



ACIP

Dixon Elementary School

Mobile County Board of Education

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Executive Summary

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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.

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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. Our school now serves nearly 500 students. Our school is composed of a multi-cultural demographic student population including White (69%), and growing populations in the following: Black (13%), Asian (10%), American Indian/Alaskan Native (<1%), Native Hawaiian or Other Pacific Islander (<1%), Two or more Races (8%). 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 is comprised of mainly females (93%), with 4 male staff on campus. White faculty/staff account for 90% (52 of 58), while Black faculty/staff make up 10%. Working together, our 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 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.

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: Improving the World by Improving Ourselves.

-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 cooperative learning partnerships with parents, teachers, peers, and other stakeholders. This will be accomplished through goal setting and monitoring, service projects, project based learning, and leadership roles and responsibilities. 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 as students develop leadership, organizational and communication skills throughout the core curriculum will positively impact 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:

Developing scholarship through leadership with participation and recognition opportunities for 100% of our scholars such as the Daily Dolphin Broadcast focusing on character building, monthly Leaders Leading Leaders, weekly classroom leaders, technology and scholar support leaders, Student Council, Dixon Ambassadors, and other various clubs and teams

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 connecting school culture with all stakeholders

Scholar led service projects

Technology integration with digital production

Talents Unlimited Thinking Skills Model allows scholars of all intellectual abilities to excel

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

Intervention through small group tutoring and extended 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 direct instruction strongly aligned to the College and Career Ready Standards. Scantron assessment results for 2018 show that Reading achievement improved to 42% proficient, Math achievement improved slightly to 42%. Our students (grades 4-5) scored as well or better than other students in the district in both Reading and Math. However, our 3rd graders did not score higher than other 3rd graders in our district in either Reading or Math. Our teachers are dedicated to setting high expectations for all stakeholders, and 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 11 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.

Improvement in the area of Writing continues to be a focus. 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 along with the use of graphic organizers to develop writing products.

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. Teachers will utilize online educational software through STRIDE Academy and Go Math. 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.

Other notable achievements for our school include working closely with the University of South Alabama's College of Education in mentoring student teachers. Additionally, Dixon has been awarded the NFL Fuel Up To Play 60 Grant for the past three years, and in 2017 a Dixon student was named as the Alabama State Ambassador for the national program. We have also received the USDA Fruits and Vegetables Grant for the past four years.

While we are pleased with our current progress in transforming the culture of our school, our goal is to embed leadership principals and practices 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. As part of our school professional development plan, we will continue to provide collaboration and planning opportunities to further enhance and improve our high-quality instruction, focused on rigorous instructional design, relevant student tasks and scholar engagement.

Based on a recent survey, we recognized a need to familiarize parents with the Alabama College and Career Ready Standards and inquiry based instruction. This will be accomplished by providing opportunities for parents to attend sessions outlining this content and describing these instructional practices. Our professional, parent and student learning, will align to support 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 second, third, fourth and fifth grade have been given the opportunity to apply for new leadership opportunities with the Dixon Ambassadors. Students in grades 3-5 are offered opportunities to participate in our Pod Squad (broadcast team), Choir, Dance Team, Archery Team 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. 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 Archery Team 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 award-winning archers competed in local, regional, national and world tournaments last year, where our team placed 4th in the world! Many past members have joined feeder pattern middle school programs and our internationally award-winning feeder pattern high school team. This year we will 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 completed 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 continue 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 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 Leaders Leading Leaders representatives, which they proudly wear on Fridays. Leaders Leading Leaders are chosen each month for each class. A

monthly 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 during school 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.

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Improvement Plan Stakeholder Involvement

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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.

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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 school-wide Continuous Improvement Plan for the 2018-2019 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 May, 2018. 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 and representatives from all grade levels and departments. Three parent representatives and one community stakeholder also volunteered to serve on the committee. The CIP Committee members are:

Michelle McNew, Principal

Angela Baggett, Title I Facilitator

Tarisa Williams, School Improvement Specialist

Skye Andrade, Technology Support Teacher

Cindy Auld, Counselor

Kristie Smith, Media Specialist

Whitney Stanford, Special Education

Lisa Bourgeois, Kindergarten

Ashley Benson, First Grade

Joy Sanford, Second Grade

Taylor Davis, Third Grade

Sue Fairbanks, 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 SY 2018-2019

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.

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Student Performance Diagnostic

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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.

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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 2017-2018 and 2018-2019 Dixon Student Performance documents. At the beginning of the school year and at least quarterly throughout the year, the ASSIST CIP Committee/Instructional Leadership Team (ILT) will 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 goals, objectives, strategies, and activities and communicate commendations, recommendations, and updates to all stakeholders.	Dixon 2017-2018 DIBELS and Math Fact Fluency Data Chart Dixon 2017-2018 EQT Data Chart Dixon 2017-2018 Scantron Data Chart Dixon 2017-2018 Scantron Performance Gains Analysis Dixon 2017-2018 Scantron Strengths and Weaknesses MY Dixon 2017-2018 STRIDE PMA Score Chart Dixon 2017-2018 Attendance Report

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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 Spring 2018 Scantron Performance Series data, notable performance by content area is as follows:

MATH: ABOVE AVERAGE performance in 1st grade - 14%, 2nd grade - 22%, 3rd grade - 16%, 4th grade - 17%, 5th grade - 14%

READING FOUNDATION: ABOVE AVERAGE performance in 1st grade - 17%, 2nd grade - 30%

READING: ABOVE AVERAGE performance in 3rd grade - 13%, 4th grade - 18%, 5th grade - 17%

EQT 2017-2018:

Kindergarten and 1st grade performance in Math at or above 92% proficient each quarter.

Kindergarten performance in Reading at or above 85% proficient each quarter.

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

Student growth trends based on 2018 Scantron data show that the following percentage of students per grade level scored in the "Met Annual Target" category per subject area:

READING FOUNDATION:

1st grade - 39%

2nd grade - 59%

READING:

3rd grade - 34%

4th grade - 59%

5th grade - 62%

MATH:

1st grade - 35%

2nd grade - 35%

3rd grade - 41%

4th grade - 63%

5th grade - 42%

Accountability grades 3-5 cumulative data show that the following percentage of students scored in the "Met Annual Target" category per subject area:

READING - 52%

MATH - 50%

Which area(s) indicate the overall highest performance?

Reading (grades 3-5 Scantron 2017-2018) areas of strength are as follows:

- Phonics / Phonemic Awareness

o Advanced phonemes, syllabication, multisyllabic words

- Average of 50% of students are "On Track" in Reading

SY 2018-2019

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- Comprehension (on grade level)
 - o Use of graphic organizers
 - o Character traits
 - o Figurative language

Scantron Performance Series Reading Foundation results for 2017-2018 indicate areas of strength as follows:

1st Grade:

- AL.L.1.40.c identify real-life connections between words and their use

2nd Grade:

- Phonics: AL.RF.2.20.b decode words with common vowel patterns
- Vocabulary: determine meaning of a compound

Scantron Performance Series Reading results for 2017-2018 indicate areas of strength as follows:

3rd Grade:

- Use graphic organizers to record significant details about characters and events
- Evaluate Author's purpose when reading fictional grade level passages (new)
- Decode words with common Latin suffixes
- Determine the meaning of an unknown word based on the known meaning
- Decode multisyllable words at a third grade level

4th Grade:

- Use combined knowledge of all letter-sound correspondences, syllabication
- Identify character traits in a fourth grade fictional passage
- Answer basic comprehension questions

5th Grade:

- Use letter-sound correspondences to read fifth grade multisyllabic words
- Combine knowledge of all letter-sound correspondences, syllabication
- Spell fifth grade words correctly
- Comprehend fifth grade figurative language in context

