



ACIP

Dixon Elementary School

Mobile County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Dixon Elementary School was established in 1900 as the Dixon Corner School. It began as a goat shed. The hurricane of 1906 blew the shed down and classes resumed in the Dixon Corner Masonic Hall. In 1920 Ella Grant applied to the Rosenwald Foundation and had a small schoolhouse built, which was completed in 1923. In 1968 the present main building was completed. Three additions have been completed since 1968, one in 1972, 2000 and 2006. For the second consecutive year, our growing school now serves over 500 students. Our school is composed of a multi-cultural demographic student population including White (68%), and growing populations in the following: Black (14%), Asian (11%), Hispanic (6%) American Indian/Alaskan Native (1%). We also serve several subgroup populations including Special Education (21%), ESL (9%), and Migrant (6%). Our socio-economic demographic is made of mostly free/reduced, with a FREE rate of 53%.

The faculty and staff cultivate a school climate that both nurtures and supports its extraordinary scholars. Our school community is directly impacted by natural and environmental disasters with devastating economic consequences because many of our families build their livelihood around coastal industries. Working closely with our families to assist with academic, emotional and daily living needs has been a priority. Our response to these events has allied our school with our families and has fostered an unexpected confidence in the Dixon school community. This trusted partnership is nourished by setting high expectations for academic success, communicating and collaborating with parents and community stakeholders, and implementing a rigorous instructional program. In 2013, these ingredients led to the prestigious announcement of our school being named a Torchbearer School by the state. The Torchbearer Schools Program was created to recognize high-poverty, high-performing public schools in Alabama.

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.

Dixon's purpose statement: Dixon Scholars: Learning to Lead and Leading to Learn

-We believe that students will build habits assuring self-confidence that will lead to a successful future by learning how to lead, organize, and communicate through the core curriculum of The Leader in Me. Students will develop life-long practices that will improve academic success while at the same time supporting positive conflict resolution strategies that are necessary in our world today. Every student will unleash his/her unique talents and strengths in order to inspire personal wealth in themselves and others.

Motto: Learners and Leaders for a Lifetime

Mission: At Dixon Elementary, we inspire a community of lifelong learners and leaders. We recognize, honor and celebrate the leaders within us. We L.E.A.D.: Love learning, Excel in academics, Achieve goals together and, Do what is right.

Vision- The strategies and habits learned through the Leader in Me will develop leadership, organizational and communication skills throughout the core curriculum that will excel academic achievement and leadership skills for a lifetime. Students will build academic confidence and personal habits that will lead to success and inspire others. These principles will become ingrained and influence life practices long after leaving Dixon Elementary.

Values and Beliefs:

We value a student-centered culture of leadership, interest-based learning, strong student attendance, project based learning, daily opportunities for critical and creative thinking skills, students invested in learning with high expectations, self-regulation, daily reflection, organization of data, monitoring progress toward goals, instructional adjustments offering feedback, real-world applications, and problem solving.

Program offerings and expectations:

Leader In Me - 7 Habits of Happy Kids - developing scholarship through leadership

Leadership opportunities for 100% of our scholars such as the Daily Dolphin Broadcast focusing on Leader in Me, classroom, reading, technology and scholar support leaders

Data Binders for each scholar utilizing goal setting and personal data analysis

Peer-to-Peer support

Relevant and engaged learning through interest clubs

Communication and leadership displays and programs to teach and connect LIM with school, home and community

Scholar led service projects

Technology integration with digital production

Talents Unlimited Thinking Skills Model

Six Traits of Writing with a strong emphasis on complex sentence structure and grammar instruction

Intervention through extended instructional day program

Purposeful exposure to life-long physical education including golf, archery and yoga

Inquiry based instruction and productive student discourse

Rigorous learning tasks resulting in student designed products

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.

Dixon Elementary has focused on increasing academic achievement through rigorous and relevant instructional design that supports focused instruction strongly aligned to the College and Career Ready Standards. ASPIRE assessment results for 2016 show that at 4th and 5th grade levels in English, Reading, Math, and Science, our students scored as well or better than other students in the nation. This success can be attributed to the dedication of our teachers and staff setting high expectations for all stakeholders. Teachers are committed to employing research based educational strategies and techniques to promote higher order thinking skills. Dixon has been an AMSTI school for the past 10 years. Through this initiative our scholars have developed a conceptual understanding of math and science concepts, which allows them to apply their knowledge and understanding to new situations.

In the 2013-2014 school year, Dixon was named a Talents Unlimited International Model School. Talents Unlimited is designed to help teachers recognize and nurture the multiple metacognitive thinking. Creative and critical thinking in all areas of instruction allow scholars of all intellectual abilities to excel.

Readiness levels of proficiency in Writing based on 2016 ASPIRE data reflect a clear need for improvement. Although our 5th grade scores indicated strong growth in 2016 (from 19.7% in 2015 to 50.8% in 2016), our scores are below National averages at 3rd and 4th grade.

Additional professional development on effective writing strategies and better use of the Six Traits of Writing will help us establish a systematic approach for looking at specific traits of strong writing, one trait at a time. This approach will help our scholars break down the writing process and apply the traits in their own writing. Writing instruction will be supported through the study of complex sentence structure and grammar instruction.

When students are not meeting expectations, there are many options that the staff at Dixon Elementary have put into place to help students meet academic/behavior improvement and achievement goals which include: tier I and tier II reading and math intervention instruction during the school day, after school tutoring and PST.

We are continuing to implement Bring Your Own Device (BYOD). Our goal is to prepare our scholars for the 21st Century digital world and provide greater access to resources beyond the classroom.

Other notable achievements we have earned over the last three years include being selected as a Torchbearer School and a CLAS Banner School. We also work very closely with the University of South Alabama's College of Education in mentoring student teachers. Dixon has also been awarded the NFL Fuel Up To Play 60 Grant for the past two years, as well as the USDA Fruits and Vegetables Grant for the past three years.

While we are pleased with our current progress in transforming the culture of our school, our goal is to imbed the Leader In Me principals within the fabric of Dixon, aligning effective, rigorous and innovative learning processes that require real world work skills, scholar-led learning and depth of knowledge application units with scholar generated projects and products as expected outcomes. We are also aware that we must continually self-assess and reflect on our current practices. These two areas are already a part of our school innovation plan and professional development plan. We will continue to provide staff training and planning opportunities for our staff to enhance and improve their current high-quality instruction.

Based on a recent survey, we recognized a need to familiarize parents with the new Common Core Readiness Standards and inquiry based instruction. This will be accomplished by providing opportunities for parents to attend sessions explaining such content.

Teachers will develop assessments aligned with common core standards by exploring Mastery Connect and STRIDE Academy online educational software as well as several other assessment design tools. STRIDE Academy is also being used as a formative assessment tool. It is a customizable program that supports a variety of educational models, so scholars move at their own pace until they meet or exceed grade level expectations.

A clear focus on rigorous instructional design, relevant student tasks and scholar engagement is where our professional learning through PLT's and principal led professional development will continue our goal of providing an exceptional educational experience for every scholar at Dixon.

Additional Information

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

Each year, Dixon Elementary scholars campaign for and elect an active, service-oriented Student Council. Each year the Student Council officers participate in the AAESA District II Elementary Student Council Workshop at the University of South Alabama. Students attend breakout sessions run by county leaders about how to embrace leadership now, on the school level, and later in life in a variety of other venues. To practice leadership, students from Dixon address the audience, composed of other Student Councils from across the county as well as distinguished guests, and share the projects that Dixon has participated in throughout the year. After completing the training, sponsors tour the U.S.A. campus with our officers, most of whom had never seen a college campus. Our officers are always inspired by the college environment, and all assert that they intend to attend an institution of higher education.

Dixon scholars in the third, fourth and fifth grade have been given the opportunity to apply for new leadership opportunities with the Dixon Ambassadors and Dolphin Cheerleaders programs. Dixon has school sponsors/coordinators who work with the program participants. Program activities focus on public relations work to motivate and engage the school community, promote school involvement, and communicate with all stakeholders regarding school programs, progress, and success.

Extension and enrichment programs at Dixon give our scholars the opportunity to explore their creativity and critical thinking skills outside their regular classroom. For example, summer enrichment camps for Migrant students help to broaden language and learning experiences outside the classroom. These students are invited to camps focused on thematic, project-based learning, including art, technology, and field trips. Daily snacks and transportation were provided to each participant. As an extension of the physical education program, Dixon participates in Alabama's National Archery in the Schools Program. Our P.E. teacher is a trained and certified instructor who leads our 4th and 5th grade Archery Club members in after-school practices where they learn about archery history, safety, technique, and equipment. Students are focused on self-improvement in discipline, patience, mental concentration, and team building skills. Our archers competed in local and regional tournaments last year, and many past members have joined feeder pattern middle school programs and our internationally award-winning feeder pattern high school team. This year we will also continue to participate in the First Tee program for golf as well as use the Wii Fit program to teach yoga.

Garden Club members eat well, and at Dixon every child has been a member since 2010! Dixon has again been awarded a USDA Fresh Fruit and Vegetables Grant. The grant is sponsored by the Alabama State Department of Education Child Nutrition program. We receive healthy, fresh snacks to serve every student twice each week. Dixon scholars are encouraged to try new foods and develop healthy eating habits. Some of the unusual fruits and veggies we have tried are: starfruits, pluots, turnip roots, yellow and red bell pepper, pumpkins, sweet potato sticks, pumalos, red oranges, sugar snap peas, jicama, asparagus, and many more! All Dixon students were treated to a delicious ear of roasted corn for Fall Festival and ate an edible orchid for Valentine's Day. Students complete Talents, Six-Traits Writing, mathematics, and other activities that incorporated our unique fruit and vegetable snacks.

Honors, awards, and special collaborations contributing to Dixon's success:

Parent and community support is a vital component to continuing raising the bar of student achievement at Dixon. Our P.T.A. shares our scholarly vision for children and works to promote and support student programs and incentives that enrich the learning environment and enhance student life. They use time and funding to maintain the "Leadership Café", recognize student achievements, arts programs (operas, plays, ballets, musical performances), clean campus events, field trips, festivals, and fundraising for technology and other student materials and equipment. The involvement of our Partners in Education (P.I.E.) is evident and highlighted in school activities such as Leadership Day, and our scholar success is showcased in their businesses as well. Other businesses help to promote great scholarly character by sponsoring t-shirts for our Shining Star recipients, which they proudly wear on Fridays. Shining Stars are chosen each month and a program is held in their honor, where guest speakers commend their selection and inspire them to continue being leaders among their peers. Parents,

students, and guests are treated to refreshments following the program, also sponsored by local P.I.E.

Our scholars are also recognized in Synergy Assemblies and grade level programs. Parents are invited to see their children receive awards. The awards are based on attendance, good citizenship and academic goals. Leaders from the community come to encourage scholars to continue meeting high standards throughout their years, not only in elementary school but all the way through high school, college, and future careers. A special 5th Grade Honors Ceremony is organized by the 5th grade teachers and parents to recognize achievements and share reflections and special memories of elementary experiences as these students prepare to transition to middle school.

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.

To develop a comprehensive Continuous Improvement Plan Dixon formed a CIP Committee. The CIP Committee members were selected based on voluntary response to a school leadership survey. Every member selected expressed interest in actively designing, reviewing, evaluating, and revising a schoolwide Continuous Improvement Plan for the 2016-2017 school year. The CIP Committee members were announced at a follow-up faculty meeting and informed of their roles during the initial CIP meeting in August, 2016. The CIP meetings are scheduled as job-embedded professional collaboration. Subs are provided for meetings scheduled during the school day, and stipends will be provided if meetings are necessary outside of the regular school calendar and/or hours. The committee is composed of the administrator and representatives from all grade levels and departments. Two parent representatives and one community stakeholder also volunteered to serve on the committee.

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

The CIP Committee is composed of the administrator, representatives from all grade levels and departments. Two parent representatives and one community stakeholder also volunteered to serve on the committee. The CIP Committee members are:

Glenda Warren, Principal

Angela Baggett, Title I Facilitator

Tarisa Williams, School Improvement Specialist

Skye Andrade, Technology Support Teacher

Cindy Auld, Counselor

Susan Milford, Media Specialist

Susan Donald, Special Education

Celeste Westbrook, Kindergarten

Ruth Nazarian, First Grade

Joy Sanford, Second Grade

Brooke Busby, Third Grade

Candace Buzbee, Fourth Grade

Deanne Davis, Fifth Grade

Sandy Rodriguez, Parent

Kerry Younce, Parent

Leslie Gill, Parent

Kendall Stork, Community Stakeholder

The committee responsibilities during the development process were to collect and analyze data specific to reading, math, science, technology, and school culture. The committee identified specific areas of strengths and weaknesses. After further analysis and discussion, strengths and weaknesses were then refined to reflect the specific needs of students. The needs assessment served as the foundation of the continuous improvement plan. Objectives, strategies, and activities for improvement were selected based on identified needs. All

stakeholders were included in the decision-making process pertaining to academic programs and budgets.

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 CIP is communicated to all faculty and staff through professional development meetings, faculty meetings, and printed materials. All parents and community stakeholders will be informed of the contents and availability of the plan through schoolwide meetings, conferences, printed notices/information sent home, automated phone messenger announcements, and website postings. Dixon Elementary School will bring in the CIP Committee quarterly to review, evaluate, and revise its CIP. The principal assigns instructional staff to professional learning teams which include members of the CIP Committee. At the beginning of the school year and at least quarterly throughout the year, all PLTs will utilize school-wide data to conduct data meetings, enabling them to make informed decisions regarding implementation of the CIP. The CIP Committee will collaborate to evaluate respective goals, strategies, and action steps and communicate commendations, recommendations, and updates to all stakeholders. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, office, and Facilitator's room, and that parents have the right to give input regarding the implementation and/or revision of the plan.

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	Please see attachments for the 2015-2016 Dixon Student Performance documents. At the beginning of the school year and at least quarterly throughout the year, Dixon Elementary will bring in the Instructional Leadership Team (ILT) to develop, review, evaluate, and revise its CIP. The ILT and all PLTs will utilize school-wide performance data to conduct data meetings, enabling them to make informed decisions regarding implementation of the CIP. The ILT will evaluate respective goals, strategies, and action steps and communicate commendations, recommendations, and updates to all stakeholders.	2015-2016 Dixon EQT Score Form 2015-2016 Dixon Attendance Report 2016-2016 Dixon Course Failure Report 2015-2016 Dixon Spring Testing Data Review

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

According to ACT Aspire data, notable performance by content area is as follows:

MATH: Readiness Benchmark proficiency in 5th grade (58%) is above national, state, and district level of performance.

WRITING: Readiness Benchmark proficiency in 5th grade (51%) showed tremendous growth as compared to 5th grade/2015 (20%), and is significantly higher than the national rate.

SCIENCE: Readiness Benchmark proficiency in 5th grade (56%) continues to grow and is above the national rate.

English: Readiness Benchmark proficiency in 5th grade (76%) was the highest content and grade level performance area school-wide and had the lowest number of students In Need of Support (2).

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

Student growth trends based on ACT Aspire data:

READING:

Readiness Benchmark proficiency for students in 4th grade increased by 15% from 24% in 2015 (as 3rd graders) to 39% in 2016 (as 4th graders).

ENGLISH:

Readiness Benchmark proficiency for the 5th grade shows a growth trend over the last 3 years from 68% in 2014 to 76% in 2016.

WRITING:

Readiness Benchmark proficiency for the 5th grade shows a growth trend over the last 3 years from 12% in 2014 to 51% in 2016.

Readiness Benchmark proficiency for students in 5th grade increased by 46% from 5% in 2015 (as 4th graders) to 51% in 2016 (as 5th graders).

SCIENCE:

Readiness Benchmark proficiency for the 5th grade shows a growth trend over the last 3 years from 40% in 2014 to 56% in 2016.

Readiness Benchmark proficiency for students in 5th grade increased by 18% from 38% in 2015 (as 4th graders) to 56% in 2016 (as 5th graders).

STUDENT GROWTH PERCENTILE:

Results for 5th graders over the last three years show that student scores demonstrating Average Growth have increased in Reading, Math, and Science.

Which area(s) indicate the overall highest performance?

According to ACT Aspire data, notable performance by content area is as follows:

Math: Readiness Benchmark proficiency in 5th grade (58%) is above national, state, and district level of performance.

Writing: Readiness Benchmark proficiency in 5th grade (51%) showed tremendous growth as compared to 5th grade/2015 (20%), and is significantly higher than the national rate.

Science: Readiness Benchmark proficiency in 5th grade (56%) continues to grow and is above the national rate.

English: Readiness Benchmark proficiency in 5th grade (76%) was the highest content and grade level performance area school-wide and had the lowest number of students In Need of Support (2).

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

Student growth trends based on ACT Aspire data:

READING:

Readiness Benchmark proficiency for the 3rd grade Asian subgroup shows a growth trend over the last 3 years from 17% in 2014 to 43% in 2016.

Readiness Benchmark proficiency for the 5th grade White subgroup shows a growth trend over the last 3 years from 28% in 2014 to 38% in 2016.

MATH:

Readiness Benchmark proficiency for the 3rd grade Asian subgroup shows a growth trend over the last 3 years from 50% in 2014 to 86% in 2016.

ENGLISH:

Readiness Benchmark proficiency for the 5th grade White subgroup shows a growth trend over the last 3 years from 68% in 2014 to 83% in 2016.

WRITING:

Readiness Benchmark proficiency for the 5th grade White subgroup shows a growth trend over the last 3 years from 10% in 2014 to 57% in 2016.

SCIENCE:

Readiness Benchmark proficiency for the 3rd grade Asian subgroup shows a growth trend over the last 3 years from 33% in 2014 to 51% in 2016.

Between which subgroups is the achievement gap closing?

- Males and Females and Race subgroups for 5th graders were comparable in all areas tested on the 2016 ACT Aspire.
- School-wide Black subgroup performance in Reading and English for 2016 ACT Aspire is more closely aligned with the performance of all

other Race subgroups.

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

Comparing achievement in Reading as measured by the EQT (4th quarter 2016) to achievement on the ACT Aspire 2016, results indicate a schoolwide gap in the measurement of reading achievement as EQT scores show grades 3-5 proficiency over 20% higher than ACT Aspire Readiness. Comparing achievement in Math as measured by the EQT (4th quarter 2016) to achievement on the ACT Aspire 2016, results indicate a gap in the measurement of math achievement in 3rd grade as EQT scores show proficiency of 70% as compared to 47% ACT Aspire Readiness. EQT and ACT Aspire data are more closely aligned in 4th and 5th grade. STAR data reflects inconsistent alignment with ACT Aspire 2016 results in both Reading and Math.

Areas in Need of Improvement

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

According to ACT Aspire data, content areas below expected levels of performance are as follows:

READING:

- Readiness Benchmark proficiency at all grade levels are below school goals for achievement and growth.
- Readiness Benchmark proficiency at 3rd and 4th grade are below State and District performance.

MATH:

- School-wide Readiness Benchmark at 45%, a school-wide decrease from 53% in 2015.
- Readiness Benchmark for 3rd grade at 47%, and 4th grade at 36% are below National, State and District performance.

WRITING:

- Readiness Benchmark proficiency for 3rd and 4th grade, both at 3% is significantly below National performance.

SCIENCE:

- School-wide Readiness Benchmark at 33%, a decrease from 38% in 2015.
- Readiness Benchmark proficiency for 4th grade decreased significantly from 38% in 2015 to 22% in 2016.

