

**2016-2017**

**Creekside Elementary School**

**Limestone County School District**

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## Overview

### Plan Name

2016-2017

### 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	Increase Reading Proficiency in All Students from grade K to 5	Objectives: 4 Strategies: 4 Activities: 10	Academic	\$0
2	Increase Math Proficiency in All Students in grades K-5	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0
3	Reduce Truancy	Objectives: 3 Strategies: 3 Activities: 4	Organizational	\$0

## Goal 1: Increase Reading Proficiency in All Students from grade K to 5

### Measurable Objective 1:

94% of Kindergarten grade students will demonstrate a proficiency on NWF-WRC as measured by DIBELS in Reading by 06/10/2016 as measured by DIBELS.

### Strategy 1:

ARI Explicit Phonics Lessons - Tier 1 Activity: ARI Explicit Phonics Lessons - K-2 teachers will implement best practices during reading instruction by implementing ARI explicit phonics lessons in the daily curriculum. This high-quality instruction will prepare all students with the literacy skills needed to meet or exceed grade-level standards. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students.

Category: Develop/Implement Learning Supports

Research Cited: ARI Research: <http://www.alsde.edu/sec/ari/Evaluation%20Documents/Alabama%20NAEP%20in%20Reading%20Gains.pdf>

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI Research: <http://www.alsde.edu/sec/ari/Evaluation%20Documents/Alabama%20NAEP%20in%20Reading%20Gains.pdf>

Activity - ARI Training/Retraining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will train all new teachers and/or retrain existing teachers on the revised ARI modules. Substitutes will be provided to classroom teachers so the training can take place during the school day. Additionally, any materials or supplies necessary for the training will be provided. A poster maker, card stock, copies, chart paper, laminating film, colored paper, and bulletin board materials will be made available to for teachers to use throughout the year to create needed items for instructional purposes.	Professional Learning	08/08/2014	06/10/2016	\$0	No Funding Required	Reading Coach and reading teachers

Activity - Data Meetings and Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Action step – Monthly data meetings will analyze data and provide next steps for teachers & administrators.	Academic Support Program, Professional Learning	08/01/2016	06/01/2017	\$0	No Funding Required	Principal, reading coach, classroom teachers

### (shared) Strategy 2:

Tiered Instruction - Tiered Instruction will be used daily for Reading instruction. - Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the

prevention of more severe problems.

Category: Develop/Implement Learning Supports

Research Cited: Category: Develop/Implement Learning Supports

Research Cited: Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

Activity - Collaboration between the Instructional Coach and Classroom Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the instructional coach and/or department to identify the need for tiered instruction for each student in the classroom based on data collected both formally and informally. They will also determine the appropriate instruction for use in the Tier 2 setting.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators, Instructional Coach, and Teachers

Activity - Lesson Plan Documentation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will document Tier 2 Instruction in their daily lesson plans to indicate student receiving this instruction and the materials used for the instruction. Additionally, administrators will monitor lesson plan documentation and implementation in the classroom.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators and Teachers

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

### **(shared) Strategy 3:**

Tier 3: Implementation of a Reading Intervention Program - Tier 3: Implementation of a Reading Intervention Program - Student identified as needing Tier 3 intervention will receive daily instruction from a scientifically-based reading research program called SPIRE in a small group setting.

Category: Develop/Implement Learning Supports

Research Cited: SPIRE Effectiveness with ELL and Special Education Students: <http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/research-papers/SPIRE-effectiveness.pdf>

ELL and Special Education students in grades 2-10 who received S.P.I.R.E. instruction achieved significant reading gains on all primary outcome measures

Category: Develop/Implement Learning Supports

Research Cited: The heart of any Response-to-Intervention (RTI) model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties. Tiered Instruction and Intervention in a Response-to-Intervention Model by Edward S. Shapiro, Center for Promoting Research to Practice, Lehigh University,

Bethlehem, PA (<http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>).

Activity - SPIRE Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPIRE Training will be given to classroom teachers by the Instructional Coach	Professional Learning	08/01/2016	11/01/2016	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

Activity - SPIRE Progress Monitoring by PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team will meet to review progress of students who are receiving SPIRE intervention. Progress letters will be sent home to parents monthly, and the PST team will make adjustments to the intervention plans as needed by individual students.	Academic Support Program	09/30/2016	05/26/2017	\$0	No Funding Required	Administration, PST Team Members

### Measurable Objective 2:

74% of First grade students will demonstrate a proficiency Oral Reading Fluency in Reading by 05/26/2017 as measured by DIBELS.