Math (grades 3-5 Scantron 2017-2018) areas of strength are as follows:

- Data Analysis & Probability (highest sub-score category)
- Scantron screening shows overall growth in performance

Scantron Performance Series Math results for 2017-2018 indicate areas of strength as follows:

- Kindergarten

o Strengths

Algebra: match addition sentence to a picture

Data Analysis & Probability: counting the # of objects in a group; pictographs

Geometry: plane figures; 3D figures; solid figures; position of objects in space

Measurement: comparing objects by length; describing the difference in 2 objects

Number & Operations: counting to find how many for a group; addition w/in 20; subtracting single digit whole #s

- Grade 1

o Strengths

Algebra: addition/subtractions WPs w/in 20 using drawings; drawings to add 3 whole #s w/in 20; number patterns (2, 5, 10)

Data Analysis & Probability: reading a table

Geometry: describe the relative position of objects; identify an object that is divided into a specific # of equal parts

Measurement: compare objects by length/capacity; determine the length of an object in inches/centimeters

Number & Operations: recognize whole #s up to 100

- Grade 2

o Strengths

Algebra: number patterns; fact families; classifying objects according to attributes

Data Analysis & Probability: read a bar graph

Geometry: symmetry; solid figures; plane figures; identify an object divided into a specific # of equal parts; partitioning

Measurement: length; measurement tools

Number & Operations: arrays, comparing #s, subtraction/addition w/out regrouping

- Grade 3

o Strengths

Algebra: missing factor in a multiplication sentence

Data Analysis & Probability: interpret a bar graph

Geometry: identify similar figures; partition shapes into parts with equal areas; express equally partitioned shapes as a unit fraction of a whole

Measurement: perimeter; tell time to the nearest minute; use drawing to solve addition problems involving liquid volumes

Number & Operations: addition/subtraction with and w/out regrouping, decimals w/out regrouping; read and write whole #s up to 1,000; comparing #s

- Grade 4

o Strengths

Algebra: generate a shape pattern following a given rule

Data Analysis & Probability: display a data set of fractions on a line plot

Geometry: identify parallel lines

Measurement: solve addition problems to find unknown angles on a diagram in the real world

Number & Operations: compare whole numbers up to ten thousand

- Grade 5

o Strengths

Algebra: evaluate expressions using parentheses, brackets, braces (51/31)

Data Analysis & Probability: display a data set of fractions on a line plot (30/52)

Geometry: plot points to form basic geometric shapes (49/33)

Measurement: measure and draw angles using a protractor (46/36)

Number & Operations: add decimals (53/29)

Scantron Performance Series READING results for the Fall 2018 indicate areas of strength as follows:

Third grade:

-Use graphic organizers to record significant details about characters and events

-Decode words with common Latin suffixes

-Decode multisyllable words at a third grade level

Fourth grade:

-Use combined knowledge of all letter-sound correspondences, syllabication

Fifth Grade:

-Use letter-sound correspondences to read fifth grade multi-syllabic words

-Combine knowledge of all letter-sound correspondences, syllabication

-Spell fifth grade words correctly

Scantron Performance Series MATH results for the Fall 2018 indicate areas of strength as follows:

3rd Grade:

- Geometry - identify similar figures
- Number - subtract whole numbers with up to three digits
- Number - read and write whole numbers to 1,000

4th Grade:

- Compare whole numbers up to ten thousand
- Identify the value of a digit by considering place value
- Multiply one-digit whole numbers

5th Grade:

- Compare the size of a product with the size of one of its factors
- Read and write whole numbers up to 10,000

Scantron Performance Series SCIENCE results for the Fall 2018 indicate areas of strength as follows:

5th Grade:

- Use a model to describe/explain the influence of the ocean on climate
- Describe how healthy ecosystems support the needs of different types of species
- Use observations to identify materials based on properties

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

Scantron 2017-2018:

- Demographic sub-group data did not reflect a consistent trend toward increasing performance in any content area.

Between which subgroups is the achievement gap closing?

Demographic analysis of 2017-2018 Scantron data do not indicate significant and/or consistent achievement gaps in gender or race/ethnicity subgroups across grade levels or content areas.

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 2018 - 71% proficient school-wide and 70% for accountability grades) to achievement on the Scantron Spring 2018, results indicate a schoolwide gap in the measurement of reading achievement as EQT scores show grades 3-5 proficiency significantly higher than Scantron at 44% school-wide and 41% for accountability grades. However, comparing Spring 2018 Scantron to Spring 2017 ACT Aspire, our proficiency in Reading improved to 41%-Scantron AA/AH from 35%-ACT Aspire Readiness.

Comparing achievement in Math as measured by the EQT (4th quarter 2018 - 79% proficient school-wide and 74% for accountability grades) to achievement on the Scantron Spring 2018, results indicate a school-wide gap in the measurement of math achievement as EQT scores

show grades 3-5 proficiency significantly higher than Scantron at 33% school-wide and 42% for accountability grades.

However, comparing Spring 2018 Scantron to Spring 2017 ACT Aspire, our proficiency in Math improved slightly to 42%-Scantron AA/AH from 41%-ACT Aspire Readiness.

Comparing achievement in Science as measured by the EQT (4th quarter 2018/5th grade - 84% proficient) to achievement on the ACT Aspire 2017, results indicate a schoolwide gap in the measurement of science achievement as EQT scores show 5th grade proficiency significantly higher than ACT Aspire at 42% Readiness.

EQT, Scantron and ACT Aspire data reflect inconsistent data alignment in Reading, Math and Science.

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Areas in Need of Improvement

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

According to Spring 2018 Scantron Performance Series data, notable performance by content area is as follows:

MATH: BELOW AVERAGE performance in Kindergarten - 28%, 1st grade - 23%, 2nd grade - 37%, 3rd grade - 46%, 4th grade - 27%, 5th grade - 21%

READING FOUNDATION: BELOW AVERAGE performance in Kindergarten - 43%, 1st grade - 32%, 2nd grade - 20%

READING: BELOW AVERAGE performance in 3rd grade - 33%, 4th grade - 22%, 5th grade - 25%

DIBELS: Results from the Spring 2018 DIBELS screening show that 75% or more of the students in grades K-2 did not score in the Benchmark Core category for the Spring screening indicator for each grade.

EQT 2017-2018:

Second, Third, Fourth and Fifth grade performance in Reading below 75% proficient each quarter.

Third grade performance in Math below 75% proficient 3 out of 4 quarters.

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

DIBELS: Comparing Benchmark proficiency from the beginning of the year in Kindergarten, the percentage of students at-risk grew from 69% in 2017-2018 to 84% in 2018-2019. From the 2017-2018 end-of-year DIBELS screening to the 2018-2019 beginning of the year screening the number of students scoring in the Core proficiency category decreased for rising kindergarten students from 25% to 19%, and for rising 1st grade students from 16% to 13%.

EQT: 2017-2018 % of students proficient per grade that showed a negative trend in achievement from 1st to 4th quarter:

READING: Kindergarten (from 95% to 85%), 1st (from 94% to 76%), 2nd (from 61% to 58%) and 5th (69% to 67%)

MATH: 2nd (from 77% to 65%), 3rd (from 67% to 65%), 4th (82% to 81%)

Which area(s) indicate the overall lowest performance?

Reading (grades 3-5 Scantron 2017-2018) data analysis indicates the following areas in need of improvement:

- Comprehension (from above grade level passages):

- o Theme
- o Authors Point of View
- o Character, setting, plot, sequence

Scantron Performance Series Reading Foundation results for 2017-2018 indicate areas in need of improvement as follows:

Kindergarten:

- Phonological Awareness: AL.RF.K.20.b/AL.RF.K.21b Count words in spoken phrases and sentences.