ENGLISH:

- School-wide Readiness Benchmark proficiency at 64%, a decrease from 68% in 2015.

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

School-wide EQT scores in Reading and Math at every grade level show a negative trend in proficiency from 1st quarter to 4th quarter during the 2015-2016 school year. Reading declined from 78% to 67%, Math declined from 85% to 73%.

Student performance negative trends based on ACT Aspire data:

ENGLISH:

Readiness Benchmark proficiency for grades 3-5 shows an overall negative trend in performance over the last 3 years from 69% in 2014 to 64% in 2016.

WRITING:

Readiness Benchmark proficiency for the 4th grade shows a negative performance trend over the last 3 years from 5% in 2014 to 3% in 2016.

SCIENCE:

Readiness Benchmark proficiency for 3rd and 4th grade shows a negative performance trend over the last 3 years from 43% in 2014 to 30% in 2016 for 3rd grade and from 47% in 2014 to 22% in 2016 for 4th grade..

Readiness Benchmark proficiency for students in 4th grade decreased by 14% from 36% in 2015 (as 3rd graders) to 22% in 2016 (as 4th graders).

Which area(s) indicate the overall lowest performance?

School-wide 2016-2017 EQT data shows that Reading is the lowest area of performance with 67% proficient at 4th quarter.

According to ACT Aspire data, lowest performance by content area is as follows:

READING:

- School-wide Readiness Benchmark proficiency, 35% is below school goals for achievement and did not grow from 2015.
- Readiness Benchmark proficiency at 4th grade, 39% dropped 13 points from 2015 at 52%.
- Readiness Benchmark proficiency at 3rd grade is the lowest at 30%.

MATH:

- School-wide Readiness Benchmark at 45%, a school-wide decrease from 53% in 2015.
- Readiness Benchmark for 3rd grade at 47%, and 4th grade at 36% are below National, State and District performance.
- Readiness Benchmark dropped 12 points in 4th and 5th grade.
- Readiness Benchmark proficiency at 4th grade is the lowest at 36%.

WRITING:

- Readiness Benchmark proficiency for 3rd and 4th grade, both at 3% is significantly below National performance.

SCIENCE:

- School-wide Readiness Benchmark at 33%, a decrease from 38% in 2015.
- Readiness Benchmark proficiency for 4th grade is the lowest and decreased significantly from 38% in 2015 to 22% in 2016.

ENGLISH:

- School-wide Readiness Benchmark proficiency at 64%, a decrease from 68% in 2015.

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

Student trends of decreasing performance based on ACT Aspire data:

READING:

Readiness Benchmark proficiency for the 4th grade Asian subgroup shows a decreasing trend over the last 3 years from 80% in 2014 to 36% in 2016.

MATH:

Readiness Benchmark proficiency for the 4th grade Asian (from 80% in 2014 to 36% in 2016) and White (from 51% in 2014 to 38% in 2016) subgroups show a decreasing trend over the last 3 years.

ENGLISH:

Readiness Benchmark proficiency for the 4th grade Asian (from 80% in 2014 to 64% in 2016) and White (from 72% in 2014 to 59% in 2016) subgroups show a decreasing trend over the last 3 years.

SCIENCE:

Readiness Benchmark proficiency for the 3rd grade White subgroup shows a decreasing trend over the last 3 years from 48% in 2014 to 26% in 2016.

Readiness Benchmark proficiency for the 4th grade Asian (from 100% in 2014 to 21% in 2016) and White (from 51% in 2014 to 24% in 2016) subgroups show a decreasing trend over the last 3 years.

Between which subgroups is the achievement gap becoming greater?

Demographic analysis of 2016 ACT Aspire data indicate the following gaps:

3RD GRADE

- Males outperformed females by greater than 10% in Math, Reading and Science.
- Asian students outperformed all other Race subgroups by over 20% in English, Math, Science and Writing).

4TH GRADE

- Females outperformed males by greater than 10% in English, Reading and Math.
- Black students scored lower in all tested areas as compared to all other Race subgroups.

5TH GRADE

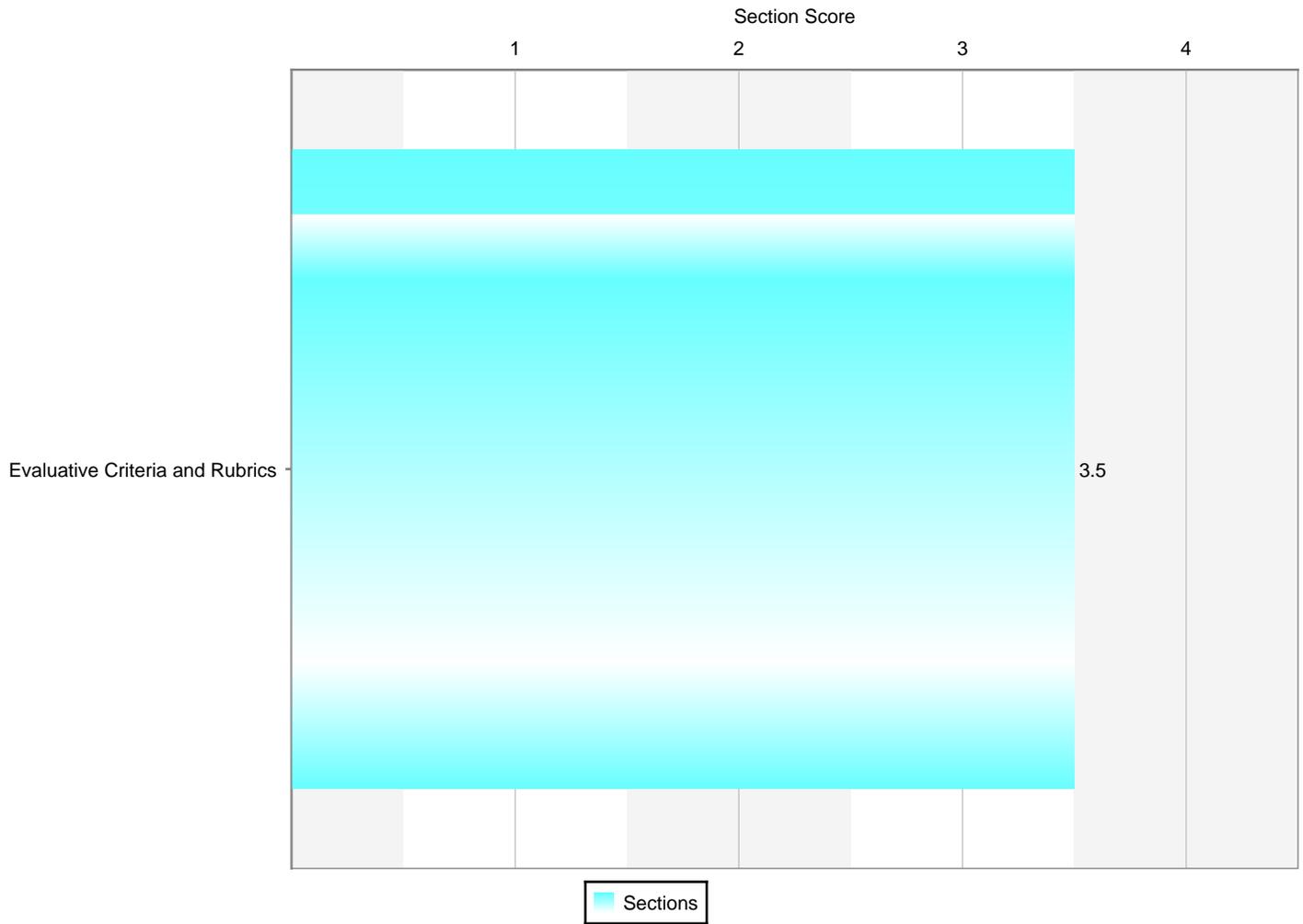
- Demographic sub-group data did not reflect consistent increasing achievement gaps among any sub-group.

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

Comparing achievement in Reading as measured by the EQT (4th quarter 2016) to achievement on the ACT Aspire 2016, results indicate a schoolwide gap in the measurement of reading achievement as EQT scores show grades 3-5 proficiency over 20% higher than ACT Aspire Readiness. Comparing achievement in Math as measured by the EQT (4th quarter 2016) to achievement on the ACT Aspire 2016, results indicate a gap in the measurement of math achievement in 3rd grade as EQT scores show proficiency of 70% as compared to 47% ACT Aspire Readiness. EQT and ACT Aspire data are more closely aligned in 4th and 5th grade. STAR data reflects inconsistent alignment with ACT Aspire 2016 results in both Reading and Math.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, 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	Please see attached for the 2016-2017 Dixon ACIP signature page.	2016-2017 Dixon ACIP Signature Page

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	Please see attachment for the 2016-2017 Dixon Federal Laws Compliance statement/document.	2016-2017 Dixon Federal Laws Compliance

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Please see attachment for the 2016-2017 Dixon Non-Discrimination Responsibilities statement/document.	2016-2017 Dixon Non-Discrimination Responsibilities

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Please see attachment for the 2016-2017 Dixon Parental Involvement Plan.	2016-2017 Dixon Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Please see attachment for the 2016-2017 Dixon Parent Compact.	2016-2017 Dixon Parent Compact

2016-2017 Dixon Goals and Plans for ACIP

Overview

Plan Name

2016-2017 Dixon Goals and Plans for ACIP

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	Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas	Objectives: 5 Strategies: 6 Activities: 18	Academic	\$1684126
2	Prepare and support teachers to graduate College and Career Ready Students	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$47478
3	Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$35434
4	Prepare and support students through student support services	Objectives: 2 Strategies: 2 Activities: 9	Organizational	\$270654
5	Increase literacy skills among 2nd grade students as measured by an increase in STAR reading benchmark % proficient from 15% (Fall Screening #1) to at least 35% (Spring Screening #4) utilizing data to group students for targeted intervention instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

100% of All Students will demonstrate a behavior to effectively and responsibly use digital media to learn and to communicate real world applications of concepts and processes individually and collaboratively in English Language Arts by 06/02/2017 as measured by increased use of online resources, Learning.com and STRIDE data – usage and report, Renaissance Learning data, Dixon Surveys: students, school staff, and parents, Transform2020 Survey.

Strategy 1:

Use of Digital Resources - Students will use dynamic, interactive, adaptive, multi-media content and a variety of digital tools to integrate core academic content and technological skills for CCRS-aligned practice and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning.com, Stride Academy, Renaissance Learning Best Practices, Alabama's Plan 2020

Status	Progress Notes	Created On	Created By
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<p>N/A</p>	<p>Dixon 2016-2017 Mid-Year Review Notes: Progress Notes:</p> <ul style="list-style-type: none"> • Stride: All grade levels participated in PMA #1 and #2, and are working in the adaptive engine, STRIDE Leader Board current, STRIDE data tracking sheets created for all students to be included in student leadership notebooks • AR : Tests taken/passed, points earned, and average book level during 2nd quarter have all increased over Q1 and last year • STAR data tracking evident in LIM notebooks (STAR Wall) • Surveys: Technology surveys complete for teachers, AdvancED surveys complete for teachers, parents and students • Quia: Grades 3, 4 and 5 are using Quia for cross-curricular assignments and assessments • Digital products uploaded to teacher spaces on Dixon SeeSaw portfolio • Faculty PD held to present learning.com for instruction, assessment, and learning units for creating digital products <p>Next Steps:</p> <ul style="list-style-type: none"> • QR codes to be posted at each classroom to access digital products that are being uploaded to the Dixon SeeSaw portfolio • Encourage after-school and contest use of Stride Academy for practice, adjust settings to reduce game play, students record skill badges and coins earned for academic achievement in LIM notebooks weekly, keep Leader Board current • Record AR student progress in LIM notebooks • Display/record AR progress checks for quarterly goals – 25%, 50%, 75%, 100% - classroom/LIM notebooks • STRIDE practice time added to classroom schedules/centers/workstation options • Analyze / share survey results • Film Festival minimum one entry per grade level 	<p>February 22, 2017</p>	<p>Angela Baggett</p>
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Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Dixon Elementary School

Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Technology Professional Learning Team, and classroom teachers
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Status	Progress Notes	Created On	Created By
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In Progress	<p>Dixon 2016-2017 Mid-Year Review: STRIDE Reading - Progress Notes: •Achievement according to the PMA (Progress Monitoring Assessment) will be monitored four times throughout the 2016-2017 school year per grade level. For Quarter 1, Kindergarten students showed the highest percent of mastered grade level standards at 55%. 3rd-5th grade show a need for increased skill mastery (should be at least 50%). Next Steps: Students will track progress in LIM notebooks, will display/announce/reward Student Leaders. Scheduled practice posted on classroom schedules.</p> <p>STRIDE Math: Progress Notes: •Achievement according to the PMA (Progress Monitoring Assessment) will be monitored four times throughout the 2016-2017 school year per grade level. According to PMA #2 results, all grade levels improved, except second grade, which showed a slight decline in percent of mastered grade level standards. Kindergarten showed the greatest growth and scores near 50% grade level standards mastered. First grade also scored 49% of the grade level standards mastered. Our school Math average is 45%, up from 40% on PMA #1. All grades show a need for increased skill mastery (should be at least 50%). Next Steps: Students will track progress in LIM notebooks, for skill badges and coins earned, will display/announce/reward Student Leaders. Scheduled practice posted on classroom schedules.</p> <p>STRIDE Progress Notes: Stride's Growth Report compares performance from Q1 to Q2, and shows the number of questions answered and what % were answered correctly. Every content area (R, LA, M, S) has grown school-wide, with highest school-wide growth in reading at 18% (growth at every grade level). Third and fifth grade both shows growth in Science, but fourth grade remained at 25% of correctly answered questions. Every grade level has grown in Language Arts, most notably at 3rd with 29% growth. Third also showed highest growth in Math with 20%, however, 5th grade decreased in accuracy from 57% to 52%. As a school, we have increased in these areas of Reading: key ideas and details, craft and structure, integration of knowledge, and foundational skills. As a school, we have increased in these areas of Math: Counting, operations and algebraic thinking, numbers and operations in base ten, measurement and data, geometry, and number and operations. We have decreased in vocabulary and acquisition use, life science and conventions. Next Steps: •Encourage after-school and contest use of Stride Academy for practice. adjust settings to reduce</p>	February 22, 2017	Angela Baggett
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ACIP

Dixon Elementary School

	<ul style="list-style-type: none"> Encourage after-school and contest use of Stride Academy for practice, adjust settings to reduce game play, use coin feature as an incentive, use student tracking charts for skill badges awarded and coins earned weekly, STRIDE practice time added to classroom schedules/centers/workstation options. 		
In Progress	<p>Dixon 2016-2017 Q1 Review Progress Notes: Stride: All grade levels participated in BOY PMA, and are working in the adaptive engine, STRIDE Leader Board displayed/current/recognized. Encourage after-school and contest use of Stride Academy for practice, adjust settings to reduce game play. STRIDE Progress Notes: Stride's Growth Report compares performance at an early and later date range, and shows the number of questions answered and what % were answered correctly. Every grade level has grown by at least 2% of correctly answered questions over a period of onemonth in Math. The highest growth was in first grade with 14%. Every grade level has grown in Reading, except for first grade with a decrease of 4% of correctly answered questions. Third and fifth grade both shows growth in Science, but fourth grade shows a decrease of 2% of correctly answered questions. Every grade level has grown in Language Arts, except for fourth grade with a decrease of 8% of correctly answered questions. As a school, we have increased in these areas of Reading: key ideas and details, craft and structure, integration of knowledge, and foundational skills. As a school, we have increased in these areas of Math: Counting, operations and algebraic thinking, numbers and operations in base ten, measurement and data, geometry, and number and operations. We have decreased in vocabulary and acquisition use. Next Steps: <ul style="list-style-type: none"> Encourage after-school and contest use of Stride Academy for practice, adjust settings to reduce game play, use coin feature as an incentive </p>	February 16, 2017	Angela Baggett

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$770	State Funds	Technology Professional Learning Team, and classroom teachers

Status	Progress Notes	Created On	Created By
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<p>In Progress</p>	<p>Dixon 2016-2017 Mid-Year Review: STAR Reading / STAR Early Literacy Percent Proficient Progress Notes: K-4th grade students have shown improvements in the percent of students scoring at/above grade level benchmarks/readiness for STAR Reading. 1st grade made the largest gain with a 12 percent increase, and 30 students taking STAR Reading. At other grade levels there was minimal growth and there is an urgent need to improve overall percent of students reaching benchmark scores, and growth towards Aspire Readiness. Next Steps: Focus on CLOSE students for small groups, use instructional planning reports to fill gaps in skill mastery. STAR Reading / STAR Early Literacy Growth: Progress Notes: K – 4th grade students demonstrated a positive growth in grade equivalence/scaled score. However, there is a need to improve grade level equivalency at grades 2nd– 5th, minimal growth Q1-Q2. Students are recording progress on data charts in LIM notebooks. Using Prize Closet as motivation/incentive for benchmarking and showing growth. Classroom teachers are using incentives for growth. Using instructional planning reports for small group instruction, updating data boards for grade level data meetings. Next Steps: Mid-Year screening to begin Feb. 1 Accelerated Reader - Progress Notes: As compared to last year and last quarter, more tests have been taken and passed, with a slight decrease in accuracy. Students have earned more points, indicating they are reading longer texts, and overall at a higher level. Fiction / nonfiction usage remains about the same. However, vocabulary and literacy skills tests are not being used. Next Steps: Students will track progress weekly toward quarterly goals in LIM notebook. Classroom progress will be displayed using a chart/board. Will promote use of vocabulary and literacy tests using teacher/student incentives. STAR Math Percent Proficient: Progress Notes: 2nd– 5th grade levels have not shown improvements in the percent of students scoring at/above grade level benchmarks/readiness for STAR Math. 4th and 5th grade showed significant decreases in % of students Ready/Exceeding from Q1 to Q2 screening. For 2nd-5th grade levels there is a need to improve overall percent of students reaching benchmark scores, and growth towards Aspire Readiness. Next Steps: Mid-Year screening to begin Feb. 1. STAR Math Growth: Progress Notes: Every grade level demonstrated growth except fourth grade. However, there is a need to improve grade level equivalency at grades 2nd–5th, minimal growth Q1-Q2. Students are recording progress on data charts in LIM notebooks. Using Prize Closet as motivation/incentive for benchmarking and showing growth. Classroom teachers are using incentives for growth. Using instructional planning reports for small group instruction, updating data boards for grade level data meetings.</p>	<p>February 22, 2017</p>	<p>Angela Baggett</p>
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ACIP

Dixon Elementary School

	instruction, updating data boards for grade level data meetings. Next Steps: Mid-Year screening to begin Feb. 1		
In Progress	<p>Dixon 2016-2017 Q1 Review Notes: AR: Tests taken/passed, points earned, and average book level during 1st quarter have all increased over 1st quarter last year Progress Notes STAR Reading/STAR Early Literacy: Every grade level demonstrated at least grade with +.5! However, there is a need to improve grade level equivalency at grades 2nd– 5th. Progress Notes: All grade levels have shown improvements in the percent of students scoring at/above grade level benchmarks/readiness for STAR Reading. Kindergarten made the largest gain with a 32 percent increase. However, at every grade level there is a need to improve overall percent of students reaching benchmark scores, and growth towards Aspire Readiness. AR Progress Notes: As compared to last year, more tests have been taken and passed, with a slight decrease in accuracy. Students have earned more points, indicating they are reading longer texts, and overall at a higher level. Students have increased the number of nonfiction they have been reading. STAR Math Progress Notes: Every grade level demonstrated growth in grade equivalence, most notably at 5th grade! However, there is a need to increase grade level equivalency at 2nd and most significantly in 5th grade, which is still nearly a grade level behind where they should be at this point in the school year. STAR Math Screening Progress Notes: All grade levels have shown improvements in the percent of students scoring at/above grade level benchmarks/readiness for STAR Math. Grade 2 made the largest gain with a 14 percent increase, 4th and 5th grade showed great gains with increases of 13%/10% from BOY to Q1. However, at every grade level there is a need to improve overall percent of students reaching benchmark scores, and growth towards Aspire Readiness.</p>	February 16, 2017	Angela Baggett

Activity - Digital Products	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator, general and special education teachers, resource and support teachers

Status	Progress Notes	Created On	Created By
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In Progress	Dixon 2016-2017 Q1 Review Notes: Quia: Grades 3, 4 and 5 are using Quia for cross-curricular assignments and assessments. Next Steps: •Support and encourage BYOD for classroom implementation, new laptops for Collaboration Lab received, purchase new technology with FY17 funds. Faculty PD on learning.com for instruction, assessment, and learning units for creating digital products.	February 16, 2017	Angela Baggett
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Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 35% to 50%) in Reading by 06/02/2017 as measured by ACT Aspire Reading Assessment and monitored by STAR Reading.