### (shared) Strategy 1:

Tiered Instruction - Tiered Instruction will be used daily for Reading instruction. - Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Category: Develop/Implement Learning Supports

Research Cited: Category: Develop/Implement Learning Supports

Research Cited: Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

Activity - Collaboration between the Instructional Coach and Classroom Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the instructional coach and/or department to identify the need for tiered instruction for each student in the classroom based on data collected both formally and informally. They will also determine the appropriate instruction for use in the Tier 2 setting.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

Activity - Lesson Plan Documentation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers will document Tier 2 Instruction in the their daily lesson plans to indicate student receiving this instruction and the materials used for the instruction. Additionally, administrators will monitor lesson plan documentation and implementation in the classroom.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators and Teachers
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Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

**(shared) Strategy 2:**

Tier 3: Implementation of a Reading Intervention Program - Tier 3: Implementation of a Reading Intervention Program - Student identified as needing Tier 3 intervention will receive daily instruction from a scientifically-based reading research program called SPIRE in a small group setting.

Category: Develop/Implement Learning Supports

Research Cited: SPIRE Effectiveness with ELL and Special Education Students: <http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/research-papers/SPIRE-effectiveness.pdf>

ELL and Special Education students in grades 2-10 who received S.P.I.R.E. instruction achieved significant reading gains on all primary outcome measures

Category: Develop/Implement Learning Supports

Research Cited: The heart of any Response-to-Intervention (RTI) model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties. Tiered Instruction and Intervention in a Response-to-Intervention Model by Edward S. Shapiro, Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA (<http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>).

Activity - SPIRE Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPIRE Training will be given to classroom teachers by the Instructional Coach	Professional Learning	08/01/2016	11/01/2016	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

Activity - SPIRE Progress Monitoring by PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team will meet to review progress of students who are receiving SPIRE intervention. Progress letters will be sent home to parents monthly, and the PST team will make adjustments to the intervention plans as needed by individual students.	Academic Support Program	09/30/2016	05/26/2017	\$0	No Funding Required	Administration, PST Team Members



**(shared) Strategy 3:**

Tier 1 Activity: ARI Explicit Phonics Lessons - Tier 1 Activity: ARI Explicit Phonics Lessons - K-2 teachers will implement best practices during reading instruction by implementing ARI explicit phonics lessons in the daily curriculum. This high-quality instruction will prepare all students with the literacy skills needed to meet or exceed grade-level standards. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students.

Category: Develop/Implement Learning Supports

Category: Develop/Implement Learning Supports

Research Cited: <http://www.alsde.edu/sec/ari/Evaluation%20Documents/Alabama%20NAEP%20in%20Reading%20Gains.pdf>

Activity - ARI Training/Retraining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will will train all new teachers and/or retrain existing teachers on the revised ARI modules.	Professional Learning	09/01/2016	11/25/2016	\$0	No Funding Required	Administrator s, Instructional Coach, and K-2 Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-2 Teachers will document explicit phonics instruction in lesson plans to specifically include Tier I Small group instruction.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administration and K-2

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Data Meetings will be held to analyze data from progress monitoring and develop next steps for teachers and administrators.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

**Measurable Objective 3:**

77% of Second grade students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/26/2017 as measured by DIBELS.

**(shared) Strategy 1:**

Tiered Instruction - Tiered Instruction will be used daily for Reading instruction. - Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Category: Develop/Implement Learning Supports

Research Cited: Category: Develop/Implement Learning Supports

Research Cited: Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

Activity - Collaboration between the Instructional Coach and Classroom Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the instructional coach and/or department to identify the need for tiered instruction for each student in the classroom based on data collected both formally and informally. They will also determine the appropriate instruction for use in the Tier 2 setting.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators, Instructional Coach, and Teachers

Activity - Lesson Plan Documentation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will document Tier 2 Instruction in the their daily lesson plans to indicate student receiving this instruction and the materials used for the instruction. Additionally, administrators will monitor lesson plan documentation and implementation in the classroom.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators and Teachers

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

### (shared) Strategy 2:

Tier 3: Implementation of a Reading Intervention Program - Tier 3: Implementation of a Reading Intervention Program - Student identified as needing Tier 3 intervention will receive daily instruction from a scientifically-based reading research program called SPIRE in a small group setting.