- Phonological Awareness: AL.RF.K.22.d Distinguish spelled words by identifying differing sounds.

- Text Comprehension: AL.L.K.38.a Capitalize the first word in a sentence.
- Text Comprehension: AL. RF.K.20.c Words separated by spaces in print
- Text Comprehension: AL.RL.K.1 Identify key details in a grade level text read independently.

1st Grade:

- Phonics: AL.RF.1.21.a distinguish long/short vowel sounds in a spoken single syllable word
- Comprehension: AL.RL.1.14 Identify headings, table of contents, diagrams and index in grade level text.
- Phonological Awareness: AL.RF.1.22.e Break apart multi-syllabic word and count syllables.
- Vocabulary: AL.L.1.37.j use words and phrases acquired through conversations, reading, and being read to
- Vocabulary: AL.L.1.37.j: Produce and expand sentences in response to a prompt

2nd Grade:

- Phonics: AL.RF.2.20.b: identify long/short vowel sounds when reading
 - Phonics: AL.RF.2.20.b Additional common vowel teams
 - Comprehension: AL.RL.2.1 identify sequence of events
 - Comprehension: meaning of a literary device within a second grade poem
 - Vocabulary: AL.L.2.40 use words and phrases acquired through conversations, reading, and being read to
- Scantron Performance Series Reading results for 2017-2018 indicate areas in need of improvement as follows:

3rd Grade -

- Fiction: AL.RL3.8: Compare/Contrast themes, settings, and plots of fiction
- Long Passage: AL.RL 3.3: Explain how a character's actions contribute to the sequence of events
- Nonfiction: AL.RL.3.10: Predict outcomes of consumer material
- Vocabulary: AL RF.3.20.a :Meaning of pre-fixes and suffixes at grade level application

4th Grade -

- Fiction:AL.RL.4.2: Determine the theme of a poem from details in the poem
- Fiction: AL.RL.4.6: Compare/Contrast the point of view from which different poems
- Long Passage: AL.RI.4.11: Determine the main idea of a fourth grade long nonfiction passage
- Long Passage: AL.RI.4.16: Explain how information presented quantitatively contributes

5th Grade -

- Vocabulary: AL.RL.5.4-RF.5.20-5.43Comprehend slight nuances in fifth grade words in context, isolated, and out context
- Fiction: AL. RL 5.2: Summarize a fifth grade poem
- Fiction: AL.RL 5.2: Determine a theme of a fifth grade poem from details in the poem
- Fiction: AL.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide

Math (grades 3-5 Scantron 2017-2018) data analysis indicates the following areas in need of improvement:

- Average % of students "On Track" in Math is below 50% and drops from 3rd to 5th grade (54/48/41)
- Numbers and Operations:

- o Multiplication

- o Division

- o Fractions

Scantron Performance Series Math results for 2017-2018 indicate areas in need of improvement as follows:

Kindergarten:

Algebra: matching a subtraction sentence to a picture w/ up to 10 objects

Data Analysis & Probability: interpret bar graphs/pictographs; classify objects into categories (color, size, # of objects per category)

Geometry: sort/classify plane figures; identify similar shapes; analyze 3-D figures

Measurement: comparing objects (heavy/light; long/short; weight; capacity)

Number & Operations: decompose #s w/in 10 using equations; represent addition problems with drawings; decompose #s between 10-20 using a group of 10s and a set of 1s; pair #s while counting with a single object

1st Grade:

Algebra: determine the missing # in addition and subtraction # sentence up to 20; comparing #s up to 100

Data Analysis & Probability: read/interpret tables and graphs; read a pictograph

Geometry: partitioning shapes and relating to fractions

Measurement: ordering objects

Number & Operations: counting objects; word problems

2nd Grade:

Algebra: two-step addition/subtraction WPs; missing addends

Geometry: simple fractions

Measurement: graphs; customary measurement; time

Number & Operations: word problems; add/subtract numbers based on place value

3rd Grade:

Algebra: multiplication/division word problems

Data Analysis & Probability: two step problems using bar graphs; display data generated by measuring lengths of different objects on a line plot

Geometry: recognize quadrilaterals and other geometric figures; properties

Measurement: area/perimeter; volume

Number and Operations: multiplying by multiples of 10; fractional reasoning

4th Grade:

Algebra: solve word problems using drawings of multiplicative comparison to divide

Data Analysis & Probability: two step problems using bar graphs; display data generated by measuring lengths of different objects on a line plot

Geometry: identify/classify triangles, draw points, lines, line segments, rays, angles, perpendicular/parallel lines

Measurement: finding the perimeter

Number and Operations: multiply 2 digit by 2 digit, divide 4 digits by 1 digit with remainders

5th Grade:

Algebra: translate verbal expressions into algebraic expressions

Data Analysis & Probability: determine the average of a set of numbers generated by measuring lengths of different objects on a line plot

Geometry: solve real world problems involving rectangular prisms

Measurement: represent three-fold whole number products as volume, calculate volume of figures in math problems

Number and Operations: subtraction with mixed numbers with regrouping but no reducing

Scantron Performance Series READING results for the Fall 2018 indicate areas in need of improvement as follows:

3rd Grade:

- Fiction - The learner will compare and contrast the themes, settings, and plots of third grade fictional.
- Long Passage - The learner will explain how character's actions contribute to the sequence of events.
- Vocabulary - The learner will distinguish shades of meaning among related words that describe states of...

4th Grade:

- Fiction - The learner will compare and contrast the point of view from different poems
- Fiction - The learner will determine the theme of a poem from details in the poem
- Long passage - The learner will determine the main idea of a fourth grade long nonfiction passage

5th Grade:

- Fiction - The learner will summarize a fifth grade poem
- Fiction - The learner will determine a theme of a fifth grade poem from details in the poem
- Fiction - The learner will explain how s series of chapters, scenes, or stanzas fits together to provide...

Scantron Performance Series Math results for the Fall 2018 indicate areas in need of improvement as follows:

3rd Grade:

- Algebra - The learner will determine the missing factors in a multiplication sentence
- Algebra - The learner will use equations with equal groups representing division of measurement
- Algebra - The learner will use equations and arrays representing division to solve word problems

4th Grade:

- Data Analysis - The learner will display a data set of fractions on a line plot
- Data Analysis - The learner will use a line plot to subtract fractions
- Data Analysis - The learner will use a line plot to add fractions

5th Grade:

- Algebra - The learner will identify the expression to be used in solving a word problem.
- Algebra - The learner will interpret the product $(a/b) \times q$ as the result of a sequence of operations
- Algebra - The learner will identify the relationship between corresponding terms.

Scantron Performance Series Science results for the Fall 2018 indicate areas in need of improvement as follows:

5th Grade:

- Earth Science - learner will describe and graph the amounts and percentages of water and fresh water in various...
- Life Science - learner will describe the movement of matter among plants, animals, decomposers, and the ...
- Physical Science - learner will use measurement or graphs to provide evidence that matter is conserved when mixing...
- Physical Science - learner will graph quantities to prove that matter is conserved when heating

DIBELS: results for the fall 2018 screening show benchmark proficiency scores in the Core category as follows:

Kindergarten - 16% FSF

1st Grade - 16% WWR

2nd Grade - 13% ORF

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

Scantron 2017-2018:

- Demographic sub-group data did not reflect a consistent trend toward decreasing performance in any content area.

Between which subgroups is the achievement gap becoming greater?

Demographic analysis of 2017-2018 Scantron data do not indicate significant and/or consistent increases in achievement gaps in gender or race/ethnicity subgroups across grade levels or content areas.