Status	Progress Notes	Created On	Created By
Not Met	Dixon 2016-2017 Q1 Review Notes Reading Next Steps: STAR: individual student data alignment/analysis, and instructional planning based on alignment results, 1st grade will begin to take STAR assessments this quarter (at least 2 times during 2nd semester) •AR: Support class, small group and individual conferencing with LMS focused on increase of reading levels and student goal attainment using leadership notebooks, continue to use Prize Closet as incentives for achievement •EQTs: develop EQTs, balance in rigor, aligned to standards instruction •Stride: Utilize this program in after school participation, contests •Aspire: Interim and classroom assessments, results report analysis, keyboarding practice •Walkthrough observations (PLTs) for implementation evaluation •Continue support with Reading Specialist (2nd and 3rd grade) •Utilize resources - Sonday, Recipe for Reading, Comprehension Toolkit used in whole/small group instruction •Continue DIBELS progress monitoring •Targeted Literacy Strategies for students EXCEEDING in Reading – small group technology integration	February 16, 2017	Angela Baggett

Strategy 1:

MCPSS Elementary Literacy Block Framework - Teachers will collaborate to plan effective, engaging instruction following the MCPSS Elementary Literacy Block Framework using a variety of methods and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Status	Progress Notes	Created On	Created By
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Dixon Elementary School

N/A	<p>Dixon 2016-2017 Mid-Year Review: Next Steps-Reading/ELA •STAR: individual student data alignment/analysis, and instructional planning based on alignment results, 1st grade will begin to take STAR assessments this quarter (at least 2 times during 2nd semester) •AR: Support class, small group and individual conferencing with LMS focused on increase of reading levels and student goal attainment using data tracking in leadership notebooks and classroom data chart/board, continue to use Prize Closet as incentives for achievement •EQTs : follow MCPSS mandate for administering grade level EQTs •Stride: Utilize this program in after school participation, contests, data tracking, note practice time on schedules •Aspire: Interim and classroom assessments, results report analysis, keyboarding practice •Share walkthrough observations (grade levels / PLTs) for implementation evaluation and improvement •Continue support with Reading Specialist (2nd and 3rd grade) •Wonders Reading Program used in whole/small group instruction: add to activity description in ACIP plan – revise classroom schedules, continue distributing program materials as they arrive •Continue DIBELS screening / progress monitoring •Targeted Literacy Strategies for students EXCEEDING in Reading – small group technology integration •Focus on CLOSE students for small group intervention/instruction/progress monitoring •S.M.A.R.T. listed on classroom schedules (define acronym) •Six Traits anchor chart sets ordered, distribute as needed; grade level graphic organizer posters to be printed/displayed in classrooms •ACT Aspire Writing practice, review/score samples, provide feedback and instructional support based on student writing samples •TALENTS refresher / initial training for new teachers – 2/6/17, dates to be scheduled with follow-up coaching in classrooms</p>	February 22, 2017	Angela Baggett
N/A	<p>Dixon 2016-2017 Mid-Year Review: Progress Notes: Although schoolwide performance dropped slightly, the number of classrooms with at least 70% of the class performing at 70% or higher increased from Q1 to Q2. Fourth grade student scores / % proficient declined most significantly. Next Steps: Schedule changes will reflect new groups to focus on student needs, implement Wonders reading program.</p>	February 22, 2017	Angela Baggett

Activity - S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Dixon Elementary School

A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Regular and Special Education Teachers, Resource and Support Teachers, Administrator
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Activity - Targeted Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$1681116	Title I Schoolwide, State Funds	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress	<p>2016-2017 Dixon Mid-Year Review: DIBELS Progress Notes: All grade levels have shown improvements in the percent of students scoring at/above grade level benchmarks/readiness for STAR Reading. Kindergarten made the largest gain with a 32 percent increase. However, at every grade level there is a need to improve overall percent of students reaching benchmark scores, and growth towards Aspire Readiness. DIBEL testing goals are 80/15/5, at this time only 3rd grade is close. Progress monitoring is on-going at all grade levels, at this time 2nd grade is the most at-risk, which is consistent with other assessment data. Next Steps: Mid-Year progress monitoring in progress, should be complete by 1/25/17.</p>	February 22, 2017	Angela Baggett

ACIP

Dixon Elementary School

In Progress	Dixon 2016-2017 Q1 Review Notes: DIBEL testing goals are 80/15/5, at this time only 3rd grade is close. Progress monitoring is on-going at all grade levels, at this time 2nd grade is the most at-risk, which is consistent with other assessment data.	February 16, 2017	Angela Baggett
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Activity - Talents Unlimited	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Activity - CFA Analysis for Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$2240	State Funds	All K-5 teachers, Sp. Ed. resource and support teachers

ACIP

Dixon Elementary School

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Mid-Year Review Notes: Progress Notes: Q1 -11% of students were not proficient with final grades as compared to 19% not proficient with EQT, - final grades do reflect reteach/retest procedures. Of students who failed for the Q1 (13), 100% (13) are identified as special education or are being supported through PST. Q2 – 10% (49) students were not proficient with final grades as compared to 22% not proficient with EQT, - final grades do reflect reteach/retest procedures. Of students who failed for the Q2 (10), 100% (10) are identified as special education or are being supported through PST.	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: Progress Notes Reading EQT: Although schoolwide performance was slightly higher than last year, achievement for 3rd grade students decreased from year to year, but increased for this group of students for this time of year. Achievement for 1st graders moving to 2nd grade decreased by 23% for this time of year. For 4th graders moving to 5th grade achievement increased by 25% for this time of year. EQT/At-Risk Progress Notes: Q1-11% of students were not proficient with final grades as compared to 26% not proficient with EQT, -final grades do reflect reteach/retest procedures. Of students who failed for the Q1 (13), 100% (13) are identified as special education or are being supported through PST.	February 16, 2017	Angela Baggett

Strategy 2:

Effective Practices of Writing - Teachers will incorporate effective practices of writing using a variety of writing activities daily throughout the curriculum to deepen content understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

ACIP

Dixon Elementary School

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Writing Progression	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	ELA Professional Learning Team, Administrator, General and Special Education teachers

Measurable Objective 3:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 45% to 50%) in Mathematics by 06/02/2017 as measured by the ACT Aspire Math Assessment and monitored by STAR Math..

Status	Progress Notes	Created On	Created By
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ACIP

Dixon Elementary School

Not Met	Dixon 2016-2017 Mid-Year Review: Progress notes: The % of students scoring Ready/Exceeding on 4th grade math interim (29%) significantly below grade level goal of 50%. Next Steps: Conduct interim assessments for grades 3-5, use results for instructional planning.	February 22, 2017	Angela Baggett
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Strategy 1:

Inquiry-based Instruction in Math - Teachers in grades K-5 will use inquiry-based approach to math instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Status	Progress Notes	Created On	Created By
N/A	Dixon 2016-2017 Mid-Year Review: Progress Notes: Q1 -11% of students were not proficient with final grades as compared to 18% not proficient with EQT, - final grades do reflect reteach/retest procedures. Of students who failed for the Q1 (8), 100% (8) are identified as special education or are being supported through PST. Q2 – 9% (45) students were not proficient with final grades as compared to 18% not proficient with EQT, - final grades do reflect reteach/retest procedures. Of students who failed for the Q2 (10), 100% (10) are identified as special education or are being supported through PST.	February 22, 2017	Angela Baggett
N/A	Dixon 2016-2017 Mid-Year Review: Progress Notes: Schoolwide performance on the Q2 EQT is slightly less than last quarter, the number of classrooms with at least 70% of students scoring at least 70% correct on the EQT has decreased from Q1 to Q2. The decline in scores were most significant at 2nd and 4th grades. This data aligns with overall at-risk/course failures for Q2 and Q2 STAR Math Screening.	February 22, 2017	Angela Baggett

ACIP

Dixon Elementary School

N/A	<p>Dixon 2016-2017 Q1 Review Notes: Although schoolwide performance is slightly higher than last year, the number of classrooms with at least 70% of students scoring at least 70% correct on the EQT has decreased from Q1/2015 to Q1/2016. However, neither is significantly changed from last year. Q1-11% of students were not proficient with final grades as compared to 18% not proficient with E Q T, - final grades do reflect reteach/retest procedures. Of students who failed for the Q1 (8), 100% (8) are identified as special education or are being supported through PST. Next Steps: Efficiency •Improving fact fluency daily, master facts before entering next grade level •Increase fact practice time: XtraMath.org / increase use of computers in the classroom / homework focus •Shift to combine conceptual and procedural understanding, efficiency in problem solving •Complete Aspire interim assessments within suggested time limits with increased accuracy, data analysis Professional Development: •OGAP Training on-going Written Response: •Request / incorporate rubrics to match ASPIRE testing feedback</p>	February 17, 2017	Angela Baggett
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Activity - Talk Moves	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Regular and Special Education Teachers, Resource and Support teachers, Administrator

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Mid-Year Review: •Peer to Peer on grade level •Talk Moves anchor charts in the classroom •PD at faculty meetings, videos, professional articles •Imbedded in Investigations lessons	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: Peer to Peer on grade level •Talk Moves anchor charts in the classroom •PD at faculty meetings •Imbedded in Investigations lessons	February 17, 2017	Angela Baggett

Activity - Written Response Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Mid-Year Review: Next Steps: Written Response <ul style="list-style-type: none"> •Request / incorporate rubrics to match ASPIRE testing feedback •Display / use CLOSE Read Procedure posters to facilitate approach to solving problems with written response •Display word wall for math vocabulary development 	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Mid-Year Review: <ul style="list-style-type: none"> •Math journals vary by grade level, MUST use in classroom practice •Teacher made assessments •Modeling in the classroom / word walls •Work displayed (bulletin boards, hallway displays) •AMSTI training •ASPIRE training (Moodle) 	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: Math journals vary by grade level <ul style="list-style-type: none"> •Teacher made assessments •Modeling in the classroom •Work displayed (bulletin boards, hallway displays) •AMSTI training •ASPIRE training (Moodle) 	February 17, 2017	Angela Baggett

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Direct Instruction, Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Math Professional Learning Team, Administrator, General and Special Education teachers
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Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Mid-Year Review: Next Steps - Efficiency •Revise classroom schedule to include daily fact drills, improve fact fluency to master facts before entering next grade level, students record fact fluency progress/mastery in LIM notebooks; class progress posted on class chart/board •volunteer to work with students to specifically improve fact fluency – 2 times per week / 1 day 5th grade, 1 day 4th •Increase fact practice time: XtraMath.org / increase use of computers in the classroom / homework focus	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Mid-Year Review: Math Fact Fluency Proficiency - Progress Notes: Only Kindergarten and 5th grades have shown improvements in the percent of students scoring at/above 70% on the grade level fact fluency test. Fact fluency drills showed that 3 of 6 grade levels were above 70% proficient. During 2nd quarter, fact fluency drills were conducted daily following the morning broadcast. Next Steps: Continue daily fact drills; schedule volunteer to work with students to specifically improve fact fluency; students record fact fluency progress/mastery in LIM notebooks; class progress posted on class chart/board	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Mid-Year Review: •Post daily drills on class schedule •Classes registered for xtramath.org to utilize for fluency practice •Student progress recorded in LIM notebooks and on class display chart/board	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: Fact fluency drills showed that 4 of 6 grade levels were above 70% proficient.	February 17, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: •Drills scheduled daily •Classes registered for xtramath.org to utilize for fluency practice	February 17, 2017	Angela Baggett

Activity - Close Reading for Math Word Problems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Mid-Year Review: <ul style="list-style-type: none"> •Anchor charts in classrooms •Faculty PD on Close Read procedure •Modeling in the classroom 	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: <ul style="list-style-type: none"> •Anchor charts in classrooms •Faculty PD on Close Read procedure •Modeling in the classroom 	February 17, 2017	Angela Baggett

Measurable Objective 4:

100% of All Students will demonstrate a proficiency by increasing academic achievement in Science by 06/02/2017 as measured by Grades, STRIDE, EQT, ASA.

Strategy 1:

Inquiry-based Instruction in Science - Teachers in grades K-5 will use inquiry-based approach to science instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI

Status	Progress Notes	Created On	Created By
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N/A	Dixon 2016-2017 Mid-Year Review: Next Steps <ul style="list-style-type: none"> •Continue to differentiate instruction based on formative assessment data analysis, student learning styles and level of mastery. •Utilize professional development time to learn how to identify and assign specific curriculum for Stride Academy Adaptive Practice •Request a growth report that includes science content from Stride Academy and encourage Stride Science practice at home. •Participate in ASPIRE Interim and Classroom Assessments and utilize results for instructional planning •Revise ACIP activity description to include Mystery Science and STEM Scopes as resources for inquiry-based instruction. 	February 22, 2017	Angela Baggett
N/A	Dixon 2016-2017 Mid-Year Review: Progress Notes: Schoolwide performance on the EQT for Q2 is lower than last quarter, and the number of classrooms with 70% or above has declined. EQTs are administered through Quia, an online assessment program.	February 22, 2017	Angela Baggett

Activity - AMSTI Science Investigations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Mid-Year Review: <ul style="list-style-type: none"> * 67% of our math/science staff is AMSTI trained or in the process of being trained through AMSTI. * Our teachers and staff members are continuing AMSTI training through Professional Development. *All classrooms are incorporating the use of the AMSTI investigations and kits. *Teachers are receiving support from AMSTI resource teachers. 	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: <ul style="list-style-type: none"> * 67% of our math/science staff is AMSTI trained or in the process of being trained through AMSTI. * Our teachers and staff members are continuing AMSTI training through Professional Development. *All classrooms are incorporating the use of the AMSTI investigations and kits. *Teachers are receiving support from AMSTI resource teachers. 	February 17, 2017	Angela Baggett

Activity - Connect Science Academic Language/Vocabulary to Investigations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Mid-Year Review: *Teachers are integrating academic language and vocabulary by conducting Talents lessons. *Teachers are integrating science throughout the school day. *Academic language is being displayed on word walls to help enhance and connect vocabulary to investigations.	February 22, 2017	Angela Baggett
In Progress	Dixon 2016-2017-Q1 Review Notes: *Teachers are integrating academic language and vocabulary by conducting Talents lessons. *Teachers are integrating science throughout the school day. *Academic language is being displayed on word walls to help enhance and connect vocabulary to investigations.	February 17, 2017	Angela Baggett

Measurable Objective 5:

57% of English Learners students will demonstrate a proficiency to achieve a .5 gain on the state required assessment ACCESS for ELs in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment / accommodation documentation present for teachers of ESL students / Accommodation training sign-in sheets / % participation in ESL PD.

Strategy 1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL, W.I.D.A. Standards

Status	Progress Notes	Created On	Created By
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N/A	Dixon 2016-2017 Mid-Year Review: Progress Notes: •ESL Resource Teacher – ½ time daily, support teacher •Initial accommodations, instructional strategies Aug.2016 •Monitoring complete for all FLEP students by 11/4/2016 •46 students monitored/served •Reading – 0 course failures •Math – 0 course failures Next Steps: •Faculty members to participate in local professional development, 1/30/17 •Continue monitoring/services •Administer WIDA Assessments	February 22, 2017	Angela Baggett
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Activity - ESL Program and Effective Tier I Instruction for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Direct Instruction, Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	content teachers, administrators, EL Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Q1 Review Next Steps: •Faculty members to participate in local professional development •Continue monitoring/services•Administer WIDA Assessments	February 21, 2017	Angela Baggett
In Progress	Dixon 2016-2017 Q1 Review Notes: •ESL Resource Teacher –½ time daily, support teacher •Initial accommodations, instructional strategies Aug.2016•Monitoring complete for all FLEP students by 11/4/2016•35 students monitored/served•Reading – 0 course failures, 100% received C or higher•Math – 0 course failures, 97% received C or higher, 3% (1) D	February 21, 2017	Angela Baggett

Goal 2: Prepare and support teachers to graduate College and Career Ready Students**Measurable Objective 1:**

collaborate to develop and promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. by 06/02/2017 as measured by Transform2020 Technology Survey and EducateAlabama .

Strategy 1:

Technology Professional Development - Teachers will collaborate to promote, support, and participate in a variety of professional development opportunities using online, face-to-face, and professional learning communities to increase technology integration in instructional practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Based Best Practices and Team to Teach (National Staff Development Council, 2008); Alabama's Plan 2020: Schools and Systems Objectives; "Preparing 21st Century Students for a Global Society: An Educator's Guide to the 4Cs" - National Education Association.

Status	Progress Notes	Created On	Created By
N/A	Dixon 2016-2017 Mid-Year Review: Progress Notes: <ul style="list-style-type: none"> •TST, S. Andrade / A. Baggett – attended district professional development/online course/21st Century Learning •Technology PLT – 1 meeting: assessment of team strengths, plan for PD integration, STRIDE implementation •Digital Literacy Media Project Team attended district PD (3) •Schedules created for 2 labs (each class 2 sessions per week, open schedule for extended digital learning experiences in Collaboration Lab) •Faculty PD: on-going, collaboration lab technical assistance •Technology inventory complete, new equipment purchased Next Steps: <ul style="list-style-type: none"> •complete computer lab transformations – Collaboration Lab equipped with new laptops, plan for class set of laptops •Schoolwide Technology Night – parent event •schedule times for PLT meetings •Continue DLMPT faculty training (TPACK), Technology PLT support •Track/Report/Display Discovery Ed usage 	February 22, 2017	Angela Baggett
N/A	Dixon 2016-2017 Q1 Review Notes: <ul style="list-style-type: none"> •TST, S. Andrade / A. Baggett – attended district professional development/online course •Technology PLT – 1 meeting: assessment of team strengths, plan for PD integration, STRIDE implementation •Digital Literacy Media Project Team attended district PD (2) •Schedules created for 2 labs (each class 2 sessions per week, open schedule for extended digital learning experiences in Collaboration Lab) •Faculty PD: on-going, collaboration lab technical assistance Next Steps: <ul style="list-style-type: none"> •complete computer lab transformations – Collaboration Lab equipped with new laptops, plan for class set of laptops •Schoolwide Technology Night – parent event •schedule times for PLT meetings •Continue DLMPT faculty training (TPACK), Technology PLT support 	February 21, 2017	Angela Baggett

Activity - Technology Professional Learning Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team members will collaborate to identify and address technology needs within the school.	Professional Learning	08/08/2016	06/05/2017	\$0	No Funding Required	Technology Support Teacher, Technology PLT, General and Special Education teachers

Activity - Digital Literacy Media Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Dixon Digital Literacy Media Project Team will attend required professional development as provided through district leadership, and provide faculty professional development to build teacher capacity to use digital media with proven instructional strategies and create a student-centered, technology-rich learning environment.	Professional Learning	08/08/2016	06/05/2017	\$0	No Funding Required	Glenda Warren, Susan Milford, Lisa Bourgeois, Skye Andrade, Tracie Zirlott, general and special education teachers, resource and support teachers

Measurable Objective 2:

collaborate to improve assessment design and instructional practice by 06/05/2017 as measured by evidence collected through analysis of data and observations.

