacher engagement & communication as also means in analyzing the effectiveness of school-wide programs.

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?

Our ACIP is evaluated and revised accordingly every 30-60-90 days as required by the ALSDE.
Grade Level Meetings at least bi-monthly and mostly weekly
Monthly Data Chats
Mid-Year review process
Faculty Meetings
P.T.A. Meetings
Student-Parent-Teacher Meetings

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	26.05

Provide the number of classroom teachers.

32.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1922328.0

        Total   1,922,328.00

Administrator Units

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

Provide the number of administrators.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	117400.0

Total 117,400.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

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.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	37290.0

Total   37,290.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	71079.0

Total   71,079.00

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.

0.0

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.

0.0

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.	6762.0

Total   6,762.00

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.	2029.0

Total   2,029.00

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.	12083.0

Total   12,083.00

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.	2167.0

Total   2,167.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	100263.0

Provide a brief explanation and breakdown of expenses.

100% of Assistant Principal Salary- 96866.00

Professional Development (Substitutes)-1734.00

Parental Involvement Supplies- 1663.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first PTA meeting in September, University Place Elementary holds its annual meeting for all parents. Parents are notified of the meeting through written notices sent home through the children, social media, announcements in The Tuscaloosa News and teachers' newsletters. Topics discussed at the meeting were:
- Continuous Improvement Plan
- Title I program and participation, its services and parents' rights
- Parent Involvement
- School-parent compacts

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

Parent meetings will be offered at various times throughout the day and evening (breakfast, lunch, and evening meetings). The information will be presented by the Title I teacher and she will be available for any questions/comments from parents. Two parent representatives are members of the ACIP committee and were participants in developing the plan. Parents may review the Plan on the school's website as well as in the main office. Comments are welcomed. University Place Elementary uses its parent involvement funds to provide Leader In Me agendas to increase school to home communications in reference to academic and behavioral expectations.

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

At the first PTA meeting in September, the administrator presented information about the Title I programs, the curriculum, and measures of academic assessments used. Parents learned about the programs in math, reading, science, and all other academic and technological subjects. Parents were given TCS Student Code of Conduct handbooks as well as detailed information on discipline procedures. The ESL staff are available to assist with interpreting and translating materials for ELL parents.

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

The compact will be explained to teachers at a faculty meeting. It will be explained to parents, and they will sign it indicating their commitment to working in partnership with the school and their child in ensuring their child's success in school. Each teacher will be given the responsibility of explaining the compact to students and obtaining their signatures. The teachers will then sign the compact and house the compacts in their classroom to use during parent-teacher conferences as well as student-teacher conferences.

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

University Place Elementary conducts the school-wide advisory committee each year to review, evaluate, and revise the Alabama Continuous Improvement Plan. Parents will be notified of this review process through home school communication technique. Parents may address concerns by contacting the school principal.

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)

University Place Elementary will have an Open House during the first two weeks of school. Another annual parent meeting (Parent Study Groups), for each grade level, will be held about three weeks later for more intensive information related to specific grade levels. At both meetings, programs and activities provided by Title I will be discussed, such as federal guidelines and the role of parents in the education of their children. Parents will be encouraged to attend all PTA meetings. The meetings will be promoted through personal letters from classroom teachers, e-mails, school website, social media and newsletters. University Place Elementary will provide performance profiles that show school progress toward meeting state standards and provide individual statement results and interpretation of results to parents. The school will disseminate assessment data in the following ways:

- Local School's Report Card issued by the SDE
- Monthly school newsletter
- Progress reports
- PTA meetings
- Statewide Parenting Day
- Statewide Parent Month

- Parent-Teacher conferences

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)

Faculty meetings held throughout the year will include professional development concerning the parent involvement plan for the school. The counselor, principal and staff development chairperson will conduct meetings with teachers on establishing positive relationships with parents and keeping them abreast of the child's progress. Staff development will be devoted to conferencing techniques and maintaining good communication between home and school. Faculty will be actively involved in parent committees to strengthen a positive relationship between the school and home. E-mail and the school website will help parents and teachers stay connected.

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)

University Place Elementary will include the parents from the school wide improvement plan in regular meetings to give input in the development of the total school improvement plan. The parents will help with the planning, reviewing and improvement of the parental involvement program. Family literacy components are built into the school's reading, writing, and math strategies and may be shared with parents at PTA meetings and various workshops during the school year.

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)

University Place Elementary has access to the system's ELL coordinator as needs arise for translation of materials for parents. The school will provide information to   the parents by newsletters, phone call, e-mail and the school web page.

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)

University Place Elementary, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. UPES presently has more than 30 Spanish-speaking students; therefore, notices of parent meetings are sent to parents of these children in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. Individual academic assessments, and the interpretation of those results, will be interpreted for parents in a language they can understand through the assistance of our ESL specialists and translators available through the Central Office. At this time, UPES does not have any migrant students. Every effort is made to accommodate parents with disabilities. UPES is a handicapped-accessible building. Any parents who are home-bound will receive communications by phone, notes, e-mail and home visits when needed. UPES also has a website and Facebook page.

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))

University Place Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. UPES presently has Spanish-speaking students and parents notifications are sent to parents of these children in Spanish. In addition, our school system has an ESL teacher who is available to assist in translations of notification and in verbal communications. At this time UPES has no migrant students. Every effort is made to accommodate parents with disabilities. The school is handicapped-accessible.