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 2018 - 71% proficient school-wide and 70% for accountability

grades) to achievement on the Scantron Spring 2018, results indicate a schoolwide gap in the measurement of reading achievement as EQT scores show grades 3-5 proficiency significantly higher than Scantron at 44% school-wide and 41% for accountability grades. However, comparing Spring 2018 Scantron to Spring 2017 ACT Aspire, our proficiency in Reading improved to 41%-Scantron AA/AH from 35%-ACT Aspire Readiness.

Comparing achievement in Math as measured by the EQT (4th quarter 2018 - 79% proficient school-wide and 74% for accountability grades) to achievement on the Scantron Spring 2018, results indicate a school-wide gap in the measurement of math achievement as EQT scores show grades 3-5 proficiency significantly higher than Scantron at 33% school-wide and 42% for accountability grades.

However, comparing Spring 2018 Scantron to Spring 2017 ACT Aspire, our proficiency in Math improved slightly to 42%-Scantron AA/AH from 41%-ACT Aspire Readiness.

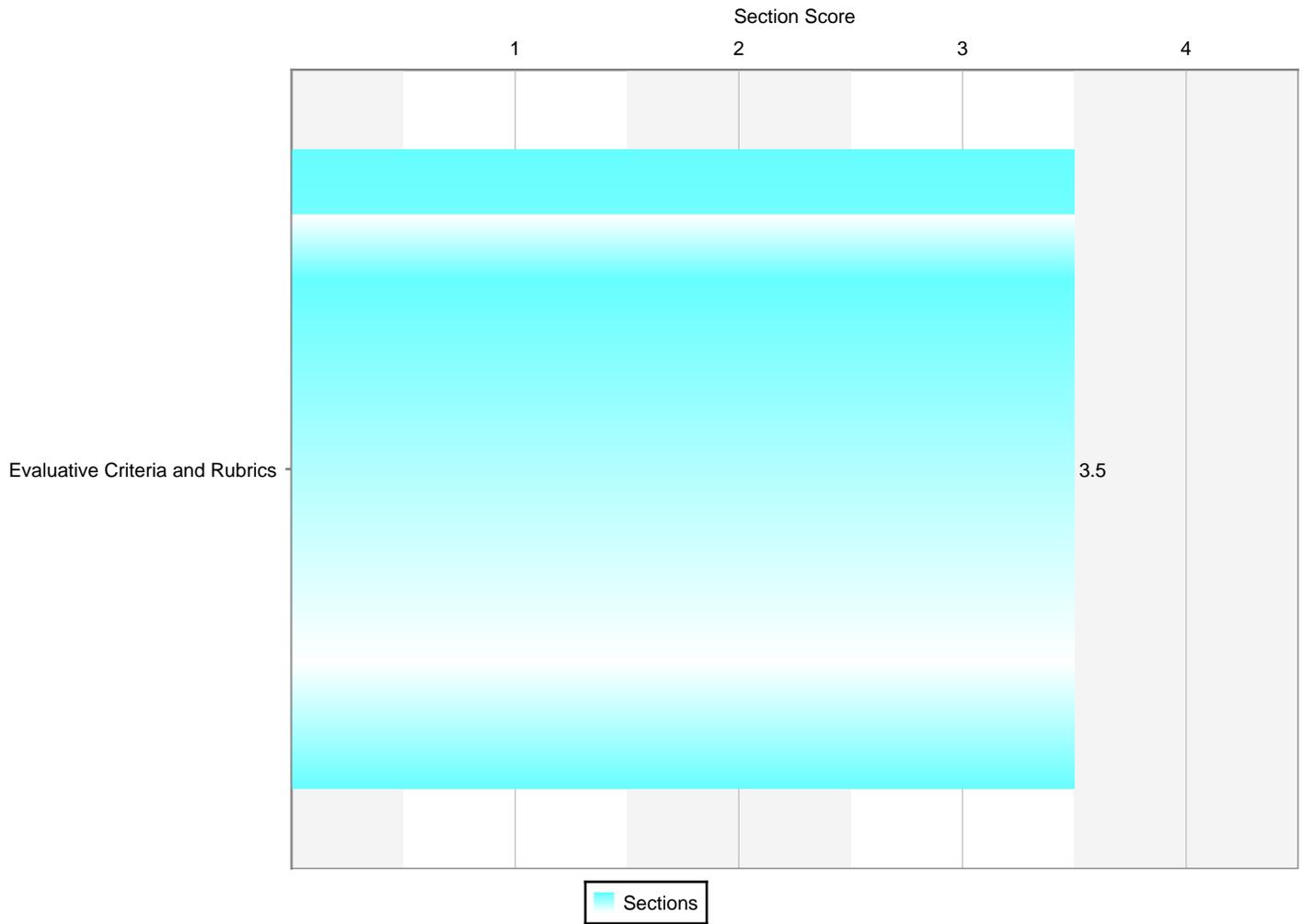
Comparing achievement in Science as measured by the EQT (4th quarter 2018/5th grade - 84% proficient) to achievement on the ACT Aspire 2017, results indicate a schoolwide gap in the measurement of science achievement as EQT scores show 5th grade proficiency significantly higher than ACT Aspire at 42% Readiness.

EQT, Scantron and ACT Aspire data reflect inconsistent data alignment in Reading, Math and Science.

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Report Summary

Scores By Section



ACIP Assurances

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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.

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ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Please see attachment for the Dixon 2018-2019 ACIP Signature Page.	Dixon 2018-2019 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 2018-2019 Dixon Federal Laws Compliance statement/document.	Dixon 2018-2019 Federal Laws Compliance Statement

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 2018-2019 Dixon Non-Discrimination Responsibilities statement/document.	Dixon 2018-2019 Non-discrimination Responsibilities Statement

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Please see attachment for the Dixon 2018-2019 School-Parent Compact.	Dixon 2018-2019 School-Parent Compact

Dixon 2018-2019 Goals and Plans for ACIP

DRAFT

Overview

Plan Name

Dixon 2018-2019 Goals and Plans for ACIP

Plan Description

DRAFT

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: 15	Academic	\$1845809
2	Prepare and support teachers to graduate College and Career Ready Students	Objectives: 3 Strategies: 3 Activities: 4	Organizational	\$9871
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	\$16824
4	Prepare and support students through student support services	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$40079

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 individually and collaboratively use digital tools in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/24/2019 as measured by increased use of online resources and digital tools based on usage reports and digital products.

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama's Plan 2020

Activity - Web-based Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of online programs (Nearpod, STRIDE, Discovery Education, ConnectEd, ThinkCentral, Accelerated Reader) for practice and assessment in reading, math, and science to increase proficiency in grade level standards and demonstrate use of technology skills and applications.	Academic Support Program	08/06/2018	05/24/2019	\$3355	State Funds	Administrators, Technology Professional Learning Team, and classroom teachers
Activity - Digital Production Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will participate in Digital Production Support classes to learn to use a variety of digital tools and resources to create digital products to communicate their learning.	Technology	08/06/2018	05/24/2019	\$117495	State Funds, District Funding	Administrators, Teachers

Measurable Objective 2:

18% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 52% in the Spring 2018 to 70% in the Spring 2019 in Reading by 05/24/2019 as measured by Scantron Performance Series.