Strategy 1:

Using Common Formative Assessments for Instructional Decision-Making - Teachers will collaborate to design assessments and use data from common formative assessments to provide specific and timely feedback and to make strategic instructional decisions and plans targeted to meet the needs of students.

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

Research Cited: Ainsworth, Larry - Common Formative Assessments 2.0

Status	Progress Notes	Created On	Created By
N/A	<p>Dixon 2016-2017 Q1 Review Notes: Notable Achievements Staff member, Deanne Davis provided on-going training for C.F.A. 2.0 DIBELS training for Faculty K, 1, 2, 3 Faculty PD to provide overview of MasteryConnect 1stand 2nd Quarter Planning Days complete with subs provided for job-embedded faculty professional development Professional Learning Teams developed for ELA and Math (integrated Science), 2 meetings Areas of Need for Improvement Adhering to schedule for PLT meetings – monthly Next Steps MasteryConnect PD with 11/3/2016 On-going Common Formative Assessment faculty training and implementation Continue OGAP implementation strategies PLP data reflections / adjust instructional strategies as needed D. Davis, lead ELA teacher, to provide support and resources for writing T. Zirlott / B. Busby, lead science teachers, to provide support and resources for science instruction/assessment PLT walkthroughs with reflection</p>	February 21, 2017	Angela Baggett

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$7500	Title I Schoolwide	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers

Activity - Teacher Collaboration for Planning and Assessment Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$24513	Title I Schoolwide, State Funds	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Content Professional Learning Teams (PLT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$15465	Title I Schoolwide, Title II Part A	Administrator; Regular, Special Education, Resource, and Support Teachers

Goal 3: Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by technology inventory reports and Transform2020 surveys.

Strategy 1:

Equitable Access to Digital Devices - Administrators, teachers, and stakeholders will work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Develop/Implement Learning Supports

Research Cited: Research Based Best Practices

Status	Progress Notes	Created On	Created By
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N/A	<p>Dixon 2016-2017 Mid-Year Review: Progress Notes: •Redesign of computer labs •Increased technology inventory •Parent meeting to encourage BYOD •Received materials from designated donation of \$9000 for additional computers •Limited technology in classrooms (use of online resources / # of student devices being used) noted during walkthrough observations Next Steps: •Complete lab renovations •Complete classroom/schoolwide inventory of working devices with barcodes for Destiny •Purchase / install new devices •Plan for distribution / use of HP Stream devices •Collect technology data: BYOD, tools being used •List online resources used in lab to facilitate blended learning •Complete ACT Aspire inventory, set up small group testing areas for Special Education / ESL</p>	February 22, 2017	Angela Baggett
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Activity - BYOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Status	Progress Notes	Created On	Created By
In Progress	<p>Dixon 2016-2017 Q1 Review: Progress Notes:•Parent meeting to encourage BYOD Next Steps:•Collect technology data: number of students participating in BYOD</p>	February 21, 2017	Angela Baggett

Activity - Computer Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$35434	Title I Schoolwide, State Funds	Technology Support Teacher, Technology PLT, teachers, and administrator

Status	Progress Notes	Created On	Created By
In Progress	Dixon 2016-2017 Q1 Review Notes: Progress Notes:•Redesign of computer labs •Increased technology inventory •Received materials from designated donation of \$9000 for additional computers Next Steps:•Complete lab renovations•Complete classroom/schoolwide inventory of working devices•Purchase new devices•Plan for distribution / use of HP Stream devices•Collect technology data: equipment and tools being used	February 21, 2017	Angela Baggett

Goal 4: Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that will influence a transformational change by developing a culture of leadership built on trusting relationships where every scholar will be inspired to clearly see personal worth and potential by 06/02/2017 as measured by average daily attendance.

Strategy 1:

Leader In Me - The habits and principles of Leader in Me will be integrated into all aspects of school life and will transfer into their home, community, and future challenges and opportunities.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011 - The Leader in Me

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Status	Progress Notes	Created On	Created By
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N/A	<p>Dixon 2016-2017 Mid-Year Review: Progress Notes: •2016-2017 Q1 and Q2 cumulative daily average attendance shows a slight decrease from 2015-2016 Q1 and Q2. Mid-year ADA slightly down from 95.8% in '15-'16 to 95.4% in '16-'17. •Grade levels have developed service projects. •Held Parenting Day and Coffee with the Principal, and Leader In Me PTA events. •Teachers and students maintain leadership binders to communicate goals with parents. •Lighthouse team met for annual planning, attended coaching community PD. •Students record attendance data in LIM notebooks •Attendance challenges to motivate students. •Full implementation of live-stream morning news broadcast occurs daily with student-directed production. •Student leadership roles increased: Chorus, Student Technology Team •Synergy Assemblies to promote 7 Habits and celebrate victories. Next Steps: •On-site coaching with LIM facilitator. •2017 Leader in Me Symposium for the Lighthouse Team. •Focus on key concepts for LIM behaviors and principles. •Leadership events to celebrate successes and spotlight our growth. •Continue parent education and surveys. •Work to enhance LIM implementation through faculty focus teams, WIG committee to reflect on attendance incentive plan and make adjustments •Grade levels will continue to implement service projects and display progress •Continue promoting NFL Fuel Up to Play 60 •Implement new student leadership opportunity – Student of the Month •New staff training for 7 Habits– begin book study for Leader In Me</p>	February 22, 2017	Angela Baggett
N/A	<p>Dixon 2016-2017 Q1 Review Notes: Leader In Me Next Steps:•2017 Leader in Me Symposium for the Lighthouse Team / schoolwide participation. •Focus on key concepts for LIM behaviors and principles. •Leadership events to celebrate successes and spotlight our growth. •Continue parent education and surveys. •Work to enhance LIM implementation through faculty focus teams, WIG committee to reflect on attendance incentive plan and make adjustments •Grade levels will continue to implement service projects and display progress •Continue promoting NFL Fuel Up to Play 60 •Implement new student leadership opportunity –Student of the Month</p>	February 21, 2017	Angela Baggett
N/A	<p>Dixon 2016-2017 Q1 Review Notes: Leader In Me Progress Notes:•2016-2017 first quarter cumulative daily average attendance was 96.08%; a slight decrease from 2015-2016 first quarter cumulative daily average attendance at 96.47%. •Grade levels have developed service projects. •Held Parenting Day and Coffee with the Principal, and Leader In Me PTA events. •Teachers and students maintain leadership binders to communicate goals with parents. •Lighthouse team met for annual planning, attended coaching community PD. •Weekly / bi-monthly attendance challenges to motivate students. •Full implementation of live-stream morning news broadcast occurs daily with student-directed production. •Student leadership roles increased: Chorus, Student Technology Team •Synergy Assemblies to promote 7 Habits and celebrate victories.</p>	February 21, 2017	Angela Baggett

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Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Academic Support Program, Other, Behavioral Support Program	08/10/2016	06/02/2017	\$1563	Title I Schoolwide	Dixon Lighthouse Team, Teachers

Activity - Leadership Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0	No Funding Required	Dixon Lighthouse Team, Teachers

Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$0	No Funding Required	Dixon Lighthouse Team, Teachers

Activity - LIM Leadership Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$0	No Funding Required	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

Activity - Leader In Me Lighthouse Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$6450	Title I Schoolwide	LIM Lighthouse Team, Teachers

Activity - Leader In Me Principles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	LIM Lighthouse Team, Teachers

Activity - Morning School News Broadcast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Other - Leadership, Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Zirlott, Andrade, Baggett

Measurable Objective 2:

collaborate to utilize data to drive instruction for all students by 06/05/2017 as measured by Grades, STAR Reading/Math, EQT, STRIDE Program Data, PNOA.

Strategy 1:

Response to Intervention - All K-5 (including Special Education) identified as "At-risk" using a non-proficient matrix will receive Tier II and/or Tier III instruction daily. Students will then be progress monitored with STAR Early Literacy (K-1), STAR Reading Enterprise (1-5), and STAR Math (K-5) to determine proficiency in grade level standards. Further supports will be put in place to address needs based on continuous assessment and evaluation of progress.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention: A Research Review

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Status	Progress Notes	Created On	Created By
N/A	<p>Dixon 2016-2017 Mid-Year Review: Progress Notes: •Q2 - 57 students were served in targeted intervention (2 retired teacher tutors) •Q2 – 51/57 - 89% of students receiving targeted intervention had final reading grades of D or higher. •TI – 1st grade STAR growth +155 SS/+3 GP, 2nd grade STAR growth +54 SS/+4 GE •31 students were referred for PST support Q1, 25 in Q2 •PST meeting at least monthly to provide support to at-risk students. •Extended day achievement (41 students -grades 3, 4, 5 in reading and/or math based on data) – 0 course failures R/M, STAR R/M above grade level performance •Intervention/small group plans for reading/math must be clearly marked/dated and available for review Next Steps: •Continue using data to develop flexible small-group intervention opportunities, manage student groups. •Extended Day Program for intervention for 2nd semester. •Continue with PST support. •Consistent implementation of reading/math small group intervention evident –share walkthrough observations/reflections</p>	February 22, 2017	Angela Baggett
N/A	<p>Dixon 2016-2017 Q1 Review Notes: Progress Notes:•Q1 - 49 students were served in targeted intervention•Q1 – 43/49 - 88% of students receiving targeted intervention had final reading grades of D or higher. •TI – 1stgrade STAR growth +92SS, 2ndgrade STAR growth +14SS/1.3 - +.1 GE•54 students were referred for PST support Q1•PST meeting at least monthly to provide support to at-risk students. Next Steps:•Continue using data to develop flexible small-group intervention opportunities, manage student groups.•Extended Day Program for intervention for 2ndquarter (grades 3, 4, 5 in reading and/or math based on data).•Continue with PST support.</p>	February 21, 2017	Angela Baggett

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$262124	District Funding, Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator
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Activity - Problem Solving Teams (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$517	Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator s

Goal 5: Increase literacy skills among 2nd grade students as measured by an increase in STAR reading benchmark % proficient from 15% (Fall Screening #1) to at least 35% (Spring Screening #4) utilizing data to group students for targeted intervention instruction.

Measurable Objective 1:

collaborate to increase literacy skills among 2nd grade students by 05/31/2017 as measured by an increase in STAR Reading Alabama ACT Aspire benchmark scores (% proficient) from 15% (Fall - Screening #1) to at least 35% (Spring - Screening #4) utilizing data to group students for targeted intervention instruction.

Status	Progress Notes	Created On	Created By
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Not Met	Dixon 2016-2017 Mid-Year Review: Progress Notes: •2nd Grade Screening Progress – ACT Aspire Benchmark: •Fall 2016 – 15% at/above benchmark – Close 15%, In Need of Support 69% •End of 1st Quarter 2016 – 22% at/above benchmark – Close 16%, In Need of Support 62% •End of 2nd Quarter 2016 – 24% at/above benchmark – Close 16%, In Need of Support 59% Next Steps: •Continue with targeted interventions •Evaluate data to manage student groups	February 22, 2017	Angela Baggett
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Strategy 1:

At-risk Instructional Grouping - Teachers will collaborate to analyze STAR Reading data reports to identify at-risk students and form intervention groups to most effectively meet the needs of students and maximize relevant learning to increase student achievement.

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

Research Cited: Alabama's Plan 2020 for Learners

Status	Progress Notes	Created On	Created By
N/A	Dixon 2016-2017 Q1 Review Notes: Progress Notes: •2nd Grade Screening Progress –ACT Aspire Benchmark:•Fall 2016 – 15% at/above benchmark – Close 15%, In Need of Support 69%•End of 1stQuarter 2016 –22% benchmark– Close 16%, In Need of Support 62% Next Steps:•Continue with targeted interventions•Evaluate data to manage student groups	February 21, 2017	Angela Baggett

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and part-time retired teacher tutors will provide targeted intervention instruction for at-risk students to increase the number of students performing at or above proficiency and showing continuous improvement (achievement/growth).	Academic Support Program	08/29/2016	05/31/2017	\$0	No Funding Required	Administrator, regular and special education teachers, support and resource 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
Student Intervention	Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$211162	Regular and Special Education Teachers, Support and Resource Teachers, Administrator
Total					\$211162	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Professional Learning Teams (PLT)	All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$12870	Administrator; Regular, Special Education, Resource, and Support Teachers
Total					\$12870	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Notebooks	Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Academic Support Program, Other, Behavioral Support Program	08/10/2016	06/02/2017	\$1563	Dixon Lighthouse Team, Teachers

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Problem Solving Teams (PST)	All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$517	Regular and Special Education Teachers, Support and Resource Teachers, Administrators
Leader In Me Lighthouse Team	The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$6450	LIM Lighthouse Team, Teachers
Content Professional Learning Teams (PLT)	All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$2595	Administrator; Regular, Special Education, Resource, and Support Teachers
Teacher Collaboration for Planning and Assessment Design	Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$10303	Administrator; Regular, Special Education, Resource, and Support Teachers
Student Intervention	Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$50962	Regular and Special Education Teachers, Support and Resource Teachers, Administrator
Mastery Connect	Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$7500	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers
Computer Labs	Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$29484	Technology Support Teacher, Technology PLT, teachers, and administrator

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Targeted Literacy Strategies	K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$3500	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach
Total					\$112874	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Labs	Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$5950	Technology Support Teacher, Technology PLT, teachers, and administrator
Targeted Literacy Strategies	K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$1677616	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach
CFA Analysis for Intervention	Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$2240	All K-5 teachers, Sp. Ed. resource and support teachers
Teacher Collaboration for Planning and Assessment Design	Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$14210	Administrator; Regular, Special Education, Resource, and Support Teachers

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Renaissance Learning	Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$770	Technology Professional Learning Team, and classroom teachers
Total					\$1700786	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Written Response Format	Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0	Regular and Special Education teachers, Resource and Support teachers, Administrator
AMSTI Science Investigations	All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0	Regular and Special Education teachers, Resource and Support teachers, Administrator
Talk Moves	Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0	Regular and Special Education Teachers, Resource and Support teachers, Administrator
Leadership Opportunities	Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0	Dixon Lighthouse Team, Teachers
LIM Leadership Events	Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$0	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

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Talents Unlimited	All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0	Regular and Special Education teachers, Resource and Support teachers, Administrator
Connect Science Academic Language/Vocabulary to Investigations	K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0	Regular and Special Education teachers, Resource and Support teachers, Administrator
Six Traits of Writing	Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0	Regular and Special Education teachers, Resource and Support teachers, Administrator
Leadership Recognition	Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$0	Dixon Lighthouse Team, Teachers
Technology Professional Learning Team	Team members will collaborate to identify and address technology needs within the school.	Professional Learning	08/08/2016	06/05/2017	\$0	Technology Support Teacher, Technology PLT, General and Special Education teachers
Close Reading for Math Word Problems	Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0	all K-5 teachers, Sp. Ed., resource and support teachers

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Digital Literacy Media Project	The Dixon Digital Literacy Media Project Team will attend required professional development as provided through district leadership, and provide faculty professional development to build teacher capacity to use digital media with proven instructional strategies and create a student-centered, technology-rich learning environment.	Professional Learning	08/08/2016	06/05/2017	\$0	Glenda Warren, Susan Milford, Lisa Bourgeois, Skye Andrade, Tracie Zirlott, general and special education teachers, resource and support teachers
S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0	Regular and Special Education Teachers, Resource and Support Teachers, Administrator
Writing Progression	Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$0	ELA Professional Learning Team, Administrator, General and Special Education teachers
ESL Program and Effective Tier I Instruction for EL Students	The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Direct Instruction, Professional Learning	08/10/2016	06/02/2017	\$0	content teachers, administrators, EL Coordinator
Digital Products	Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$0	Administrator, general and special education teachers, resource and support teachers

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Fact Fluency Strategies	Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Direct Instruction, Academic Support Program	08/10/2016	06/02/2017	\$0	Math Professional Learning Team, Administrator, General and Special Education teachers
Graphic Organizers	Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator
Targeted Intervention	Classroom teachers and part-time retired teacher tutors will provide targeted intervention instruction for at-risk students to increase the number of students performing at or above proficiency and showing continuous improvement (achievement/growth).	Academic Support Program	08/29/2016	05/31/2017	\$0	Administrator, regular and special education teachers, support and resource teachers
Morning School News Broadcast	Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Other - Leadership, Technology	08/10/2016	06/02/2017	\$0	Zirlott, Andrade, Baggett
Close Reading	All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist
Stride Academy	Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0	Technology Professional Learning Team, and classroom teachers

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Leader In Me Principles	Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	LIM Lighthouse Team, Teachers
BYOD	Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0	Technology Support Teacher, Technology PLT, teachers, and administrator
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Please see attachments for 2015-2016 survey data / results reports.	2015-2016 Dixon K-2 AdvancED Survey 2015-2016 Dixon Staff AdvancED Survey 2015-2016 Dixon 3-5 AdvancED Survey

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

Areas receiving the highest level of satisfaction or approval:

Early Elementary K-2:

- My teacher wants me to learn. (2.98 / 98.76%)
- My teacher wants me to do my best. (2.98 / 98.76%)
- My school has books for me to read. (2.97 / 98.34%)

Elementary 3-5:

- In my school my teachers want me to do my best work. (2.97 / 96.72%)
- My school has computers to help me learn. (2.96 / 96.17%)
- My principal and teachers help me to be ready for the next grade. (2.96 / 96.72%)

Staff:

- Our school's purpose statement is clearly focused on student success. (4.53 / 94.11%)
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth. (4.53 / 100%)
- Our school provides qualified staff members to support student learning. (4.5 / 100%)

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

At rates over 96%, students for early elementary and elementary continue to report that expectations are high. At rates of 100%, staff report that data is used in a continuous improvement process to examine professional practice and address the learning needs of students.

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

All findings are supported with data from past AdvancED and WE Teach / WE Learn surveys.

Areas in Need of Improvement

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

Areas receiving the lowest level of satisfaction or approval:

Early Elementary K-2:

- My family likes to come to school. (32.36% respond Maybe / No)

Elementary 3-5:

- My principal and teachers ask me what I think about school. (38.25% respond I'm Not Sure / I Don't Agree)

Staff:

- Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning. (3.5 / 42.85% respond Neutral-Strongly Disagree)
- Our school provides opportunities for students to participate in activities that interest them. (3.71 / 35.71% respond Neutral/Disagree)

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

The following area, according to staff surveys, shows a trend toward decreasing stakeholder satisfaction or approval:

- Our school provides opportunities for students to participate in activities that interest them. (3.71 / 35.71% respond Neutral/Disagree - up from 23% in 2014-2015)

What are the implications for these stakeholder perceptions?