Category: Develop/Implement Learning Supports

Research Cited: SPIRE Effectiveness with ELL and Special Education Students: <http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/research-papers/SPIRE-effectiveness.pdf>

ELL and Special Education students in grades 2-10 who received S.P.I.R.E. instruction achieved significant reading gains on all primary outcome measures

Category: Develop/Implement Learning Supports

Research Cited: The heart of any Response-to-Intervention (RTI) model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties. Tiered Instruction and Intervention in a Response-to-Intervention Model by Edward S. Shapiro, Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA (<http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>).

Activity - SPIRE Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPIRE Training will be given to classroom teachers by the Instructional Coach	Professional Learning	08/01/2016	11/01/2016	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

Activity - SPIRE Progress Monitoring by PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team will meet to review progress of students who are receiving SPIRE intervention. Progress letters will be sent home to parents monthly, and the PST team will make adjustments to the intervention plans as needed by individual students.	Academic Support Program	09/30/2016	05/26/2017	\$0	No Funding Required	Administration, PST Team Members

**(shared) Strategy 3:**

Tier 1 Activity: ARI Explicit Phonics Lessons - Tier 1 Activity: ARI Explicit Phonics Lessons - K-2 teachers will implement best practices during reading instruction by implementing ARI explicit phonics lessons in the daily curriculum. This high-quality instruction will prepare all students with the literacy skills needed to meet or exceed grade-level standards. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students.

Category: Develop/Implement Learning Supports

Category: Develop/Implement Learning Supports

Research Cited: <http://www.alsde.edu/sec/ari/Evaluation%20Documents/Alabama%20NAEP%20in%20Reading%20Gains.pdf>

Activity - ARI Training/Retraining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will will train all new teachers and/or retrain existing teachers on the revised ARI modules.	Professional Learning	09/01/2016	11/25/2016	\$0	No Funding Required	Administrators, Instructional Coach, and K-2 Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-2 Teachers will document explicit phonics instruction in lesson plans to specifically include Tier I Small group instruction.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administration and K-2

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Data Meetings will be held to analyze data from progress monitoring and develop next steps for teachers and administrators.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

**Measurable Objective 4:**

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency comprehension in Reading by 05/26/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**

Tiered Instruction - Tiered Instruction will be used daily for Reading instruction. - Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Category: Develop/Implement Learning Supports

Research Cited: Category: Develop/Implement Learning Supports

Research Cited: Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

Activity - Collaboration between the Instructional Coach and Classroom Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the instructional coach and/or department to identify the need for tiered instruction for each student in the classroom based on data collected both formally and informally. They will also determine the appropriate instruction for use in the Tier 2 setting.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators, Instructional Coach, and Teachers

Activity - Lesson Plan Documentation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will document Tier 2 Instruction in their daily lesson plans to indicate student receiving this instruction and the materials used for the instruction. Additionally, administrators will monitor lesson plan documentation and implementation in the classroom.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators and Teachers

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Professional Learning	08/01/2016	05/26/2017	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

**(shared) Strategy 2:**

Tier 3: Implementation of a Reading Intervention Program - Tier 3: Implementation of a Reading Intervention Program - Student identified as needing Tier 3 intervention will receive daily instruction from a scientifically-based reading research program called SPIRE in a small group setting.

Category: Develop/Implement Learning Supports

Research Cited: SPIRE Effectiveness with ELL and Special Education Students: <http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/research->

papers/SPIRE-effectiveness.pdf

ELL and Special Education students in grades 2-10 who received S.P.I.R.E. instruction achieved significant reading gains on all primary outcome measures

Category: Develop/Implement Learning Supports

Research Cited: The heart of any Response-to-Intervention (RTI) model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties. Tiered Instruction and Intervention in a Response-to-Intervention Model by Edward S. Shapiro, Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA (<http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>).

Activity - SPIRE Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPIRE Training will be given to classroom teachers by the Instructional Coach	Professional Learning	08/01/2016	11/01/2016	\$0	No Funding Required	Administrator, Instructional Coach, and Teachers

Activity - SPIRE Progress Monitoring by PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team will meet to review progress of students who are receiving SPIRE intervention. Progress letters will be sent home to parents monthly, and the PST team will make adjustments to the intervention plans as needed by individual students.	Academic Support Program	09/30/2016	05/26/2017	\$0	No Funding Required	Administration, PST Team Members

## Goal 2: Increase Math Proficiency in All Students in grades K-5

### Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency problem solving and computation in Mathematics by 05/20/2016 as measured by Scantron results.