Strategy 1:

Direct Explicit Instruction - During the cycle of instruction, teachers will utilize Wonders in whole group and small groups daily following the MCPSS instructional guides in planning and implementation of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

ACIP

Dixon Elementary School

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	08/06/2018	05/24/2019	\$5250	Title I Schoolwide	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take grade level formative assessments in Reading including EQTs, DIBELS (K-2), Wonders scheduled assessments, STAR Reading and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST interventions to all students in need of additional support.	Direct Instruction, Academic Support Program, Tutoring, Professional Learning	08/06/2018	05/24/2019	\$1659318	District Funding, Title I Schoolwide, State Funds	All K-5 teachers, Sp. Ed. resource and support teachers

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® across the curriculum (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills.	Academic Support Program	08/06/2018	05/24/2019	\$18709	State Funds	Regular and Special Education teachers, Resource and Support teachers, Administrators

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/06/2018	05/24/2019	\$0	No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator
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Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain student writing folders in accordance with the MCPSS portfolio requirements specified for each grade level.	Direct Instruction	08/06/2018	05/24/2019	\$0	No Funding Required	Administrators, ELA Professional Learning Team members, classroom teachers, Special Education and Resource teachers

Measurable Objective 3:

20% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 50% in Spring 2018 to 70% in the Spring 2019 in Mathematics by 05/24/2019 as measured by the Scantron Performance Series.

Strategy 1:

Conceptual to Application Instruction in Math - Teachers in grades K-5 will use interactive, hands-on strategies, including visuals, manipulatives, and technology integration to teach all students mathematics concepts during daily instruction to foster a deeper conceptual understanding and move to application of math concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

Activity - Fact Fluency Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Dixon Elementary School

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	08/06/2018	05/24/2019	\$2780	Title II Part A	Math Professional Learning Team, Administrators, General and Special Education teachers
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	08/06/2018	05/24/2019	\$0	No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers
Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take grade level formative assessments in Math including EQTs, MCPSS required fluency drills, and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST to all students in need of additional support.	Academic Support Program, Tutoring, Professional Learning	08/06/2018	05/24/2019	\$18500	Title I Schoolwide	Administrators, classroom teachers, Sp. Ed. and resource teachers
Activity - Go Math! Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the Go Math! program into math instruction to deepen students' math reasoning, understanding, and problem solving skills as students share, expand, and clarify their own mathematical thinking and demonstrate proof of understanding.	Direct Instruction, Academic Support Program, Technology, Professional Learning	08/06/2018	05/24/2019	\$20402	Title II Part A, Title I Schoolwide	Administrators, Teachers
Activity - MCPSS Instructional Planning Guides for Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the alignment of math instruction with the MCPSS Instructional Planning Guides, resources, and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity checks.	Direct Instruction, Academic Support Program, Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	Grade-level lead mathematics teachers, instructional coaches, and administrators, teachers

Measurable Objective 4:

70% of Fifth grade students will increase student growth by increasing the grade level academic achievement in Science by 05/24/2019 as measured by at least 70% of students scoring in the Met Annual Target category on the Spring 2019 Scantron Performance Series .

Strategy 1:

5E Instructional Model - Teachers will use the 5E Instructional Model to teach all science concepts during science instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Activity - AMSTI Science Investigations within 5E	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. The investigations will encompass all 5E Model stages of sequence for teaching and learning.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Activity - Close Reading Strategies	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 close reading activities that incorporate essential scientific vocabulary and comprehension connected to inquiry-based learning experiences in science.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Measurable Objective 5:

55% of English Learners students will demonstrate a proficiency to achieve Interim Progress (IP) in Achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by ACCESS for ELL state mandated assessment..

Strategy 1:

Provide personalized instruction for EL students - English Learners will meet or exceed the 55% of students making gains on the ACCESS for ELLs state assessment, per the the ALSDE Chart for Interim Progress by ensuring all ELs are receiving appropriate accommodations on activities and assessments 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	Resource Assigned	Source Of Funding	Staff Responsible
The faculty will attend local school training provided by the EL Coordinator/Teacher to strengthen professional knowledge of EL policy and strategies and implement appropriate accommodations to support EL students during Tier I instructional content delivery throughout the year to make content comprehensible for EL students and facilitate learner success in the content areas.	Direct Instruction, Academic Support Program, Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	content teachers, administrators , EL staff

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 05/24/2019 as measured by technology surveys.

Strategy 1:

Technology Professional Development - Teachers will collaborate to provide, 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	Resource Assigned	Source Of Funding	Staff Responsible
Team members will collaborate to identify and address technology learning needs within the school.	Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	Technology Support Teacher, Technology PLT, General and Special Education teachers

Measurable Objective 2:

collaborate to improve assessment design and instructional practice by 05/24/2019 as measured by evidence collected through analysis of data and observations.

Strategy 1:

Using Formative Assessment Data for Instructional Decision-Making - Teachers will collaborate in data meetings and grade level planning meetings to design assessments and use data from formative assessments to provide specific and timely feedback and to make strategic grade level instructional decisions and plans targeted to meet the needs of all 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	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 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	08/06/2018	05/24/2019	\$0	No Funding Required	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 formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/06/2018	05/24/2019	\$9871	Title I Schoolwide, State Funds	Administrator; Regular, Special Education, Resource, and Support Teachers

Measurable Objective 3:

collaborate to develop professional learning through mentoring partnerships by 05/24/2019 as measured by professional collaboration documentation (sign-in sheets, meeting notes, observations).

Strategy 1:

Teacher Mentoring - Effective, experienced teachers will be selected / volunteer to serve as mentors to new teachers. New teacher mentees will work with mentors to develop effective professional / instructional practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: The Impact of Mentoring on Teacher Retention: What the Research Says

Richard Ingersoll and Jeffrey M. Kralik, February 2004

Activity - Alabama Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher mentors and mentees will participate in the training and collaboration as outlined in the guidelines of the Alabama Mentoring Program, including online mentoring training.	Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	Administrators, teacher mentors and mentees

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 05/24/2019 as measured by technology inventory reports and 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

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	08/06/2018	05/24/2019	\$0	No Funding Required	Technology Support Teacher, Technology PLT, teachers, and administrator

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 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences and grade level portable laptop labs.	Academic Support Program	08/06/2018	05/24/2019	\$16824	Title I Schoolwide, State Funds	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 maintain or increase attendance from 95% in 2017-2018 to at least 95% or greater in 2018-2019 by 05/24/2019 as measured by average daily attendance reports.

Strategy 1:

Attendance Program - Faculty, staff and students will analyze and track attendance data to maintain or increase the attendance rate and decrease the number of students with 15 or more absences from 61 students in 2017-2018.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Parent Engagement and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership habits and principles, including goal setting, monitoring progress, and recognizing achievements will be integrated into all aspects of school life, including attendance, behavior, academics, and parent engagement events. Our scholars will utilize Leadership Notebooks for goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement recognitions and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding parental leadership and involvement opportunities offered at the school as well as their scholar's progress toward personal and school goals.	Academic Support Program, Behavioral Support Program, Other	08/06/2018	05/24/2019	\$9990	Title I Schoolwide	Dixon Leadership Team, Teachers, Parent Organizer
Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative monthly PST meetings will be conducted to review and analyze attendance, behavior (Review360) and academic data and identify research-based interventions, including PBIS to implement with identified at-risk students.	Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$2000	Title I Schoolwide	Administrators, regular and Sp. Ed. teachers, support and resource teachers
Activity - Guidance and Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will receive guidance and counseling services as outlined in the MCPSS Guidance Program.	Academic Support Program, Behavioral Support Program, Other - Overall Student Well-being	08/06/2018	05/24/2019	\$28089	State Funds	Counselor