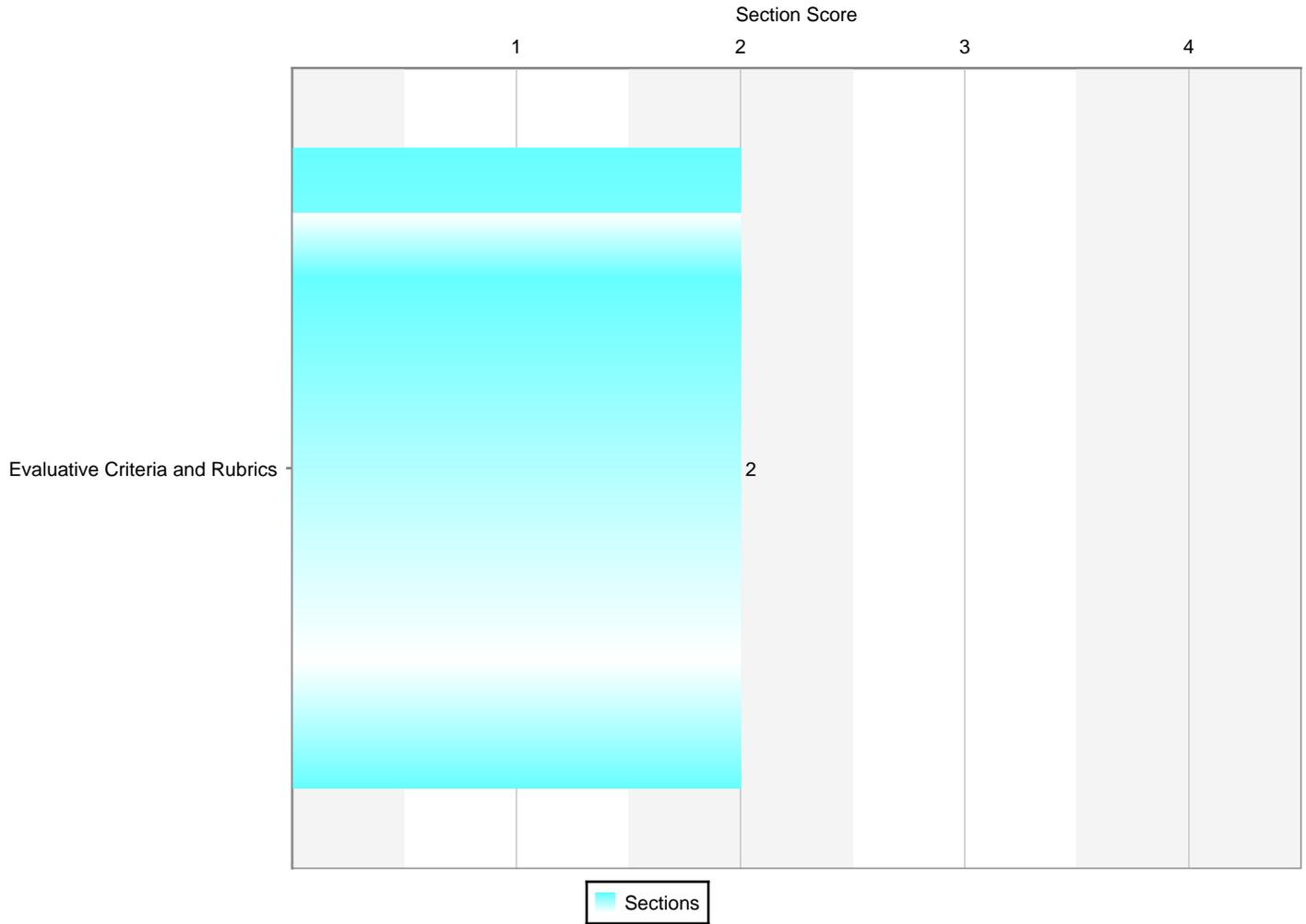
Teacher responses reflect a need to incorporate more opportunities for student interest-based activities, such as clubs and/or leadership roles/opportunities/responsibilities.

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

All findings are supported with data from past AdvancED and WE Teach / WE Learn surveys.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

To conduct a thorough needs assessment using multiple sources of data, Dixon Elementary formed a CIP Committee. The committee is composed of the administrator, representatives from all grade levels and departments. Two parent representatives and one community stakeholder also volunteered to serve on the committee. Team members collected the following data for analysis: ASPIRE, EQT, RTI Reports, STAR reports, I-Now reports, HQT reports, Educate Alabama evaluations, and technology programs data. The committee was formed to analyze data specific to reading, math, science, and school culture. The committee analyzed data by schoolwide, grade level, and sub-group performance. Academic standards and response format data were also used to identify specific areas of strengths and weaknesses. Evidence from each data source was cited to give support. The committee discussed the findings and conducted further analysis of the data. Strengths and weaknesses were then refined to reflect the specific needs of students. The needs assessment served as the foundation of the continuous improvement plan. Strategies for improvement were selected based on identified needs.

2. What were the results of the comprehensive needs assessment?

According to multiple data sources, each grade level showed notable performance by content area as follows:

ENGLISH:

- 64% ASPIRE Readiness Benchmark - highest school-wide performance by content
- 5th grade above National Ready - at 76% Ready/Exceeding
- 3rd grade at 63%, and 4th grade at 57% below National Ready %
- Readiness by skill data reflects highest proficiency in Conventions of Standard English

WRITING:

- 18% ASPIRE Readiness Benchmark - lowest school-wide performance by content
- 5th grade showed significant improvement from 20% in 2015 to 51% in 2016, and from 5% as 4th graders in 2015
- 3rd and 4th grade levels significantly below National Ready %
- Readiness by skill data reflects highest proficiency in Language Use and Conventions
- Readiness by skill data reflects improvement in Organization at 4th and 5th grades

READING:

- 35% ASPIRE Readiness Benchmark
- 4th and 5th grade Readiness above National Ready
- 3rd grade at 30% (a 6 point increase from 2015 at 24% Ready), below National, State, and District performance
- Readiness by skill data reflects overall highest proficiency in Key Ideas and Details, an improvement from 2015 as the lowest area
- Readiness by skill data reflects overall lowest proficiency in Integration of Knowledge and Ideas
- Reading growth on ASPIRE shows highest growth in the Average category
- EQT data reflect a school-wide decrease by quarter, from 78% Q1 to 67% at Q4
- STAR EOY growth reports indicate growth at every grade level with Grade Equivalency increases as follows: 2nd - +.8, 3rd - +.8, 4th - +.6, 5th - +.8

MATH:

- 45% ASPIRE Readiness Benchmark - a decrease in school-wide performance as compared to 2015 at 53%
- 5th grade at 58% Readiness (a 12 point decrease from 2015 at 70% Ready) is above National, State, and District performance

- 3rd grade at 47% and 4th grade at 36% (a 12 point decrease from 2015 at 48% Ready), are both below National, State and District performance
- Readiness by skill data reflects overall highest / lowest proficiency categories varied greatly among grade levels
- Math growth on ASPIRE shows highest growth in the Average category
- EQT proficiency data reflects school-wide decreases by quarter from 85% Q1 to 73% Q4

SCIENCE:

- 33% ASPIRE Readiness Benchmark
- 5th grade Readiness 56% above National Ready, a continuing improvement in proficiency from 43% in 2015
- 3rd at 30% and 4th at 22% indicate a decreasing trend in Readiness
- Readiness by skill data reflects overall highest / lowest proficiency categories varied among grade levels

3. What conclusions were drawn from the results?

Based on comparative data, we have not made the desired overall progress toward increasing student achievement. There is a particular need to increase student achievement in the areas of Reading and Writing. To positively impact academic achievement there is a need to increase learner engagement in which students are motivated and committed to learning, have a sense of belonging and accomplishment, and have relationships that support learning; increase foundation learning, which is student achievement in the core subjects; incorporate stretch learning, rigorous and relevant learning beyond CCRS requirements; facilitate a school culture with a ubiquitous approach to developing personal, social, service, and leadership skills, to inspire each child to see their own worth and potential. Therefore, Dixon is working to implement an action plan with targeted strategies to meet these school-wide needs.

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

The faculty indicated there was a need for a new approach to addressing focus areas for academic achievement. As a result a school-wide Action Plan was developed and approved. This plan's aim is to influence a transformational change by embracing a professional collaborative approach to developing curriculum, instructional, and assessment initiatives with an emphasis on skill and concept mastery to facilitate the application of CCRS with increased engagement through technology integration. Professional development focused on increasing knowledge and using best practices and current CCRS research, curriculum, instruction, and assessment will be a priority. Skillful use of common formative assessments to guide instruction, coupled with teacher and student feedback to intentionally push academic growth, supports mastery of CCRS and increased student achievement. Using a ubiquitous approach to integrating the principles of Leader in Me will facilitate the development of responsibility and leadership capacity within each student, providing intrinsic motivation and successful life practices to help students succeed now and in their future.

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

School goals are developed with objectives, strategies, and actions focused on student achievement in the content areas of English Language Arts, Math, and Science. Objectives, strategies, and actions focused on student services include embedding the strategies and habits learned through Leader In Me. The strategies and habits learned through Leader In Me will develop leadership, organization, and

communication skills throughout the core curriculum that will improve academic success while supporting positive conflict-resolution through teamwork and self-reflection. Students will build self-confidence and internalize habits that will lead to success and inspire others. These principles will become ingrained and influence life practices long after scholars leave Dixon Elementary. Outcomes of the overall implementation of the CIP include:

- increasing attendance, academic achievement data, and technological skills,
- using formative assessment, feedback, and instructional adjustments skillfully,
- developing a student-centered culture of leadership and interest-based learning,
- creating relevant work through digital products
- establishing cross-content relationships through thematic studies,
- increasing opportunities for use of critical and creative thinking skills,
- promoting students invested in learning through high expectations, self-regulation, and reflection,
- planning for students to organize data and monitor and communicate progress toward goals, and
- applying real-world application of learning and problem solving, including digital collaboration.

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

The goals in the school-wide plan are measured by multiple data sources and types that will be analyzed at least quarterly to evaluate progress towards increased student achievement.

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

Objectives with related strategies and activities for the following goals have been applied to 100% of the student population:

- Engage and empower the learner through high-quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas
- Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)
- Prepare and support students through student support services

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing academic achievement in Science by 06/02/2017 as measured by Grades, STRIDE, EQT, ASA.

Strategy1:

Inquiry-based Instruction in Science - Teachers in grades K-5 will use inquiry-based approach to science instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI

Activity - AMSTI Science Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Connect Science Academic Language/Vocabulary to Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 45% to 50%) in Mathematics by 06/02/2017 as measured by the ACT Aspire Math Assessment and monitored by STAR Math..

Strategy1:

Inquiry-based Instruction in Math - Teachers in grades K-5 will use inquiry-based approach to math instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Activity - Written Response Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Talk Moves	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Close Reading for Math Word Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Academic Support Program Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	Math Professional Learning Team, Administrator, General and Special Education teachers

Measurable Objective 3:

100% of All Students will demonstrate a behavior to effectively and responsibly use digital media to learn and to communicate real world applications of concepts and processes individually and collaboratively in English Language Arts by 06/02/2017 as measured by increased use of online resources, Learning.com and STRIDE data – usage and report, Renaissance Learning data, Dixon Surveys: students, school staff, and parents, Transform2020 Survey.

Strategy1:

Use of Digital Resources - Students will use dynamic, interactive, adaptive, multi-media content and a variety of digital tools to integrate core academic content and technological skills for CCRS-aligned practice and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning.com, Stride Academy, Renaissance Learning Best Practices, Alabama's Plan 2020

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Digital Products	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$3318 - Title I Schoolwide	Administrator, general and special education teachers, resource and support teachers

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Measurable Objective 4:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 35% to 50%) in Reading by 06/02/2017 as measured by ACT Aspire Reading Assessment and monitored by STAR Reading.

Strategy1:

Effective Practices of Writing - Teachers will incorporate effective practices of writing using a variety of writing activities daily throughout the curriculum to deepen content understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

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Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Writing Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	ELA Professional Learning Team, Administrator, General and Special Education teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Strategy2:

MCPSS Elementary Literacy Block Framework - Teachers will collaborate to plan effective, engaging instruction following the MCPSS Elementary Literacy Block Framework using a variety of methods and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Talents Unlimited	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - CFA Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Academic Support Program Professional Learning	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	All K-5 teachers, Sp. Ed. resource and support teachers

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Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Activity - S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support Teachers, Administrator

Activity - Targeted Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Professional Learning Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach

Measurable Objective 5:

57% of English Learners students will demonstrate a proficiency to achieve a .5 gain on the state required assessment ACCESS for ELs in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment / accommodation documentation present for teachers of ESL students / Accommodation training sign-in sheets / % participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL, W.I.D.A. Standards

Activity - ESL Program and Effective Tier I Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Professional Learning Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	content teachers, administrators, EL Coordinator

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to improve assessment design and instructional practice by 06/05/2017 as measured by evidence collected through analysis of SY 2016-2017

data and observations.

Strategy1:

Using Common Formative Assessments for Instructional Decision-Making - Teachers will collaborate to design assessments and use data from common formative assessments to provide specific and timely feedback and to make strategic instructional decisions and plans targeted to meet the needs of students.

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

Research Cited: Ainsworth, Larry - Common Formative Assessments 2.0

Activity - Teacher Collaboration for Planning and Assessment Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$8000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Content Professional Learning Teams (PLT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$4000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$5150 - Title II Part A	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers

Measurable Objective 2:

collaborate to develop and promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. by 06/02/2017 as measured by Transform2020 Technology Survey and EducateAlabama .

Strategy1:

Technology Professional Development - Teachers will collaborate to promote, support, and participate in a variety of professional development opportunities using online, face-to-face, and professional learning communities to increase technology integration in instructional practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Based Best Practices and Team to Teach (National Staff Development Council, 2008); Alabama's Plan 2020:

SY 2016-2017

Schools and Systems Objectives; "Preparing 21st Century Students for a Global Society: An Educator's Guide to the 4Cs" - National Education Association.

Activity - Digital Literacy Media Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Dixon Digital Literacy Media Project Team will attend required professional development as provided through district leadership, and provide faculty professional development to build teacher capacity to use digital media with proven instructional strategies and create a student-centered, technology-rich learning environment.	Professional Learning	08/08/2016	06/05/2017	\$1500 - District Funding	Glenda Warren, Susan Milford, Lisa Bourgeois, Skye Andrade, Tracie Zirlott, general and special education teachers, resource and support teachers

Activity - Technology Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members will collaborate to identify and address technology needs within the school.	Professional Learning	08/08/2016	06/05/2017	\$1200 - Title I Schoolwide	Technology Support Teacher, Technology PLT, General and Special Education teachers

Goal 3:

Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by technology inventory reports and Transform2020 surveys.

Strategy1:

Equitable Access to Digital Devices - Administrators, teachers, and stakeholders will work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Develop/Implement Learning Supports

Research Cited: Research Based Best Practices

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

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Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to utilize data to drive instruction for all students by 06/05/2017 as measured by Grades, STAR Reading/Math, EQT, STRIDE Program Data, PNOA.

Strategy1:

Response to Intervention - All K-5 (including Special Education) identified as "At-risk" using a non-proficient matrix will receive Tier II and/or Tier III instruction daily. Students will then be progress monitored with STAR Early Literacy (K-1), STAR Reading Enterprise (1-5), and STAR Math (K-5) to determine proficiency in grade level standards. Further supports will be put in place to address needs based on continuous assessment and evaluation of progress.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention: A Research Review

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$17837 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator

Activity - Problem Solving Teams (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Behavioral Support Program Academic Support Program	08/10/2016	06/02/2017	\$2000 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrators

Measurable Objective 2:

demonstrate a behavior that will influence a transformational change by developing a culture of leadership built on trusting relationships where every scholar will be inspired to clearly see personal worth and potential by 06/02/2017 as measured by average daily attendance.

Strategy1:

Leader In Me - The habits and principles of Leader in Me will be integrated into all aspects of school life and will transfer into their home,

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community, and future challenges and opportunities.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011 - The Leader in Me

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - LIM Leadership Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

Activity - Leadership Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	Dixon Lighthouse Team, Teachers

Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Teachers

Activity - Leader In Me Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$20000 - Other	LIM Lighthouse Team, Teachers

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Academic Support Program Behavioral Support Program Other	08/10/2016	06/02/2017	\$1798 - Title I Schoolwide	Dixon Lighthouse Team, Teachers

Activity - Leader In Me Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$10000 - Other	LIM Lighthouse Team, Teachers

Activity - Morning School News Broadcast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Technology Other - Leadership	08/10/2016	06/02/2017	\$1000 - Other	Zirlott, Andrade, Baggett

Goal 5:

Increase literacy skills among 2nd grade students as measured by an increase in STAR reading benchmark % proficient from 15% (Fall Screening #1) to at least 35% (Spring Screening #4) utilizing data to group students for targeted intervention instruction.

Measurable Objective 1:

collaborate to increase literacy skills among 2nd grade students by 05/31/2017 as measured by an increase in STAR Reading Alabama ACT Aspire benchmark scores (% proficient) from 15% (Fall - Screening #1) to at least 35% (Spring - Screening #4) utilizing data to group students for targeted intervention instruction.

Strategy1:

At-risk Instructional Grouping - Teachers will collaborate to analyze STAR Reading data reports to identify at-risk students and form intervention groups to most effectively meet the needs of students and maximize relevant learning to increase student achievement.

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

Research Cited: Alabama's Plan 2020 for Learners

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and part-time retired teacher tutors will provide targeted intervention instruction for at-risk students to increase the number of students performing at or above proficiency and showing continuous improvement (achievement/growth).	Academic Support Program	08/29/2016	05/31/2017	\$10000 - Title I Schoolwide	Administrator, regular and special education teachers, support and resource teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

100% of All Students will demonstrate a behavior to effectively and responsibly use digital media to learn and to communicate real world applications of concepts and processes individually and collaboratively in English Language Arts by 06/02/2017 as measured by increased use of online resources, Learning.com and STRIDE data – usage and report, Renaissance Learning data, Dixon Surveys: students, school staff, and parents, Transform2020 Survey.

Strategy1:

Use of Digital Resources - Students will use dynamic, interactive, adaptive, multi-media content and a variety of digital tools to integrate core academic content and technological skills for CCRS-aligned practice and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning.com, Stride Academy, Renaissance Learning Best Practices, Alabama's Plan 2020

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Digital Products	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$3318 - Title I Schoolwide	Administrator, general and special education teachers, resource and support teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by increasing academic achievement in Science by 06/02/2017 as measured by Grades, STRIDE, EQT, ASA.

Strategy1:

Inquiry-based Instruction in Science - Teachers in grades K-5 will use inquiry-based approach to science instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI

Activity - AMSTI Science Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Connect Science Academic Language/Vocabulary to Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency to achieve a .5 gain on the state required assessment ACCESS for ELs in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment / accommodation documentation present for teachers of ESL students / Accommodation training sign-in sheets / % participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL, W.I.D.A. Standards

Activity - ESL Program and Effective Tier I Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Professional Learning Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	content teachers, administrators, EL Coordinator

Measurable Objective 4:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 45% to 50%) in Mathematics by 06/02/2017 as measured by the ACT Aspire Math Assessment and monitored by STAR Math..

Strategy1:

Inquiry-based Instruction in Math - Teachers in grades K-5 will use inquiry-based approach to math instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Activity - Talk Moves	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Direct Instruction Academic Support Program	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	Math Professional Learning Team, Administrator, General and Special Education teachers

Activity - Written Response Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Close Reading for Math Word Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Measurable Objective 5:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 35% to 50%) in Reading by 06/02/2017 as measured by ACT Aspire Reading Assessment and monitored by STAR Reading.