### (shared) Strategy 1:

Tier 1: Implementation of AMSTI - The purpose of AMSTI instructional practices is to provide all students in Grades K-12 with the knowledge and skills needed for success and to be college and career ready. In order to do this, AMSTI provides hands-on training and resources for all teachers to readily implement the teaching practices in the daily classroom setting. The district will provide funding for all AMSTI training, which will take place for two weeks during two consecutive summers. Throughout the year, AMSTI Math Specialists will provide support to our teachers as they learn to implement these best practices.

Category: Develop/Implement Learning Supports

Research Cited: Summary of AMSTI External Evaluation, Student Achievement Data, 2010:

<http://amsti.org/LinkClick.aspx?fileticket=bjffdNcR3vQ%3d&tabid=78&mid=464>

Evaluation data from the Alabama Math, Science, and Technology Initiative's (AMSTI's) external evaluator indicates that AMSTI is making a dramatic difference by improving student achievement.

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI training for K-5 math teachers through system-wide Professional Development	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	classroom teachers, administration, local AMSTI trainers

Activity - Implementation of Investigations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will implement Investigation (K-5)	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	AMSTI staff and classroom teachers

**(shared) Strategy 2:**

Tier 2: Tiered Instruction for Math - Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify

struggling learners who need additional support.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Category: Develop/Implement Learning Supports

Research Cited: Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-8 will have access to MacBooks.	Technology	08/01/2016	05/26/2017	\$0	District Funding	Administrator s, Technology Facilitators, and Teachers

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators, Instructional Coach, and Teachers

**(shared) Strategy 3:**

Tier 3: RTI Process - Faculty and Staff will identify students in need of intervention in academics and/or behavior based on assessments and classroom performance and implement a plan for helping these students reach individual goals based on their needs.

Category: Develop/Implement Learning Supports

Research Cited: National Association of State Directors of Special Education (NASDSE). Response to Instruction: Policy Considerations and Implementation. (2005). Available from NASDSE Publications [www.nasdse.org](http://www.nasdse.org). National Research Center on Learning Disabilities. (2004). Executive summary of the NRCLD symposium on responsiveness to intervention [Brochure]. Lawrence, KS: Author. O'Connor (2003). Tiers of intervention in kindergarten through third grade. Paper presented at the Response-to-Intervention Symposium, December 4-5, 2003, Kansas City, MO. Retrieved June 12, 2006, from [www.nrclid.org/html/symposium2003](http://www.nrclid.org/html/symposium2003).

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team will meet once a month to accept referrals for students in need of intervention. During these meetings, all team members will review student data and develop a plan for providing interventions for the student or review the progress of a plan that is currently in place. Modifications will be made to the plan as needed according to the progress indicated on the data.	Academic Support Program, Behavioral Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators and Teachers

**Measurable Objective 2:**

A 3% increase of Kindergarten, First and Second grade students will demonstrate a proficiency in problem solving and computation in Mathematics by 05/26/2017 as measured by Scantron Performance Series testing.

**(shared) Strategy 1:**

Tier 1: Implementation of AMSTI - The purpose of AMSTI instructional practices is to provide all students in Grades K-12 with the knowledge and skills needed for success and to be college and career ready. In order to do this, AMSTI provides hands-on training and resources for all teachers to readily implement the teaching practices in the daily classroom setting. The district will provide funding for all AMSTI training, which will take place for two weeks during two consecutive summers. Throughout the year, AMSTI Math Specialists will provide support to our teachers as they learn to implement these best practices.

Category: Develop/Implement Learning Supports

Research Cited: Summary of AMSTI External Evaluation, Student Achievement Data, 2010:

<http://amsti.org/LinkClick.aspx?fileticket=bjjfdNcR3vQ%3d&tabid=78&mid=464>

Evaluation data from the Alabama Math, Science, and Technology Initiative's (AMSTI's) external evaluator indicates that AMSTI is making a dramatic difference by improving student achievement.