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Dixon Elementary School

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in home to school (Kindergarten Bridges), grade to grade (Preschool/PreK to K, grade to grade in elementary, elementary to middle), and school to school (school orientation with Principal and/or Counselor and support staff) transition activities to become familiar with the school environments (campus, schedules, routines), programs (support, technology, resources), expectations (curriculum, grading, rules), opportunities (student and parent involvement, recognition), and faculty/staff members.	Parent Involvement, Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Administrator s, regular and Special Education teachers, support and resource teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Web-based Academic Support	Students will use a variety of online programs (Nearpod, STRIDE, Discovery Education, ConnectEd, ThinkCentral, Accelerated Reader) for practice and assessment in reading, math, and science to increase proficiency in grade level standards and demonstrate use of technology skills and applications.	Academic Support Program	08/06/2018	05/24/2019	\$3355	Administrators, Technology Professional Learning Team, and classroom teachers
Content Professional Learning Teams (PLT)	All teachers will participate in collaborative, content-focused PLT meetings (ELA, Math, Science), using student evidence/data (including formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/06/2018	05/24/2019	\$5871	Administrator; Regular, Special Education, Resource, and Support Teachers
Computer Labs	Students will have increased access to Internet connected computers through computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences and grade level portable laptop labs.	Academic Support Program	08/06/2018	05/24/2019	\$10470	Technology Support Teacher, Technology PLT, teachers, and administrator
Guidance and Counseling	All K-5 students will receive guidance and counseling services as outlined in the MCPSS Guidance Program.	Academic Support Program, Behavioral Support Program, Other - Overall Student Well-being	08/06/2018	05/24/2019	\$28089	Counselor

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Dixon Elementary School

Six Traits of Writing	Teachers will incorporate The 6+1 Traits of Writing® across the curriculum (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills.	Academic Support Program	08/06/2018	05/24/2019	\$18709	Regular and Special Education teachers, Resource and Support teachers, Administrators
Digital Production Support	All classrooms will participate in Digital Production Support classes to learn to use a variety of digital tools and resources to create digital products to communicate their learning.	Technology	08/06/2018	05/24/2019	\$51440	Administrators, Teachers
Data Analysis for Intervention	Students will take grade level formative assessments in Reading including EQTs, DIBELS (K-2), Wonders scheduled assessments, STAR Reading and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST interventions to all students in need of additional support.	Direct Instruction, Academic Support Program, Tutoring, Professional Learning	08/06/2018	05/24/2019	\$1563763	All K-5 teachers, Sp. Ed. resource and support teachers
Total					\$1681697	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MCPSS Instructional Planning Guides for Mathematics	Monitor the alignment of math instruction with the MCPSS Instructional Planning Guides, resources, and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity checks.	Direct Instruction, Academic Support Program, Professional Learning	08/06/2018	05/24/2019	\$0	Grade-level lead mathematics teachers, instructional coaches, and administrators, teachers
ESL Program and Effective Tier I Instruction for EL Students	The faculty will attend local school training provided by the EL Coordinator/Teacher to strengthen professional knowledge of EL policy and strategies and implement appropriate accommodations to support EL students during Tier I instructional content delivery throughout the year to make content comprehensible for EL students and facilitate learner success in the content areas.	Direct Instruction, Academic Support Program, Professional Learning	08/06/2018	05/24/2019	\$0	content teachers, administrators, EL staff
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 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	08/06/2018	05/24/2019	\$0	Administrator; Regular, Special Education, Resource, and Support 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	08/06/2018	05/24/2019	\$0	all K-5 teachers, Sp. Ed., resource and support teachers
Close Reading Strategies	K-5 science teachers will engage students in rigorous use of science text through close reading activities that incorporate essential scientific vocabulary and comprehension connected to inquiry-based learning experiences in science.	Academic Support Program	08/06/2018	05/24/2019	\$0	Regular and Special Education teachers, Resource and Support teachers, Administrators
Writing Portfolios	Teachers will maintain student writing folders in accordance with the MCPSS portfolio requirements specified for each grade level.	Direct Instruction	08/06/2018	05/24/2019	\$0	Administrators, ELA Professional Learning Team members, classroom teachers, Special Education and Resource teachers
Student Transition	Students will participate in home to school (Kindergarten Bridges), grade to grade (Preschool/PreK to K, grade to grade in elementary, elementary to middle), and school to school (school orientation with Principal and/or Counselor and support staff) transition activities to become familiar with the school environments (campus, schedules, routines), programs (support, technology, resources), expectations (curriculum, grading, rules), opportunities (student and parent involvement, recognition), and faculty/staff members.	Parent Involvement, Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$0	Administrators, regular and Special Education teachers, support and resource teachers
AMSTI Science Investigations within 5E	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. The investigations will encompass all 5E Model stages of sequence for teaching and learning.	Academic Support Program	08/06/2018	05/24/2019	\$0	Regular and Special Education teachers, Resource and Support teachers, Administrators

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Graphic Organizers	Teachers will integrate mode specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/06/2018	05/24/2019	\$0	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator
BYOD	Students will be allowed to bring an acceptable device to use for instructional activities as directed by the teacher.	Technology	08/06/2018	05/24/2019	\$0	Technology Support Teacher, Technology PLT, teachers, and administrator
Technology Professional Learning Team	Team members will collaborate to identify and address technology learning needs within the school.	Professional Learning	08/06/2018	05/24/2019	\$0	Technology Support Teacher, Technology PLT, General and Special Education teachers
Alabama Mentoring Program	Teacher mentors and mentees will participate in the training and collaboration as outlined in the guidelines of the Alabama Mentoring Program, including online mentoring training.	Professional Learning	08/06/2018	05/24/2019	\$0	Administrator s, teacher mentors and mentees
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/06/2018	05/24/2019	\$2780	Math Professional Learning Team, Administrator s, General and Special Education teachers

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Go Math! Implementation	Teachers will incorporate the Go Math! program into math instruction to deepen students' math reasoning, understanding, and problem solving skills as students share, expand, and clarify their own mathematical thinking and demonstrate proof of understanding.	Direct Instruction, Academic Support Program, Technology, Professional Learning	08/06/2018	05/24/2019	\$3850	Administrator s, Teachers
Total					\$6630	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis for Intervention	Students will take grade level formative assessments in Reading including EQTs, DIBELS (K-2), Wonders scheduled assessments, STAR Reading and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST interventions to all students in need of additional support.	Direct Instruction, Academic Support Program, Tutoring, Professional Learning	08/06/2018	05/24/2019	\$66055	All K-5 teachers, Sp. Ed. resource and support teachers
Digital Production Support	All classrooms will participate in Digital Production Support classes to learn to use a variety of digital tools and resources to create digital products to communicate their learning.	Technology	08/06/2018	05/24/2019	\$66055	Administrator s, Teachers
Total					\$132110	

Title I Schoolwide

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 formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/06/2018	05/24/2019	\$4000	Administrator; Regular, Special Education, Resource, and Support Teachers
Computer Labs	Students will have increased access to Internet connected computers through computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences and grade level portable laptop labs.	Academic Support Program	08/06/2018	05/24/2019	\$6354	Technology Support Teacher, Technology PLT, teachers, and administrator