Strategy1:

Effective Practices of Writing - Teachers will incorporate effective practices of writing using a variety of writing activities daily throughout the curriculum to deepen content understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Writing Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	ELA Professional Learning Team, Administrator, General and Special Education teachers

Strategy2:

MCPSS Elementary Literacy Block Framework - Teachers will collaborate to plan effective, engaging instruction following the MCPSS Elementary Literacy Block Framework using a variety of methods and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - CFA Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Academic Support Program Professional Learning	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	All K-5 teachers, Sp. Ed. resource and support teachers

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Activity - S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support Teachers, Administrator

Activity - Targeted Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Academic Support Program Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Activity - Talents Unlimited	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to develop and promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. by 06/02/2017 as measured by Transform2020 Technology Survey and EducateAlabama .

Strategy1:

Technology Professional Development - Teachers will collaborate to promote, support, and participate in a variety of professional development opportunities using online, face-to-face, and professional learning communities to increase technology integration in instructional practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Based Best Practices and Team to Teach (National Staff Development Council, 2008); Alabama's Plan 2020: Schools and Systems Objectives; "Preparing 21st Century Students for a Global Society: An Educator's Guide to the 4Cs" - National Education Association.

Activity - Digital Literacy Media Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Dixon Digital Literacy Media Project Team will attend required professional development as provided through district leadership, and provide faculty professional development to build teacher capacity to use digital media with proven instructional strategies and create a student-centered, technology-rich learning environment.	Professional Learning	08/08/2016	06/05/2017	\$1500 - District Funding	Glenda Warren, Susan Milford, Lisa Bourgeois, Skye Andrade, Tracie Zirlott, general and special education teachers, resource and support teachers

Activity - Technology Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members will collaborate to identify and address technology needs within the school.	Professional Learning	08/08/2016	06/05/2017	\$1200 - Title I Schoolwide	Technology Support Teacher, Technology PLT, General and Special Education teachers

Measurable Objective 2:

collaborate to improve assessment design and instructional practice by 06/05/2017 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Common Formative Assessments for Instructional Decision-Making - Teachers will collaborate to design assessments and use data from common formative assessments to provide specific and timely feedback and to make strategic instructional decisions and plans targeted to meet the needs of students.

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

Research Cited: Ainsworth, Larry - Common Formative Assessments 2.0

Activity - Content Professional Learning Teams (PLT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$4000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$5150 - Title II Part A	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers

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Dixon Elementary School

Activity - Teacher Collaboration for Planning and Assessment Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$8000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Goal 3:

Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by technology inventory reports and Transform2020 surveys.

Strategy1:

Equitable Access to Digital Devices - Administrators, teachers, and stakeholders will work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Develop/Implement Learning Supports

Research Cited: Research Based Best Practices

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to utilize data to drive instruction for all students by 06/05/2017 as measured by Grades, STAR Reading/Math, EQT, STRIDE Program Data, PNOA.

Strategy1:

Response to Intervention - All K-5 (including Special Education) identified as "At-risk" using a non-proficient matrix will receive Tier II and/or Tier III instruction daily. Students will then be progress monitored with STAR Early Literacy (K-1), STAR Reading Enterprise (1-5), and STAR Math (K-5) to determine proficiency in grade level standards. Further supports will be put in place to address needs based on continuous assessment and evaluation of progress.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention: A Research Review

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Problem Solving Teams (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Behavioral Support Program Academic Support Program	08/10/2016	06/02/2017	\$2000 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrators

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$17837 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator

Measurable Objective 2:

demonstrate a behavior that will influence a transformational change by developing a culture of leadership built on trusting relationships where every scholar will be inspired to clearly see personal worth and potential by 06/02/2017 as measured by average daily attendance.

Strategy1:

Leader In Me - The habits and principles of Leader in Me will be integrated into all aspects of school life and will transfer into their home, community, and future challenges and opportunities.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011 - The Leader in Me

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Leadership Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	Dixon Lighthouse Team, Teachers

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Activity - Morning School News Broadcast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Other - Leadership Technology	08/10/2016	06/02/2017	\$1000 - Other	Zirlott, Andrade, Baggett

Activity - LIM Leadership Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

Activity - Leader In Me Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$20000 - Other	LIM Lighthouse Team, Teachers

Activity - Leader In Me Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$10000 - Other	LIM Lighthouse Team, Teachers

Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Teachers

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Dixon Elementary School

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Academic Support Program Other Behavioral Support Program	08/10/2016	06/02/2017	\$1798 - Title I Schoolwide	Dixon Lighthouse Team, Teachers

Goal 5:

Increase literacy skills among 2nd grade students as measured by an increase in STAR reading benchmark % proficient from 15% (Fall Screening #1) to at least 35% (Spring Screening #4) utilizing data to group students for targeted intervention instruction.

Measurable Objective 1:

collaborate to increase literacy skills among 2nd grade students by 05/31/2017 as measured by an increase in STAR Reading Alabama ACT Aspire benchmark scores (% proficient) from 15% (Fall - Screening #1) to at least 35% (Spring - Screening #4) utilizing data to group students for targeted intervention instruction.

Strategy1:

At-risk Instructional Grouping - Teachers will collaborate to analyze STAR Reading data reports to identify at-risk students and form intervention groups to most effectively meet the needs of students and maximize relevant learning to increase student achievement.

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

Research Cited: Alabama's Plan 2020 for Learners

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and part-time retired teacher tutors will provide targeted intervention instruction for at-risk students to increase the number of students performing at or above proficiency and showing continuous improvement (achievement/growth).	Academic Support Program	08/29/2016	05/31/2017	\$10000 - Title I Schoolwide	Administrator, regular and special education teachers, support and resource teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing academic achievement in Science by 06/02/2017 as measured by Grades, STRIDE, EQT, ASA.

Strategy1:

Inquiry-based Instruction in Science - Teachers in grades K-5 will use inquiry-based approach to science instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI

Activity - AMSTI Science Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Connect Science Academic Language/Vocabulary to Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 45% to 50%) in Mathematics by 06/02/2017 as measured by the ACT Aspire Math Assessment and monitored by STAR Math..

Strategy1:

Inquiry-based Instruction in Math - Teachers in grades K-5 will use inquiry-based approach to math instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Activity - Talk Moves	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Close Reading for Math Word Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Academic Support Program Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	Math Professional Learning Team, Administrator, General and Special Education teachers

Activity - Written Response Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency to achieve a .5 gain on the state required assessment ACCESS for ELs in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment / accommodation documentation present for teachers of ESL students / Accommodation training sign-in sheets / % participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL, W.I.D.A. Standards

Activity - ESL Program and Effective Tier I Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Professional Learning Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	content teachers, administrators, EL Coordinator

Measurable Objective 4:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More

Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 35% to 50%) in Reading by 06/02/2017 as measured by ACT Aspire Reading Assessment and monitored by STAR Reading.

Strategy1:

Effective Practices of Writing - Teachers will incorporate effective practices of writing using a variety of writing activities daily throughout the curriculum to deepen content understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Writing Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	ELA Professional Learning Team, Administrator, General and Special Education teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Strategy2:

MCPSS Elementary Literacy Block Framework - Teachers will collaborate to plan effective, engaging instruction following the MCPSS Elementary Literacy Block Framework using a variety of methods and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support Teachers, Administrator

Activity - Targeted Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Professional Learning Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach

Activity - CFA Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Professional Learning Academic Support Program	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	All K-5 teachers, Sp. Ed. resource and support teachers

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Activity - Talents Unlimited	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 5:

100% of All Students will demonstrate a behavior to effectively and responsibly use digital media to learn and to communicate real world applications of concepts and processes individually and collaboratively in English Language Arts by 06/02/2017 as measured by increased use of online resources, Learning.com and STRIDE data – usage and report, Renaissance Learning data, Dixon Surveys: students, school staff, and parents, Transform2020 Survey.

Strategy1:

Use of Digital Resources - Students will use dynamic, interactive, adaptive, multi-media content and a variety of digital tools to integrate core academic content and technological skills for CCRS-aligned practice and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning.com, Stride Academy, Renaissance Learning Best Practices, Alabama's Plan 2020

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Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Digital Products	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$3318 - Title I Schoolwide	Administrator, general and special education teachers, resource and support teachers

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to develop and promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. by 06/02/2017 as measured by Transform2020 Technology Survey and EducateAlabama .

Strategy1:

Technology Professional Development - Teachers will collaborate to promote, support, and participate in a variety of professional development opportunities using online, face-to-face, and professional learning communities to increase technology integration in instructional practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Based Best Practices and Team to Teach (National Staff Development Council, 2008); Alabama's Plan 2020: Schools and Systems Objectives; "Preparing 21st Century Students for a Global Society: An Educator's Guide to the 4Cs" - National Education Association.

Activity - Technology Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members will collaborate to identify and address technology needs within the school.	Professional Learning	08/08/2016	06/05/2017	\$1200 - Title I Schoolwide	Technology Support Teacher, Technology PLT, General and Special Education teachers

Activity - Digital Literacy Media Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Dixon Digital Literacy Media Project Team will attend required professional development as provided through district leadership, and provide faculty professional development to build teacher capacity to use digital media with proven instructional strategies and create a student-centered, technology-rich learning environment.	Professional Learning	08/08/2016	06/05/2017	\$1500 - District Funding	Glenda Warren, Susan Milford, Lisa Bourgeois, Skye Andrade, Tracie Zirlott, general and special education teachers, resource and support teachers

Measurable Objective 2:

collaborate to improve assessment design and instructional practice by 06/05/2017 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Common Formative Assessments for Instructional Decision-Making - Teachers will collaborate to design assessments and use data from common formative assessments to provide specific and timely feedback and to make strategic instructional decisions and plans targeted to meet the needs of students.

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

Research Cited: Ainsworth, Larry - Common Formative Assessments 2.0

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$5150 - Title II Part A	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers

Activity - Content Professional Learning Teams (PLT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$4000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Teacher Collaboration for Planning and Assessment Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$8000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Goal 3:

Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by technology inventory reports and Transform2020 surveys.

Strategy1:

Equitable Access to Digital Devices - Administrators, teachers, and stakeholders will work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Develop/Implement Learning Supports

Research Cited: Research Based Best Practices

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that will influence a transformational change by developing a culture of leadership built on trusting relationships where every scholar will be inspired to clearly see personal worth and potential by 06/02/2017 as measured by average daily attendance.

Strategy1:

Leader In Me - The habits and principles of Leader in Me will be integrated into all aspects of school life and will transfer into their home, community, and future challenges and opportunities.

Category: Develop/Implement Student and School Culture Program

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Research Cited: Warner Center for Professional Development and Education Reform, 2011 - The Leader in Me

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Morning School News Broadcast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Technology Other - Leadership	08/10/2016	06/02/2017	\$1000 - Other	Zirlott, Andrade, Baggett

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Academic Support Program Behavioral Support Program Other	08/10/2016	06/02/2017	\$1798 - Title I Schoolwide	Dixon Lighthouse Team, Teachers

Activity - Leadership Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	Dixon Lighthouse Team, Teachers

Activity - Leader In Me Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$10000 - Other	LIM Lighthouse Team, Teachers

Activity - LIM Leadership Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

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Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Teachers

Activity - Leader In Me Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$20000 - Other	LIM Lighthouse Team, Teachers

Measurable Objective 2:

collaborate to utilize data to drive instruction for all students by 06/05/2017 as measured by Grades, STAR Reading/Math, EQT, STRIDE Program Data, PNOA.

Strategy1:

Response to Intervention - All K-5 (including Special Education) identified as "At-risk" using a non-proficient matrix will receive Tier II and/or Tier III instruction daily. Students will then be progress monitored with STAR Early Literacy (K-1), STAR Reading Enterprise (1-5), and STAR Math (K-5) to determine proficiency in grade level standards. Further supports will be put in place to address needs based on continuous assessment and evaluation of progress.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention: A Research Review

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$17837 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator

Activity - Problem Solving Teams (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Academic Support Program Behavioral Support Program	08/10/2016	06/02/2017	\$2000 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrators

Goal 5:

Increase literacy skills among 2nd grade students as measured by an increase in STAR reading benchmark % proficient from 15% (Fall Screening #1) to at least 35% (Spring Screening #4) utilizing data to group students for targeted intervention instruction.

Measurable Objective 1:

collaborate to increase literacy skills among 2nd grade students by 05/31/2017 as measured by an increase in STAR Reading Alabama ACT Aspire benchmark scores (% proficient) from 15% (Fall - Screening #1) to at least 35% (Spring - Screening #4) utilizing data to group students for targeted intervention instruction.

Strategy1:

At-risk Instructional Grouping - Teachers will collaborate to analyze STAR Reading data reports to identify at-risk students and form intervention groups to most effectively meet the needs of students and maximize relevant learning to increase student achievement.

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

Research Cited: Alabama's Plan 2020 for Learners

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and part-time retired teacher tutors will provide targeted intervention instruction for at-risk students to increase the number of students performing at or above proficiency and showing continuous improvement (achievement/growth).	Academic Support Program	08/29/2016	05/31/2017	\$10000 - Title I Schoolwide	Administrator, regular and special education teachers, support and resource teachers

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 35% to 50%) in Reading by 06/02/2017 as measured by ACT Aspire Reading Assessment and monitored by STAR Reading.

Strategy1:

Effective Practices of Writing - Teachers will incorporate effective practices of writing using a variety of writing activities daily throughout the curriculum to deepen content understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

ACIP

Dixon Elementary School

Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Writing Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	ELA Professional Learning Team, Administrator, General and Special Education teachers

Strategy2:

MCPSS Elementary Literacy Block Framework - Teachers will collaborate to plan effective, engaging instruction following the MCPSS Elementary Literacy Block Framework using a variety of methods and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - CFA Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Professional Learning Academic Support Program	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	All K-5 teachers, Sp. Ed. resource and support teachers

Activity - S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support Teachers, Administrator

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Activity - Targeted Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Academic Support Program Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach

Activity - Talents Unlimited	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 45% to 50%) in Mathematics by 06/02/2017 as measured by the ACT Aspire Math Assessment and monitored by STAR Math..

Strategy1:

Inquiry-based Instruction in Math - Teachers in grades K-5 will use inquiry-based approach to math instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Activity - Written Response Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

ACIP

Dixon Elementary School

Activity - Talk Moves	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Direct Instruction Academic Support Program	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	Math Professional Learning Team, Administrator, General and Special Education teachers

Activity - Close Reading for Math Word Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency to achieve a .5 gain on the state required assessment ACCESS for ELs in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment / accommodation documentation present for teachers of ESL students / Accommodation training sign-in sheets / % participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL, W.I.D.A. Standards

Activity - ESL Program and Effective Tier I Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Professional Learning Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	content teachers, administrators, EL Coordinator

Measurable Objective 4:

100% of All Students will demonstrate a behavior to effectively and responsibly use digital media to learn and to communicate real world

applications of concepts and processes individually and collaboratively in English Language Arts by 06/02/2017 as measured by increased use of online resources, Learning.com and STRIDE data – usage and report, Renaissance Learning data, Dixon Surveys: students, school staff, and parents, Transform2020 Survey.

Strategy1:

Use of Digital Resources - Students will use dynamic, interactive, adaptive, multi-media content and a variety of digital tools to integrate core academic content and technological skills for CCRS-aligned practice and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning.com, Stride Academy, Renaissance Learning Best Practices, Alabama's Plan 2020

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Digital Products	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$3318 - Title I Schoolwide	Administrator, general and special education teachers, resource and support teachers

Measurable Objective 5:

100% of All Students will demonstrate a proficiency by increasing academic achievement in Science by 06/02/2017 as measured by Grades, STRIDE, EQT, ASA.

Strategy1:

Inquiry-based Instruction in Science - Teachers in grades K-5 will use inquiry-based approach to science instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI

ACIP

Dixon Elementary School

Activity - Connect Science Academic Language/Vocabulary to Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - AMSTI Science Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to develop and promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. by 06/02/2017 as measured by Transform2020 Technology Survey and EducateAlabama .

Strategy1:

Technology Professional Development - Teachers will collaborate to promote, support, and participate in a variety of professional development opportunities using online, face-to-face, and professional learning communities to increase technology integration in instructional practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Based Best Practices and Team to Teach (National Staff Development Council, 2008); Alabama's Plan 2020: Schools and Systems Objectives; "Preparing 21st Century Students for a Global Society: An Educator's Guide to the 4Cs" - National Education Association.

Activity - Technology Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members will collaborate to identify and address technology needs within the school.	Professional Learning	08/08/2016	06/05/2017	\$1200 - Title I Schoolwide	Technology Support Teacher, Technology PLT, General and Special Education teachers

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Dixon Elementary School

Activity - Digital Literacy Media Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Dixon Digital Literacy Media Project Team will attend required professional development as provided through district leadership, and provide faculty professional development to build teacher capacity to use digital media with proven instructional strategies and create a student-centered, technology-rich learning environment.	Professional Learning	08/08/2016	06/05/2017	\$1500 - District Funding	Glenda Warren, Susan Milford, Lisa Bourgeois, Skye Andrade, Tracie Zirlott, general and special education teachers, resource and support teachers

Measurable Objective 2:

collaborate to improve assessment design and instructional practice by 06/05/2017 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Common Formative Assessments for Instructional Decision-Making - Teachers will collaborate to design assessments and use data from common formative assessments to provide specific and timely feedback and to make strategic instructional decisions and plans targeted to meet the needs of students.

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

Research Cited: Ainsworth, Larry - Common Formative Assessments 2.0

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$5150 - Title II Part A	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers

Activity - Content Professional Learning Teams (PLT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$4000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Teacher Collaboration for Planning and Assessment Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$8000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Goal 3:

Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive

viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by technology inventory reports and Transform2020 surveys.

Strategy1:

Equitable Access to Digital Devices - Administrators, teachers, and stakeholders will work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Develop/Implement Learning Supports

Research Cited: Research Based Best Practices

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that will influence a transformational change by developing a culture of leadership built on trusting relationships where every scholar will be inspired to clearly see personal worth and potential by 06/02/2017 as measured by average daily attendance.

Strategy1:

Leader In Me - The habits and principles of Leader in Me will be integrated into all aspects of school life and will transfer into their home, community, and future challenges and opportunities.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011 - The Leader in Me

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

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Dixon Elementary School

Activity - LIM Leadership Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

Activity - Leadership Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	Dixon Lighthouse Team, Teachers

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Academic Support Program Behavioral Support Program Other	08/10/2016	06/02/2017	\$1798 - Title I Schoolwide	Dixon Lighthouse Team, Teachers

Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Teachers

Activity - Morning School News Broadcast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Technology Other - Leadership	08/10/2016	06/02/2017	\$1000 - Other	Zirlott, Andrade, Baggett

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Dixon Elementary School

Activity - Leader In Me Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$10000 - Other	LIM Lighthouse Team, Teachers

Activity - Leader In Me Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$20000 - Other	LIM Lighthouse Team, Teachers

Measurable Objective 2:

collaborate to utilize data to drive instruction for all students by 06/05/2017 as measured by Grades, STAR Reading/Math, EQT, STRIDE Program Data, PNOA.