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI training for K-5 math teachers through system-wide Professional Development	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	classroom teachers, administration, local AMSTI trainers

  

Activity - Implementation of Investigations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will implement Investigation (K-5)	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	AMSTI staff and classroom teachers

**(shared) Strategy 2:**

Tier 2: Tiered Instruction for Math - Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Category: Develop/Implement Learning Supports

Research Cited: Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-8 will have access to MacBooks.	Technology	08/01/2016	05/26/2017	\$0	District Funding	Administrators, Technology Facilitators, and Teachers

  

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators, Instructional Coach, and Teachers
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**(shared) Strategy 3:**

Tier 3: RTI Process - Faculty and Staff will identify students in need of intervention in academics and/or behavior based on assessments and classroom performance and implement a plan for helping these students reach individual goals based on their needs.

Category: Develop/Implement Learning Supports

Research Cited: National Association of State Directors of Special Education (NASDSE). Response to Instruction: Policy Considerations and Implementation. (2005). Available from NASDSE Publications [www.nasdse.org](http://www.nasdse.org). National Research Center on Learning Disabilities. (2004). Executive summary of the NRCLD symposium on responsiveness to intervention [Brochure]. Lawrence, KS: Author. O'Connor (2003). Tiers of intervention in kindergarten through third grade. Paper presented at the Response-to-Intervention Symposium, December 4-5, 2003, Kansas City, MO. Retrieved June 12, 2006, from [www.nrclid.org/html/symposium2003](http://www.nrclid.org/html/symposium2003).

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team will meet once a month to accept referrals for students in need of intervention. During these meetings, all team members will review student data and develop a plan for providing interventions for the student or review the progress of a plan that is currently in place. Modifications will be made to the plan as needed according to the progress indicated on the data.	Academic Support Program, Behavioral Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administrators and Teachers

## Goal 3: Reduce Truancy

**Measurable Objective 1:**

collaborate to Reduce by 1% the number of students who miss more than 10 days by 05/26/2017 as measured by comparing 2016-17 attendance data with 2015-16 attendance data (23 students).

**Strategy 1:**

Attendance Monitoring & Intervention Plans - Attendance Monitoring & Intervention Plans - Attendance will be monitored for all students. Students who miss more than 3 unexcused days in the first 30 days of school or missed more than 10 unexcused for the previous school year will be monitored through PST and have an intervention plan in place.

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

Research Cited: Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice, Northwest Regional Educational Laboratory, June 2004.

This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no “silver bullet” approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2016	05/05/2017	\$0	No Funding Required	Counseling assistants, SRO, School administrators , truancy officer

**Measurable Objective 2:**

collaborate to Reduce by 1% the number of students who miss more than 10 days by 05/26/2017 as measured by comparing 2016-17 attendance data with 2015-16 attendance data (23 students).

**Strategy 1:**

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Balfanz, Robert and Vaughan Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force

on Chronic Absenteeism and School Attendance and Its Implications for Other Cities, Everyone Graduates Center, Johns Hopkins University School of Education, November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year — the definition of chronic absenteeism — had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	10/03/2016	05/05/2017	\$0	No Funding Required	Teachers, Counselors, School administrators

**Measurable Objective 3:**

collaborate to collaborate to reduce by 1% the number of students who miss more than 10 days by 05/26/2017 as measured by comparing 2016-17 attendance data with 2015-16 attendance data (23 students).

**Strategy 1:**

Positive Behavior Support - Schools will implement programs to recognize and rewards students for positive actions.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining the effectiveness of

truancy prevention programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine schoolbased,

family-based, and community-based interventions. The study focused on programs for elementary and middle school students.

Activity - Positive Behavior Support for Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance.	Behavioral Support Program	10/03/2016	05/05/2017	\$0	No Funding Required	Teachers, Counselors, Mentors, School administrators
Activity - Leader in Me program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader in Me in a positive behavioral support program which guides our school culture at Creekside. As a part of the Leader in Me process students track their own attendance data. Teachers meet with their students to set goals and monitor this data each month during the school year.	Behavioral Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Administration and teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-8 will have access to MacBooks.	Technology	08/01/2016	05/26/2017	\$0	Administrator s, Technology Facilitators, and Teachers
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Investigations	teachers will implement Investigation (K-5)	Academic Support Program	08/01/2016	05/26/2017	\$0	AMSTI staff and classroom teachers
Attendance Tracking	Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2016	05/05/2017	\$0	Counseling assistants, SRO, School administrators , truancy officer
SPIRE Training	SPIRE Training will be given to classroom teachers by the Instructional Coach	Professional Learning	08/01/2016	11/01/2016	\$0	Administrator, Instructional Coach, and Teachers
ARI Training/Retraining	The Instructional Coach will will train all new teachers and/or retrain existing teachers on the revised ARI modules. Substitutes will be provided to classroom teachers so the training can take place during the school day. Additionally, any materials or supplies necessary for the training will be provided. A poster maker, card stock, copies, chart paper, laminating film, colored paper, and bulletin board materials will be made available to for teachers to use throughout the year to create needed items for instructional purposes.	Professional Learning	08/08/2014	06/10/2016	\$0	Reading Coach and reading teachers