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Go Math! Implementation	Teachers will incorporate the Go Math! program into math instruction to deepen students' math reasoning, understanding, and problem solving skills as students share, expand, and clarify their own mathematical thinking and demonstrate proof of understanding.	Direct Instruction, Academic Support Program, Technology, Professional Learning	08/06/2018	05/24/2019	\$16552	Administrators, Teachers
Data Analysis for Intervention	Students will take grade level formative assessments in Reading including EQTs, DIBELS (K-2), Wonders scheduled assessments, STAR Reading and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST interventions to all students in need of additional support.	Direct Instruction, Academic Support Program, Tutoring, Professional Learning	08/06/2018	05/24/2019	\$29500	All K-5 teachers, Sp. Ed. resource and support teachers
Parent Engagement and Communication	Leadership habits and principles, including goal setting, monitoring progress, and recognizing achievements will be integrated into all aspects of school life, including attendance, behavior, academics, and parent engagement events. Our scholars will utilize Leadership Notebooks for goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement recognitions and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding parental leadership and involvement opportunities offered at the school as well as their scholar's progress toward personal and school goals.	Academic Support Program, Behavioral Support Program, Other	08/06/2018	05/24/2019	\$9990	Dixon Leadership Team, Teachers, Parent Organizer
Data Analysis for Intervention	Students will take grade level formative assessments in Math including EQTs, MCPSS required fluency drills, and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST to all students in need of additional support.	Academic Support Program, Tutoring, Professional Learning	08/06/2018	05/24/2019	\$18500	Administrators, classroom teachers, Sp. Ed. and resource teachers
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	08/06/2018	05/24/2019	\$5250	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist
Problem Solving Team (PST)	Collaborative monthly PST meetings will be conducted to review and analyze attendance, behavior (Review360) and academic data and identify research-based interventions, including PBIS to implement with identified at-risk students.	Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$2000	Administrators, regular and Sp. Ed. teachers, support and resource teachers
Total					\$92146	

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.

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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 AdvancED Survey data / results reports.	Dixon K-2 Survey Response Count Dixon 3-5 Survey Response Count Dixon Parent Survey Response Count Dixon Staff Survey Response Count Dixon 2018 AdvancEd Parent Survey Summary

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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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 (based on Dixon 2017 AdvancED Surveys):

Early Elementary K-2:

- My teacher wants me to do my best. (2.99 / 99.43%)
- My school has books for me to read. (2.99 / 98.85%)
- My teacher wants me to learn. (2.98 / 98.85%)

Elementary 3-5:

- In my school my teachers want me to do my best work. (2.97 / 97.6%)
- My school has computers to help me learn. (2.95 / 95.98%)
- In my school my principal and teachers want every student to learn. (2.95 / 95.22%)

Staff:

- Our school's purpose statement is clearly focused on student success. (4.55 / 100%)
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth. (4.55 / 93.55%)
- Our school uses data to monitor student readiness and success at the next level. (4.53 / 96.67%)

Parent:

- Our school's purpose statement is clearly focused on student success. (4.79 / 98.29%)
- Our school has high expectations for students in all classes. (4.78 / 99.15%)
- Our school has established goals and a plan for improving student learning. (4.73 / 96.58%)

Areas receiving the highest level of satisfaction or approval (based on Dixon 2018 AdvancED Surveys):

Parent:

- Our school's purpose statement is clearly focused on student success. (4.43 / 93.48%)
- Our school has high expectations for students in all classes. (4.42 / 91.11%)
- All of my child's teachers report on my child's progress in easy to understand language. (4.43 / 95.24%)
- My child knows the expectations for learning in all classes. (4.45 / 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, and parents report that their child knows the expectations for learning in all classes.

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

All findings are supported with data from current and past AdvancED surveys from staff, students, parents and community stakeholders.

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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 (based on Dixon 2017 AdvancED Surveys):

Early Elementary K-2:

- My family likes to come to school. (2.7 / 21.84% respond Maybe / No)

Elementary 3-5:

- My teachers ask my family to come to school activities. (2.28 / 53.42% respond I'm Not Sure / I Don't Agree)
- My principal and teachers ask me what I think about school. (2.31 / 50% respond I'm Not Sure / I Don't Agree)

Staff:

- Our school provides sufficient material resources to meet student needs. (3.83 / 40% respond Neutral or Disagree)
- In our school, a formal process is in place to support new staff members in their professional practice. (4.0 / 26.67 respond Neutral)

Parent:

- My child sees a relationship between what is being taught and his/her everyday life. (4.57 / 8.78% respond Neutral / Disagree / Strongly Disagree)
- All of my child's teachers keep me informed regularly of how my child is being graded. (4.59 / 8.77% respond Neutral / Disagree / Strongly Disagree)

Areas receiving the lowest level of satisfaction or approval (based on Dixon 2018 AdvancED Parent Surveys):

Parent:

- Our school communicates effectively about the school's goals and activities. (3.93 / 31.11% respond Neutral / Disagree / Strongly Disagree)
- Our school provides opportunities for stakeholders to be involved in the school. (3.93 / 37.78% respond Neutral / Disagree / Strongly Disagree)
- All of my child's teachers meet his/her learning needs by individualizing instruction. (4.1 / 19.04% respond Neutral / Disagree / Strongly Disagree)

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

The following areas, according to AdvancED surveys, shows a trend toward decreasing stakeholder satisfaction or approval (based on Dixon 2017 AdvancED Surveys):

Early Elementary K-2:

- My family likes to come to school. (2.7 / 21.84% respond Maybe / No)

Elementary 3-5:

- My teachers ask my family to come to school activities. (2.28 / 53.42% respond I'm Not Sure / I Don't Agree)
- My principal and teachers ask me what I think about school. (2.31 / 50% respond I'm Not Sure / I Don't Agree)

Parent:

- All of my child's teachers keep me informed regularly of how my child is being graded. (4.59 / 8.77% respond Neutral / Disagree / Strongly Disagree)

Areas receiving the lowest level of satisfaction or approval (based on Dixon 2018 AdvancED Parent Surveys):

- Parent:
- Our school communicates effectively about the school's goals and activities. (3.93 / 31.11% respond Neutral / Disagree / Strongly Disagree)
 - Our school provides opportunities for stakeholders to be involved in the school. (3.93 / 37.78% respond Neutral / Disagree / Strongly Disagree)
 - All of my child's teachers meet his/her learning needs by individualizing instruction. (4.1 / 19.04% respond Neutral / Disagree / Strongly Disagree)

What are the implications for these stakeholder perceptions?