Strategy1:

Response to Intervention - All K-5 (including Special Education) identified as "At-risk" using a non-proficient matrix will receive Tier II and/or Tier III instruction daily. Students will then be progress monitored with STAR Early Literacy (K-1), STAR Reading Enterprise (1-5), and STAR Math (K-5) to determine proficiency in grade level standards. Further supports will be put in place to address needs based on continuous assessment and evaluation of progress.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention: A Research Review

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$17837 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator

Activity - Problem Solving Teams (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Behavioral Support Program Academic Support Program	08/10/2016	06/02/2017	\$2000 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrators

Goal 5:

Increase literacy skills among 2nd grade students as measured by an increase in STAR reading benchmark % proficient from 15% (Fall Screening #1) to at least 35% (Spring Screening #4) utilizing data to group students for targeted intervention instruction.

Measurable Objective 1:

collaborate to increase literacy skills among 2nd grade students by 05/31/2017 as measured by an increase in STAR Reading Alabama ACT Aspire benchmark scores (% proficient) from 15% (Fall - Screening #1) to at least 35% (Spring - Screening #4) utilizing data to group students for targeted intervention instruction.

Strategy1:

At-risk Instructional Grouping - Teachers will collaborate to analyze STAR Reading data reports to identify at-risk students and form intervention groups to most effectively meet the needs of students and maximize relevant learning to increase student achievement.

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

Research Cited: Alabama's Plan 2020 for Learners

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and part-time retired teacher tutors will provide targeted intervention instruction for at-risk students to increase the number of students performing at or above proficiency and showing continuous improvement (achievement/growth).	Academic Support Program	08/29/2016	05/31/2017	\$10000 - Title I Schoolwide	Administrator, regular and special education teachers, support and resource teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

100% of All Students will demonstrate a behavior to effectively and responsibly use digital media to learn and to communicate real world applications of concepts and processes individually and collaboratively in English Language Arts by 06/02/2017 as measured by increased use of online resources, Learning.com and STRIDE data – usage and report, Renaissance Learning data, Dixon Surveys: students, school staff, and parents, Transform2020 Survey.

Strategy1:

Use of Digital Resources - Students will use dynamic, interactive, adaptive, multi-media content and a variety of digital tools to integrate core academic content and technological skills for CCRS-aligned practice and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning.com, Stride Academy, Renaissance Learning Best Practices, Alabama's Plan 2020

ACIP

Dixon Elementary School

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Digital Products	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$3318 - Title I Schoolwide	Administrator, general and special education teachers, resource and support teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by increasing academic achievement in Science by 06/02/2017 as measured by Grades, STRIDE, EQT, ASA.

Strategy1:

Inquiry-based Instruction in Science - Teachers in grades K-5 will use inquiry-based approach to science instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI

Activity - Connect Science Academic Language/Vocabulary to Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - AMSTI Science Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency to achieve a .5 gain on the state required assessment ACCESS for ELs in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment / accommodation documentation present for teachers of ESL students / Accommodation training sign-in sheets / % participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL, W.I.D.A. Standards

Activity - ESL Program and Effective Tier I Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Direct Instruction Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	content teachers, administrators, EL Coordinator

Measurable Objective 4:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 45% to 50%) in Mathematics by 06/02/2017 as measured by the ACT Aspire Math Assessment and monitored by STAR Math..

Strategy1:

Inquiry-based Instruction in Math - Teachers in grades K-5 will use inquiry-based approach to math instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Activity - Talk Moves	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Written Response Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Direct Instruction Academic Support Program	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	Math Professional Learning Team, Administrator, General and Special Education teachers

Activity - Close Reading for Math Word Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Measurable Objective 5:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 35% to 50%) in Reading by 06/02/2017 as measured by ACT Aspire Reading Assessment and monitored by STAR Reading.

Strategy1:

MCPSS Elementary Literacy Block Framework - Teachers will collaborate to plan effective, engaging instruction following the MCPSS Elementary Literacy Block Framework using a variety of methods and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

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Activity - Talents Unlimited	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support Teachers, Administrator

Activity - Targeted Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Academic Support Program Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach

Activity - CFA Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Professional Learning Academic Support Program	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	All K-5 teachers, Sp. Ed. resource and support teachers

Strategy2:

Effective Practices of Writing - Teachers will incorporate effective practices of writing using a variety of writing activities daily throughout the curriculum to deepen content understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Writing Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	ELA Professional Learning Team, Administrator, General and Special Education teachers

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Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to improve assessment design and instructional practice by 06/05/2017 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Common Formative Assessments for Instructional Decision-Making - Teachers will collaborate to design assessments and use data from common formative assessments to provide specific and timely feedback and to make strategic instructional decisions and plans targeted to meet the needs of students.

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

Research Cited: Ainsworth, Larry - Common Formative Assessments 2.0

Activity - Content Professional Learning Teams (PLT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$4000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Teacher Collaboration for Planning and Assessment Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$8000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

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Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$5150 - Title II Part A	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers

Goal 3:

Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by technology inventory reports and Transform2020 surveys.

Strategy1:

Equitable Access to Digital Devices - Administrators, teachers, and stakeholders will work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Develop/Implement Learning Supports

Research Cited: Research Based Best Practices

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that will influence a transformational change by developing a culture of leadership built on trusting relationships

where every scholar will be inspired to clearly see personal worth and potential by 06/02/2017 as measured by average daily attendance.

Strategy1:

Leader In Me - The habits and principles of Leader in Me will be integrated into all aspects of school life and will transfer into their home, community, and future challenges and opportunities.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011 - The Leader in Me

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Leader In Me Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$20000 - Other	LIM Lighthouse Team, Teachers

Activity - Morning School News Broadcast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Technology Other - Leadership	08/10/2016	06/02/2017	\$1000 - Other	Zirlott, Andrade, Baggett

Activity - Leadership Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	Dixon Lighthouse Team, Teachers

Activity - LIM Leadership Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

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Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Behavioral Support Program Academic Support Program Other	08/10/2016	06/02/2017	\$1798 - Title I Schoolwide	Dixon Lighthouse Team, Teachers

Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Teachers

Activity - Leader In Me Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$10000 - Other	LIM Lighthouse Team, Teachers

Measurable Objective 2:

collaborate to utilize data to drive instruction for all students by 06/05/2017 as measured by Grades, STAR Reading/Math, EQT, STRIDE Program Data, PNOA.

Strategy1:

Response to Intervention - All K-5 (including Special Education) identified as "At-risk" using a non-proficient matrix will receive Tier II and/or Tier III instruction daily. Students will then be progress monitored with STAR Early Literacy (K-1), STAR Reading Enterprise (1-5), and STAR Math (K-5) to determine proficiency in grade level standards. Further supports will be put in place to address needs based on continuous assessment and evaluation of progress.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention: A Research Review

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Problem Solving Teams (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Behavioral Support Program Academic Support Program	08/10/2016	06/02/2017	\$2000 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrators

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Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$17837 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator

Goal 5:

Increase literacy skills among 2nd grade students as measured by an increase in STAR reading benchmark % proficient from 15% (Fall Screening #1) to at least 35% (Spring Screening #4) utilizing data to group students for targeted intervention instruction.

Measurable Objective 1:

collaborate to increase literacy skills among 2nd grade students by 05/31/2017 as measured by an increase in STAR Reading Alabama ACT Aspire benchmark scores (% proficient) from 15% (Fall - Screening #1) to at least 35% (Spring - Screening #4) utilizing data to group students for targeted intervention instruction.

Strategy1:

At-risk Instructional Grouping - Teachers will collaborate to analyze STAR Reading data reports to identify at-risk students and form intervention groups to most effectively meet the needs of students and maximize relevant learning to increase student achievement.

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

Research Cited: Alabama's Plan 2020 for Learners

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and part-time retired teacher tutors will provide targeted intervention instruction for at-risk students to increase the number of students performing at or above proficiency and showing continuous improvement (achievement/growth).	Academic Support Program	08/29/2016	05/31/2017	\$10000 - Title I Schoolwide	Administrator, regular and special education teachers, support and resource teachers

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency to achieve a .5 gain on the state required assessment ACCESS for ELs in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment / accommodation documentation present for teachers of ESL students / Accommodation training sign-in sheets / % participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL, W.I.D.A. Standards

Activity - ESL Program and Effective Tier I Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher and implement accommodations in the regular classroom throughout the year to make content comprehensible for EL students.	Professional Learning Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	content teachers, administrators, EL Coordinator

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 45% to 50%) in Mathematics by 06/02/2017 as measured by the ACT Aspire Math Assessment and monitored by STAR Math..

Strategy1:

Inquiry-based Instruction in Math - Teachers in grades K-5 will use inquiry-based approach to math instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Activity - Written Response Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate written response format math answers with feedback to improve students' ability to precisely communicate and show proof of their understanding.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - Close Reading for Math Word Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem at least once per standard per 3-week unit of study as presented in the quarterly instructional planning guides.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Activity - Talk Moves	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Talk Moves into math instruction, facilitating academically productive discourse through strategies that will enhance students' ability to precisely communicate and show proof of their understanding. Teachers will guide students to think and talk in new ways about math by: Revoicing, Restating, Reasoning, Prompting Participation, and Using Wait Time.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use fact fluency strategies and practice to facilitate the application of math concepts learned through inquiry-based instruction.	Academic Support Program Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	Math Professional Learning Team, Administrator, General and Special Education teachers

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring at or above benchmark (from 35% to 50%) in Reading by 06/02/2017 as measured by ACT Aspire Reading Assessment and monitored by STAR Reading.

Strategy1:

Effective Practices of Writing - Teachers will incorporate effective practices of writing using a variety of writing activities daily throughout the curriculum to deepen content understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Activity - Writing Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze writing data to develop and implement strategies to ensure a logical writing progression aimed at improving student writing in the modes.	Direct Instruction	08/10/2016	06/02/2017	\$1000 - Title I Schoolwide	ELA Professional Learning Team, Administrator, General and Special Education teachers

Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate The 6+1 Traits of Writing® (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills. In order of importance, the traits are.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Strategy2:

MCPSS Elementary Literacy Block Framework - Teachers will collaborate to plan effective, engaging instruction following the MCPSS Elementary Literacy Block Framework using a variety of methods and materials.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Talents Unlimited	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will incorporate Talents Unlimited critical and creative thinking skills (Productive Thinking, Communication, Forecasting, Decision-Making, and Planning) into lessons across academic content areas.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - S.M.A.R.T. - Strategic, Monitored, Accountable Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide time will be scheduled daily for teachers and students in every class to develop effective reading strategies through individual, small group and whole group instruction and practice.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education Teachers, Resource and Support Teachers, Administrator

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers will use close reading strategies to help students use textual analysis, critical thinking skills, and comprehension skills effectively as students read various types of text.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

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Activity - Targeted Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will integrate key components and strategies of ARI along with accountable workstations into the daily literacy block to facilitate higher-order thinking, improve comprehension and deepen content understanding.	Academic Support Program Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support Teachers, Administrator, Reading Instructional Coach

Activity - CFA Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level common formative assessments in Reading. These assessments will be created by grade level teachers focusing on specific ACT Aspire Reading skills. The results will be used to provide targeted intervention to all students in need of additional support.	Professional Learning Academic Support Program	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	All K-5 teachers, Sp. Ed. resource and support teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency by increasing academic achievement in Science by 06/02/2017 as measured by Grades, STRIDE, EQT, ASA.

Strategy1:

Inquiry-based Instruction in Science - Teachers in grades K-5 will use inquiry-based approach to science instruction that supports rigorous implementation of the CCRS and fosters a deeper conceptual understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI

Activity - Connect Science Academic Language/Vocabulary to Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 science teachers will engage students in rigorous use of science text through reading and writing activities that incorporate essential scientific vocabulary connected to inquiry-based learning experiences in science.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Activity - AMSTI Science Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 science teachers will provide students with hands-on, inquiry-based science instruction and practice using AMSTI Investigations Units/Kits based on a quarterly kit rotation schedule.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrator

Measurable Objective 4:

100% of All Students will demonstrate a behavior to effectively and responsibly use digital media to learn and to communicate real world applications of concepts and processes individually and collaboratively in English Language Arts by 06/02/2017 as measured by increased use of online resources, Learning.com and STRIDE data – usage and report, Renaissance Learning data, Dixon Surveys: students, school staff, and parents, Transform2020 Survey.

Strategy1:

Use of Digital Resources - Students will use dynamic, interactive, adaptive, multi-media content and a variety of digital tools to integrate core academic content and technological skills for CCRS-aligned practice and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning.com, Stride Academy, Renaissance Learning Best Practices, Alabama's Plan 2020

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy practice and assessment programs in reading, math, and science to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Renaissance Learning (STAR Early Literacy, STAR Reading and Math, AR, Math Facts in a Flash) practice and assessment programs in reading and math to increase proficiency in grade level standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Professional Learning Team, and classroom teachers

Activity - Digital Products	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of digital tools and resources to acquire deeper knowledge, gather, organize, evaluate, share, and present information by creating digital products to communicate their learning.	Technology	08/10/2016	06/02/2017	\$3318 - Title I Schoolwide	Administrator, general and special education teachers, resource and support teachers

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to develop and promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. by 06/02/2017 as measured by Transform2020 Technology Survey and EducateAlabama .

Strategy1:

Technology Professional Development - Teachers will collaborate to promote, support, and participate in a variety of professional development opportunities using online, face-to-face, and professional learning communities to increase technology integration in instructional practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Based Best Practices and Team to Teach (National Staff Development Council, 2008); Alabama's Plan 2020: Schools and Systems Objectives; "Preparing 21st Century Students for a Global Society: An Educator's Guide to the 4Cs" - National

Education Association.

Activity - Technology Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members will collaborate to identify and address technology needs within the school.	Professional Learning	08/08/2016	06/05/2017	\$1200 - Title I Schoolwide	Technology Support Teacher, Technology PLT, General and Special Education teachers

Activity - Digital Literacy Media Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Dixon Digital Literacy Media Project Team will attend required professional development as provided through district leadership, and provide faculty professional development to build teacher capacity to use digital media with proven instructional strategies and create a student-centered, technology-rich learning environment.	Professional Learning	08/08/2016	06/05/2017	\$1500 - District Funding	Glenda Warren, Susan Milford, Lisa Bourgeois, Skye Andrade, Tracie Zirlott, general and special education teachers, resource and support teachers

Measurable Objective 2:

collaborate to improve assessment design and instructional practice by 06/05/2017 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Common Formative Assessments for Instructional Decision-Making - Teachers will collaborate to design assessments and use data from common formative assessments to provide specific and timely feedback and to make strategic instructional decisions and plans targeted to meet the needs of students.

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

Research Cited: Ainsworth, Larry - Common Formative Assessments 2.0

Activity - Content Professional Learning Teams (PLT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including common formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/08/2016	06/05/2017	\$4000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Teacher Collaboration for Planning and Assessment Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded vertical and/or horizontal peer-to-peer teacher collaboration will be scheduled to develop skillful use of common formative assessment data along with other program data to guide instructional planning and assessment, making timely adjustments to support mastery of the CCRS.	Professional Learning	08/08/2016	06/05/2017	\$8000 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Connect Coordinator will provide faculty professional development to facilitate the use of Mastery Connect as a resource in designing, administering and analyzing assessments.	Professional Learning	08/08/2016	06/05/2017	\$5150 - Title II Part A	Administrator, Mastery Connect Coordinator, General, Support and Special Ed Teachers

Goal 3:

Provide digital tools and resources to all educators and students (all educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by technology inventory reports and Transform2020 surveys.

Strategy1:

Equitable Access to Digital Devices - Administrators, teachers, and stakeholders will work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Develop/Implement Learning Supports

Research Cited: Research Based Best Practices

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have increased access to Internet connected computers through 2 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that will influence a transformational change by developing a culture of leadership built on trusting relationships

where every scholar will be inspired to clearly see personal worth and potential by 06/02/2017 as measured by average daily attendance.

Strategy1:

Leader In Me - The habits and principles of Leader in Me will be integrated into all aspects of school life and will transfer into their home, community, and future challenges and opportunities.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011 - The Leader in Me

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outstanding works of leadership will be recognized with certificates, ceremonies, celebrations, displays, privileges, and highlighted through multi-media announcements.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Teachers

Activity - Leadership Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to take leadership roles within the school to develop integrity, work ethic, initiative, personal character, and community service.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	Dixon Lighthouse Team, Teachers

Activity - Leader In Me Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader in Me Lighthouse Team will facilitate the Leader In Me transformation process. Lighthouse Team members will lead faculty LIM Action Teams to accomplish specific team goals for continuing LIM implementation.	Professional Learning	08/08/2016	06/05/2017	\$20000 - Other	LIM Lighthouse Team, Teachers

Activity - Leader In Me Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to deliver explicit instruction of the Leader In Me principles through the use of LIM Teacher Guides, LIM Student Activity Guides, 7 Habits for Happy Kids materials, and resources from theleaderinme.org.	Behavioral Support Program	08/10/2016	06/02/2017	\$10000 - Other	LIM Lighthouse Team, Teachers

Activity - Morning School News Broadcast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create, design, direct, produce and communicate essential school news and announcements, with emphasis on Leader In Me and 7 Habits implementation and progress to the school and community via the school website using a variety of digital tools and processes.	Other - Leadership Technology	08/10/2016	06/02/2017	\$1000 - Other	Zirlott, Andrade, Baggett

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our scholars will be immersed in goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement celebrations, and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding their scholar's progress toward personal and school goals.	Academic Support Program Other Behavioral Support Program	08/10/2016	06/02/2017	\$1798 - Title I Schoolwide	Dixon Lighthouse Team, Teachers

Activity - LIM Leadership Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff, and students will host various events to demonstrate the integration of The Leader In Me to peers, parents, community, and other stakeholders. These events will give a first-hand look at leadership principles at work along with school transformations created to support our schoolwide culture of leadership. Participating in school and community service projects and sharing learning outcomes will also be the focus of school events that will further demonstrate implementation of The Leader In Me.	Other	08/10/2016	06/02/2017	\$1000 - Other	Dixon Lighthouse Team, Dixon LIM Action Teams, Teachers

Measurable Objective 2:

collaborate to utilize data to drive instruction for all students by 06/05/2017 as measured by Grades, STAR Reading/Math, EQT, STRIDE Program Data, PNOA.

Strategy1:

Response to Intervention - All K-5 (including Special Education) identified as "At-risk" using a non-proficient matrix will receive Tier II and/or Tier III instruction daily. Students will then be progress monitored with STAR Early Literacy (K-1), STAR Reading Enterprise (1-5), and STAR Math (K-5) to determine proficiency in grade level standards. Further supports will be put in place to address needs based on continuous assessment and evaluation of progress.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention: A Research Review

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate Tier II and/or Tier III instructional intervention.	Academic Support Program	08/10/2016	06/02/2017	\$17837 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrator

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Activity - Problem Solving Teams (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education, Resource and Support teachers will participate in monthly collaborative PST meetings to analyze assessment/behavioral data, including Review 360 data, and identify research-based interventions, including PBIS to implement with identified students.	Behavioral Support Program Academic Support Program	08/10/2016	06/02/2017	\$2000 - Title I Schoolwide	Regular and Special Education Teachers, Support and Resource Teachers, Administrators

Component 3: Instruction by Qualified Staff

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

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

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

Teachers are recruited and hired based on appropriate SDE certification and highly qualified status. Highly qualified teachers are equitably assigned based on their certification and school academic needs. Staffing practices are a collaborative effort between MCPSS Central Office and school staff. New teachers are supported by mentor teachers and participate in on-going professional learning to ensure that all students received quality instruction

Component 4: Strategies to Attract Qualified Teachers

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

4 out of 31 - 13%

Additionally we had 3 teachers move to new grade levels/positions, 7 teachers are new to the school (4 of the 7 are new to the district and 2 are first-year teachers).