Monthly Data Meetings	Monthly data meetings will be held to analyze data collected through progress monitoring.	Professional Learning	08/01/2016	05/26/2017	\$0	Administrator, Instructional Coach, and Teachers
Monthly Data Meetings	Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	08/01/2016	05/26/2017	\$0	Administrators, Instructional Coach, and Teachers
Collaboration between the Instructional Coach and Classroom Teachers	Teachers will collaborate with the instructional coach and/or department to identify the need for tiered instruction for each student in the classroom based on data collected both formally and informally. They will also determine the appropriate instruction for use in the Tier 2 setting.	Professional Learning	08/01/2016	05/26/2017	\$0	Administrators, Instructional Coach, and Teachers
Positive Behavior Support for Attendance	We will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance.	Behavioral Support Program	10/03/2016	05/05/2017	\$0	Teachers, Counselors, Mentors, School administrators
SPIRE Progress Monitoring by PST	The Problem Solving Team will meet to review progress of students who are receiving SPIRE intervention. Progress letters will be sent home to parents monthly, and the PST team will make adjustments to the intervention plans as needed by individual students.	Academic Support Program	09/30/2016	05/26/2017	\$0	Administration, PST Team Members
Data Meetings and Walkthroughs	Action step – Monthly data meetings will analyze data and provide next steps for teachers & administrators.	Academic Support Program, Professional Learning	08/01/2016	06/01/2017	\$0	Principal, reading coach, classroom teachers
Monthly Data Meetings	Monthly Data Meetings will be held to analyze data from progress monitoring and develop next steps for teachers and administrators.	Professional Learning	08/01/2016	05/26/2017	\$0	Administrator, Instructional Coach, and Teachers
Leader in Me program	The Leader in Me in a positive behavioral support program which guides our school culture at Creekside. As a part of the Leader in Me process students track their own attendance data. Teachers meet with their students to set goals and monitor this data each month during the school year.	Behavioral Support Program	08/01/2016	05/26/2017	\$0	Administration and teachers
Lesson Plan Documentation and Monitoring	Classroom teachers will document Tier 2 Instruction in their daily lesson plans to indicate student receiving this instruction and the materials used for the instruction. Additionally, administrators will monitor lesson plan documentation and implementation in the classroom.	Academic Support Program	08/01/2016	05/26/2017	\$0	Administrators and Teachers
Lesson Plan Documentation	All K-2 Teachers will document explicit phonics instruction in lesson plans to specifically include Tier I Small group instruction.	Academic Support Program	08/01/2016	05/26/2017	\$0	Administration and K-2

Mentoring Sessions Targeting Attendance	Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	10/03/2016	05/05/2017	\$0	Teachers, Counselors, School administrators
ARI Training/Retraining	The Instructional Coach will will train all new teachers and/or retrain existing teachers on the revised ARI modules.	Professional Learning	09/01/2016	11/25/2016	\$0	Administrator s, Instructional Coach, and K-2 Teachers
AMSTI Teacher Training	AMSTI training for K-5 math teachers through system-wide Professional Development	Professional Learning	08/10/2015	05/20/2016	\$0	classroom teachers, administration , local AMSTI trainers
Problem Solving Team Meetings	The Problem Solving Team will meet once a month to accept referrals for students in need of intervention. During these meetings, all team members will review student data and develop a plan for providing interventions for the student or review the progress of a plan that is currently in place. Modifications will be made to the plan as needed according to the progress indicated on the data.	Academic Support Program, Behavioral Support Program	08/01/2016	05/26/2017	\$0	Administrator s and Teachers
<b>Total</b>					\$0	