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

The 2016-2017 teaching staff (34) is composed of teachers with experience as follows:

First year - 2 (6%)

2-5 years - 10 (29%)

6-10 years - 3 (9%)

11-20 years - 9 (26%)

over 20 years - 10 (29%)

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Mentor teachers, grade-level collaboration, job-embedded professional development, involvement in a Professional Learning Team and Lighthouse Action Team (Leader In Me) are school initiatives in place to address this issue.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Professional collaboration through Grade Level Teams, Professional Learning Teams, the Problem Solving Team, the ASSIST CIP Committee, the Leader In Me (LIM) Lighthouse Team and LIM Actions Teams, technology instructional PD and support, and teacher mentoring will provide high-quality, effective, research-based professional development to support improving instruction and achievement aligned with the school-wide plan. Professional development facilitated by resource specialists to improve instructional programs (AMSTI, technology integration, Leader In Me, assessment, reading and writing strategies/programs) will also support effective implementation of the school-wide plan.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

The principal, teachers, paraprofessionals, and other staff participate in professional collaboration through Grade Level Teams, Professional Learning Teams, the Problem Solving Team, the ASSIST CIP Committee, the Leader In Me (LIM) Lighthouse Team and LIM Actions Teams, technology instructional PD and support, teacher mentoring and professional development facilitated by resource specialists to improve instructional programs (AMSTI, technology integration, Leader In Me, assessment, reading and writing strategies/programs) as outlined in the school-wide plan.

Parents will be offered opportunities to attend learning sessions regarding improvement in literacy, math, and technology. Specific topics will include reading with your child, creating a technology-rich home learning environment, working as a partner with your child's teacher, and the Leader In Me transformation process implemented this year. Parent participation in school leadership and decision-making (PTA, PAC, ASSIST CIP) will also support effective implementation of the school-wide plan.

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

MCPSS District: The mentor teachers at this school will become familiar with the Framework for Alabama Teacher Mentor Program. A mentor is assigned to all first-year teachers and meets with the beginning teachers throughout the year. Mentors attend a series of professional development sessions to give them the tools they need to be successful mentors. The sessions offer essential strategies to help mentors understand and address the needs of our new teachers. The program is evaluated each year through participant surveys.

Dixon Elementary School: New teachers or inexperienced teachers are being supported by master teachers who have a proven track record of effectiveness or a partnering teacher on the same grade level. Currently there are 7 teachers new to Dixon, 3 of them with more than 1 year teaching experience with the district. New teachers will receive mentoring support from the grade level chair. The mentors and mentees will meet a minimum of twice monthly to plan and follow-up on grade level areas of focus. A PLCIA is completed and professional development credit is given for this collaboration.

4. Describe how this professional development is "sustained and ongoing."

The school-wide master schedule has been designed to provide job-embedded collaboration with colleagues through Grade Level Teams, Professional Learning Teams, the Problem Solving Team, the ASSIST CIP Committee, the Leader In Me Lighthouse Team and LIM Action Teams, and teacher mentoring. Each group has a lead teacher, facilitator, or specialist to ensure effective continuous improvement. PLCIA forms/documentation reflects and communicates progress toward team goals.

Component 6: Transition Strategies

1. 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.

Dixon Elementary School realizes students need academic and social support during periods of transition. To help make transitions successful for each student, Dixon Elementary:

- provides pre-registration / screening and orientation for pre-kindergarten and kindergarten students, as well as a "Summer Bridges Program" for incoming kindergarteners.
- arranges visits to the school prior to kindergarten registration for local daycare centers, including Head Start and Lighthouse Academy Preschool.
- schedules grade level meetings to be held during the first two weeks of school to discuss expectations and grade level requirements.
- distributes summer reading, math, uniform guidelines, and supply lists along with the end of the year report card for the upcoming year.
- provides transportation for the fifth grade students to attend spring orientation at either Alba or Grand Bay Middle School.
- organizes meetings where representatives from feeder-pattern and magnet middle schools provide fifth grade parents with school, curriculum, and transition information.
- coordinates and utilizes information on students who transfer for placement and instructional purposes, and provides Student-Counselor orientation for all students who transfer to Dixon.
- conducts grade to grade transition by cross-grade visits.

Component 7: Teacher Participation in Making Assessment Decisions

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

The ASSIST CIP Committee, Professional Learning Teams, Grade Level Teams, Support and Resource teachers, and individual classroom teachers collaborate to examine academic assessment data. Student data and academic progress reports are used to plan intervention opportunities within the school day as well as extended day. PST meetings are held to discuss successful instructional strategies / behavioral strategies for use with at-risk students. Content Professional Learning Teams meet monthly to increase professional knowledge. Grade levels meet weekly to plan for instruction and assessment with emphasis on making improvements in specific areas identified in data analysis.

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

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

Teachers meet in collaborative groups by grade level with the PST monthly to review student data, including academic, attendance, behavior, and other pertinent information to identify at-risk students.

2. 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?

As teachers meet with the PST, research-based interventions are identified, documented, reviewed, revised, and selected for implementation as strategies for interventions for at-risk students. All K-5, including special education students identified as at-risk will receive Tier II and/or Tier III instruction daily, using instructional interventions as identified through PST, and support/resource services.

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

The classroom schedule has been designed to allow for weekly collaboration with colleagues to identify student needs and differentiated instructional strategies to address identified needs. Skillful use of formative assessments that guide instruction coupled with teacher/student feedback to intentionally push academic growth supports mastery of the CCRS. Additionally, students will monitor progress toward personal goals. Through teacher/student interventions, technology programs (STRIDE, AR, Math Facts in a Flash), and instructional routines differentiated learning opportunities are embedded into the daily instructional program.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students identified as at-risk, using the Non-Proficient Matrix and Universal Screening results will be selected for the SHARP Extended Day Program. At-risk sub-groups will be given priority. Teachers who are highly qualified in reading and/or math will provide additional instruction/intervention in these content areas to at-risk students in small groups (1 teacher per 7 or less students). The SHARP Extended Day Program will be held after school on Tuesdays and Wednesdays from 3:15pm-4:30pm. The program will be held October-April, collaboration forms will be used monthly to document and communicate progress of students.

5. 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.

The Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected and LEP students

have equal access to the same free and appropriate Alabama education and the opportunity to meet the same challenging state content and performance standards, with isolation or being stigmatized. Comprehensive services for the following sub-groups are provided through the following district-wide initiatives:

1. Migrant - Department of Special Programs
2. LEP - Department of Special Programs
3. Neglected or Delinquent - Division of Federal Programs
4. Homeless - Student Support Services.

Migrant: Migrant students' academic progress is monitored quarterly by Migrant personnel to ensure that they are meeting state academic content standards.

-Services funded under Migrant Education Part C are - instructional and supportive advocacy. The overarching goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions resulting from repeated moves.

-The MCPSS Migrant Program supports the literacy of the entire family through PreK programs and the Motherhead Family Literacy Program.

-Extended Day and Summer School activities at schools provide academic support to Migrant students.

English Learners: The MCPSS EL curriculum is rooted in the WIDA Consortium's English Language Proficiency Standards for English Learners (ELs). In the MCPSS Systems of Support Framework, ELs receive Tier I first delivery of instruction from the classroom teacher with appropriate instructional and assessment accommodations. Tier II services are provided through ESL pull-out or inclusion classes. Tier III services are provided through an IELP (Individualized English Learning Plan). Classroom teachers receive training in the SIOP (Sheltered Instruction Observation Protocol) strategies. ELs receive pull-out ESL services provided by ESL teachers or bilingual paraprofessionals. ESL teachers cannot issue grades but can provide input on student progress to classroom teachers.

Homeless are provided: case management, direct and indirect services (uniforms and school supplies), advocacy, enrollment assistance, provision of resources and community referrals to and for homeless students and their families. In addition, homeless are provided:

-tutoring assistance

-a cooperative and supportive program to parents/guardians of homeless youth that will target areas of need in order for their students to achieve educational success

-educational training to parents/guardians of homeless children and youth on their rights as defined by McKinney-Vento

-educational training to school personnel, community agencies and community stakeholders on the rights of homeless children, youth and parents

-summer enrichment opportunities for homeless students

-transportation to school of origin for homeless students.

A list of students who are homeless, migrant, and/or ELs will be kept with Title I documentation.

6. 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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

All funding sources are used to enhance instruction. The school is aware of school-wide authority for Title I school-wide schools and ensures state and local funds and resources are used first to refute the assumption of supplanting. State and locally funded allocations include one principal, .5 assistant principal, 1 guidance counselor and 5 paraprofessionals. The principal plays an important role as an instructional leader, provides instructional support, communicates with and involves faculty and staff in addressing issues related to the functioning of the school and provides and/or coordinates ongoing professional development from the district to ensure appropriate instructional methods are being presented and implemented. The guidance counselor plays a critical role in working with target groups in meeting the needs of at-risk students, as well as providing support for career education and parent engagement. Title I allows for the funding of 2 part-time retired teacher tutors. Title I funds are allocated to support Dixon's SHARP Extended Day Program, instructional materials and equipment, professional development, and parenting resources. Through careful planning, all services, resources, and programs are coordinated to offer efficient and productive use of funds based on school needs.

2. 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.

All funding sources are used to enhance instruction. The school is aware of school-wide authority for Title I school-wide schools and ensures state and local funds and resources are used first to refute the assumption of supplanting. State and locally funded allocations include 1 principal, .5 assistant principal, 1 guidance counselor and 5 paraprofessionals. The principal plays an important role as an instructional leader, provides instructional support, communicates with and involves faculty and staff in addressing issues related to the functioning of the school and provides and/or coordinates ongoing professional development from the district to ensure appropriate instructional methods are being presented and implemented. The guidance counselor plays a critical role in working with target groups in meeting the needs of at-risk students, as well as providing support for career education and parent engagement. Title I allows for the funding of 2 part-time retired teacher tutors. Title I funds are allocated to support Dixon's SHARP Extended Day Program, instructional materials and equipment, professional development, and parenting resources. Through careful planning, all services, resources, and programs are coordinated to offer efficient and productive use of funds based on school needs.

3. 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, vocational and technical education, and job training.

All students, PreK - 5th grade receive free breakfast and lunch, ensuring nutritional needs are met. We also participate in a USDA Fresh Fruit and Vegetable Grant which supplies a variety of fresh fruits and vegetables 2 days each week. Servings are provided to all PreK - 5th grade students. Comprehensive services for the following sub-groups are provided through the following district-wide initiatives:

Neglected or Delinquent - Division of Federal Programs; Homeless - Student Support Services.

Homeless are provided: case management, direct and indirect services (uniforms and school supplies), advocacy, enrollment assistance, provision of resources and community referrals to and for homeless students and their families. In addition, homeless are provided:

-tutoring assistance

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- a cooperative and supportive program to parents/guardians of homeless youth that will target areas of need in order for their students to achieve educational success
- educational training to parents/guardians of homeless children and youth on their rights as defined by McKinney-Vento
- educational training to school personnel, community agencies and community stakeholders on the rights of homeless children, youth and parents
- summer enrichment opportunities for homeless students
- transportation to school of origin for homeless students.

A list of students who are homeless will be kept with Title I documentation.

Component 10: Evaluation

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

Evaluation of implementation is done through the collaborative efforts of the Professional Learning Teams, the ACIP Committee periodic reviews, instructional walk-through observations, analysis of student evidence including video evidence, Educate Alabama professional learning plans and observations, and student formative and summative evaluation data.

2. 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?

Grades, ASPIRE, EQT, STAR, DIBELS and STRIDE data will be analyzed and reviewed by classroom teachers, grade level teams, PST, PLTs, ASSIST CIP Committee, and the administrative team. Data analysis will include disaggregation of individual, class, grade, subgroup, standards item-analysis, question/response types, and resulting school-wide strengths/needs. During quarterly reviews the ACIP Team will use this data analysis to assess effective implementation of the school-wide plan.

3. 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?

During monthly PST collaboration, at-risk students are identified and student response to Tier II and Tier III instructional interventions is closely monitored. Data meetings are also conducted to identify positive / negative growth trends based on academic assessment data. Positive growth trends in the at-risk student population indicate that the school-wide program is effective in increasing achievement for those students.

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

The ASSIST CIP Committee meets quarterly to review progress and revise the plan based on school-wide data.

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

The ASSIST CIP Committee did include all goals from the previous year in the 2016-2017 ACIP. Although progress was made as measured by some data points, overall achievement and/or growth was not evident according to ALL measurable data. We will continue to implement strategies and activities with additional professional development for best practices.

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

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Goals from 2015-2016 included in the 2016-2017 ACIP were not changed, dates and measureable data goals were updated to reflect current plans and data.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	31.37	32.0	1,486,142.00
Administrator Units	1.00	1.0	81,201.00
Assistant Principal	0.50	0.5	31,914.00
Counselor	1.00	0.5	27,057.00
Librarian	1.00	1.0	51,302.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.00	5,950.00
Professional Development	0.00	0.00	2,240.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.00	14,210.00
Library Enhancement	0.00	0.0	770.00
Totals			1,700,786.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	112874.0

Provide a brief explanation and breakdown of expenses.

Retired Teacher Tutors - 16201.00
Substitutes (job-embedded PD) - 9567.00
Stipends - Professional Development - 2169.00
Stipends - Extended Day Program - 28000.00
Employee Benefits - 7923.00
Educational Services (Contracts: Franklin Covey and Mastery Connect) - 6700.00
Technical Services (Contracts: Franklin Covey and Mastery Connect) - 7250.00
Property Services (Xerox) - 3500.00
Communication (Postage) - 517.00
Instructional Supplies - 1563.00
Non-Capitalized Equipment - 39484

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	12870.0

Provide a brief explanation and a breakdown of expenses.

Suppl/OT/Other 10,752
Employee Benefits 2,118

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

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	211162.0

Provide a brief explanation and breakdown of expenses

Aide (3 units) - 60540.00

Supplements - 2000.00

Employee Benefits - 41119.00

Property Services (waste disposal) - 1430

Utilities - 106073

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

During the first quarter that school is in session, Dixon Elementary School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) daily announcements, (3) automated phone messenger, (4) school sign posting, and (5) website postings. To assist in providing the opportunity for all parents to attend, the meeting is offered at multiple times - at least once during the school day and at least once in the evening. Dixon Elementary School will be offering child care during the scheduled meetings. Topics to be discussed at this year's meeting are:

- Continuous Improvement Plan
- Title I Program and participation, its services, and parents' rights
- Parental Involvement Section of the Continuous Improvement Plan (overview and distribution)
- 1% set-aside: Dixon received a total of \$2080.00 for Title I Parenting allocation for this year.
- School Compacts
- Parent Surveys

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

1. The leadership and staff of Dixon Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered at least twice during the first quarter of school - once during the school day and once in the evening. In addition, parenting meetings will be offered at varying times to include morning and evening sessions. The counselor will have parent resource materials and information available to parents every school day from 8:00am until 3:00pm, as well as during scheduled evening meetings.

2. Dixon Elementary School believes in involving parents in all aspects of its Title I programs. We have two parent representatives on our CIP committee who were active participants in the development of the plan and were involved from the first meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents for the next school year. Each year, the Continuous Improvement Plan, including the Parental Involvement Plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire CIP Committee in determining needed changes.

3. Dixon Elementary School uses its parental involvement funds as follows: to fund all materials and supplies for parenting resources, to purchase all materials and supplies needed to conduct parenting workshops, parental involvement events (including leadership / decision-making opportunities), effective communications between school to home, as well as materials to encourage family involvement with curriculum-related issues (including test prep / practice materials).

3. 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.

At its annual meeting of parents at the beginning of the school year, Dixon Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used. Parents will learn about the following subjects taught: reading, math, language (grammar / writing), science, social studies, physical education, art, music, and technology. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the Dixon Parent Handbook, which includes more detailed information on these topics and a copy of the Dixon Parental Involvement Plan. In addition, documents are provided, to the extent practicable, in other languages as requested. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

4. 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).

Dixon Elementary School's CIP Committee, including the parent representatives, reviews the school-parent compact during the fourth quarter of the year for the next school year. Revisions are made at the request of the entire CIP committee. The compact is developed through a coordinated effort by school staff members, the Dixon Parent Advisory Committee, and at least two students. All parents will be given a copy of the compact on or before our annual parent meeting. The compact will be explained to the parents, and they will be asked to sign the compact signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compact will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in his/her classroom to use during parent-teacher-student, parent-teacher, and/or student-teacher conferences.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In April and August/September of each year, and quarterly - following school-wide assessments, Dixon Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the committee who represent all parents of the school. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, office, and Title I Facilitator's room, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Dixon Elementary School will accomplish much of this through its annual parent meetings held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their child's education. Dixon will also offer an Open House immediately after the Title I meeting wherein parents will be given the opportunity to meet their child's teachers and learn about individual assessments and what their role will be in helping their child to succeed.

6b. 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 NCLB Section 1118, 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 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)

Dixon's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our school's identified goals. Dixon has parent resources to assist parents in learning how they can help their child to be successful. This parenting material and information is available to be picked up from the counselor, every day from 8:00am until 3:00pm, and during scheduled evening meetings. Throughout the year, parent classes will be held on topics that address identified school goals. Since our CIP Committee identified improvement in literacy, math, technology, and leadership as goals, we will hold parental involvement classes on these topics and provide parents with related materials. Specific topics will include reading with your child, creating a technology-rich home learning environment, and working as a partner with your child's teacher.

6c. 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 NCLB Section 1118, 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)

Dixon will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Therefore, this year we scheduled grade level parent meetings at the beginning of the year, ensuring that grade level curriculum, assessments, goals and expectations, as well as our parent involvement and communication plan were focus areas for discussion. The principal will set the expectation that teachers work closely with our parent organizer/facilitator in planning parent involvement activities and preparing and/or distributing materials that best

support meeting our schools identified goals.

6d. 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 NCLB Section 1118, 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)

Dixon coordinates its parent involvement program for all parents, ensuring that all activities are aligned with our CIP goals. We presently have 49 ELL students and many of these parents are actively involved in our parenting activities. We have an ESL teacher who works with the parent organizer/facilitator in meeting the training needs of these parents. In addition, many of our 30 Migrant students have parents who are actively involved. We have a Migrant recruiter who reviews family data to determine eligibility for Migrant resource services (7 additional Residence Only-RO enrolled students). We have one classroom unit allocated for At-Risk Pre-Kindergarten. Parents of our Pre-K students are invited to attend all scheduled school parental involvement events as well as grade level parent meetings.

6e. 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 NCLB Section 1118, 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)

At the present time, Dixon has 49 ELL students. Information on all school meetings, parent notices, etc., is sent to parents of these children in other languages as requested. In addition, Dixon has an ESL teacher who assists in verbally communicating with these parents as needed/requested.

6f. 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 NCLB Section 1118, 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)

Dixon makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, parent surveys requested that families be given more opportunities to be involved in extra-curricular activities offered by the school. To support this request, the school provides several sports programs, after-school practice facilities for team sports as requested and approved, has arranged for student-interest club activities, music education throughout the year, including a chorus group, as well as art education opportunities.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Dixon Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. At the present time, Dixon has 49 ELL students. Information on all school programs, meetings, parent notices, etc., is sent to parents of these children in other languages as requested. In addition, Dixon has an ESL teacher who assist in communicating with these parents as needed/requested. At this time, Dixon has 30 Migrant students and 7 Migrant RO enrolled students. Dixon, along with the Migrant recruiter assists these families with parental involvement resource services. Every effort is made to accommodate parents with disabilities, including home visits when needed. Dixon is a handicapped-accessible building.