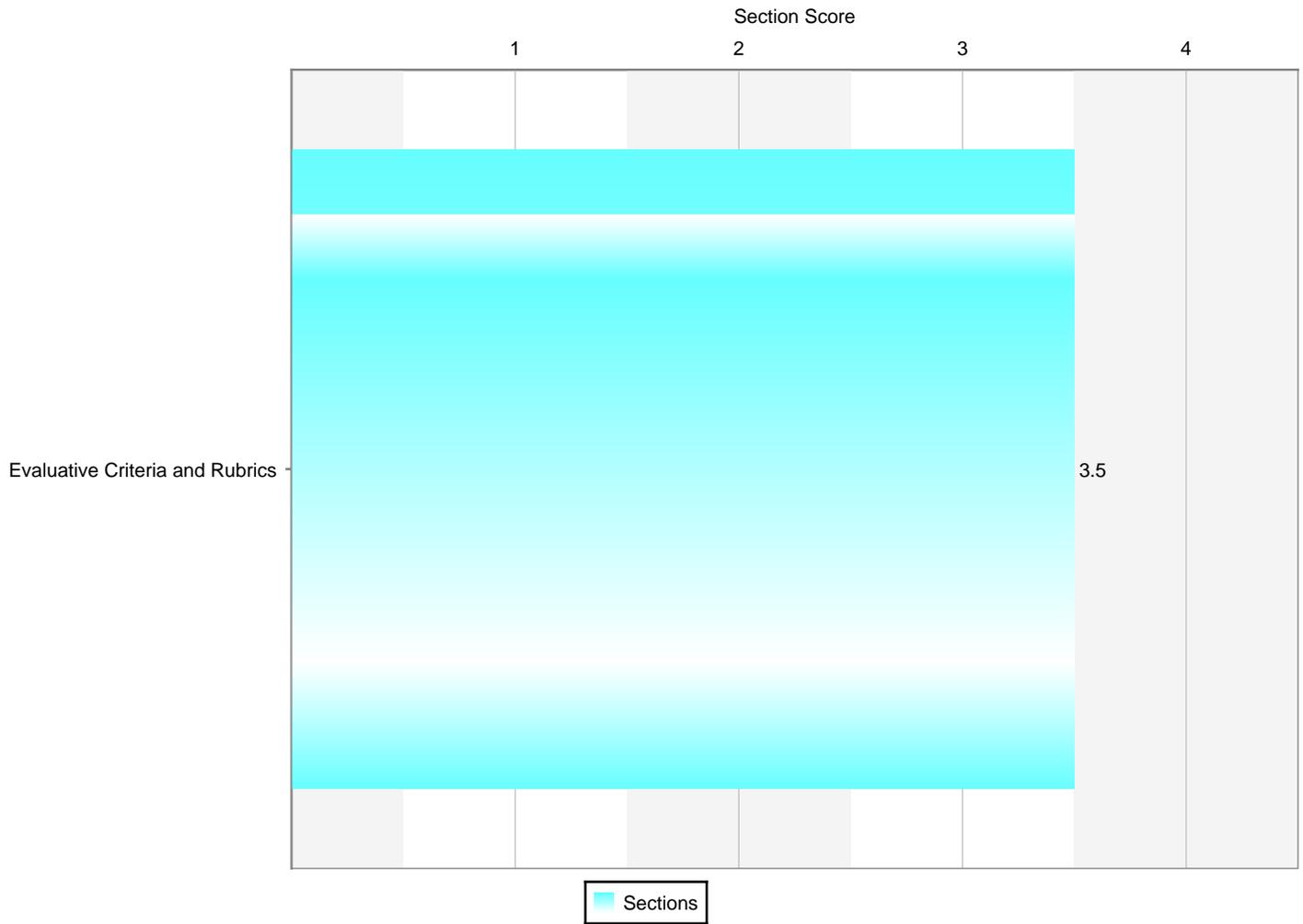
Student responses reflect a need to increase parental involvement activities and a need to increase opportunities to express their feelings and ideas about school. Parent surveys indicate a need for improvement in communicating what is being taught and how their child is graded, as well as a need to increase opportunities to be involved and better communication regarding school goals and activities. Parents also responded that they would like teachers to be more effective at meeting their child's learning needs by individualizing instruction. Teacher responses reflect a need to incorporate more opportunities for peer coaching and mentoring opportunities for new teachers. School leadership teams will utilize this information to address needs and make improvement plans.

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

All findings are supported with data from current and past AdvancED surveys.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

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Introduction

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

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

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 and representatives from all grade levels and departments. Three parent representatives and one community stakeholder also volunteered to serve on the committee. Team members collected the following data for analysis: Scantron Performance Series, EQT, RTI Reports, STAR reports, DIBELS reports, I-Now reports, Educate Alabama evaluations, and technology programs data, survey 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.

What were the results of the comprehensive needs assessment?

According to Spring 2018 Scantron Performance Series data, notable performance (areas of strength) are as follows:

MATH: ABOVE AVERAGE performance in 1st grade - 14%, 2nd grade - 22%, 3rd grade - 16%, 4th grade - 17%, 5th grade - 14%

READING FOUNDATION: ABOVE AVERAGE performance in 1st grade - 17%, 2nd grade - 30%

READING: ABOVE AVERAGE performance in 3rd grade - 13%, 4th grade - 18%, 5th grade - 17%

Student growth trends based on 2018 Scantron data show that the following percentage of students per grade level scored in the "Met Annual Target" category per subject area:

READING FOUNDATION:

1st grade - 39%

2nd grade - 59%

READING:

3rd grade - 34%

4th grade - 59%

5th grade - 62%

MATH:

1st grade - 35%

2nd grade - 35%

3rd grade - 41%

4th grade - 63%

5th grade - 42%

Accountability grades 3-5 cumulative data show that the following percentage of students scored in the "Met Annual Target" category per subject area:

READING - 52%

MATH - 50%

SY 2018-2019

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Comparing achievement in Reading as measured by the EQT (4th quarter 2018 - 71% proficient school-wide and 70% for accountability grades) to achievement on the Scantron Spring 2018, results indicate a schoolwide gap in the measurement of reading achievement as EQT scores show grades 3-5 proficiency significantly higher than Scantron at 44% school-wide and 41% for accountability grades. However, comparing Spring 2018 Scantron to Spring 2017 ACT Aspire, our proficiency in Reading improved to 41%-Scantron AA/AH from 35%-ACT Aspire Readiness.

Comparing achievement in Math as measured by the EQT (4th quarter 2018 - 79% proficient school-wide and 74% for accountability grades) to achievement on the Scantron Spring 2018, results indicate a school-wide gap in the measurement of math achievement as EQT scores show grades 3-5 proficiency significantly higher than Scantron at 33% school-wide and 42% for accountability grades.

However, comparing Spring 2018 Scantron to Spring 2017 ACT Aspire, our proficiency in Math improved slightly to 42%-Scantron AA/AH from 41%-ACT Aspire Readiness.

Comparing achievement in Science as measured by the EQT (4th quarter 2018/5th grade - 84% proficient) to achievement on the ACT Aspire 2017, results indicate a schoolwide gap in the measurement of science achievement as EQT scores show 5th grade proficiency significantly higher than ACT Aspire at 42% Readiness.

According to Spring 2018 Scantron Performance Series data, notable performance (areas in need of improvement) by content area is as follows:

MATH: BELOW AVERAGE performance in Kindergarten - 28%, 1st grade - 23%, 2nd grade - 37%, 3rd grade - 46%, 4th grade - 27%, 5th grade - 21%

READING FOUNDATION: BELOW AVERAGE performance in Kindergarten - 43%, 1st grade - 32%, 2nd grade - 20%

READING: BELOW AVERAGE performance in 3rd grade - 33%, 4th grade - 22%, 5th grade - 25%

DIBELS: Results from the Spring 2018 DIBELS screening show that 75% or more of the students in grades K-2 did not score in the Benchmark Core category for the Spring screening indicator for each grade.

DIBELS: Comparing Benchmark proficiency from the beginning of the year in Kindergarten, the percentage of students at-risk grew from 69% in 2017-2018 to 84% in 2018-2019. From the 2017-2018 end-of-year DIBELS screening to the 2018-2019 beginning of the year screening the number of students scoring in the Core proficiency category decreased for rising kindergarten students from 25% to 19%, and for rising 1st grade students from 16% to 13%.

DIBELS: results for the fall 2018 screening show benchmark proficiency scores in the Core category as follows:

Kindergarten - 16% FSF

1st Grade - 16% WWR

2nd Grade - 13% ORF

EQT strengths 2017-2018:

Kindergarten and 1st grade performance in Math at or above 92% proficient each quarter.

Kindergarten performance in Reading at or above 85% proficient each quarter.

EQT weaknesses 2017-2018:

Second, Third, Fourth and Fifth grade performance in Reading below 75% proficient each quarter.

Third grade performance in Math below 75% proficient 3 out of 4 quarters.

EQT: 2017-2018 % of students proficient per grade that showed a negative trend in achievement from 1st to 4th quarter as follows:

READING: Kindergarten (from 95% to 85%), 1st (from 94% to 76%), 2nd (from 61% to 58%) and 5th (69% to 67%)

MATH: 2nd (from 77% to 65%), 3rd (from 67% to 65%), 4th (82% to 81%)

Scantron Performance Series READING results for the Fall 2018 indicate areas in need of improvement as follows:

3rd Grade:

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- Fiction - The learner will compare and contrast the themes, settings, and plots of third grade fictional.
- Long Passage - The learner will explain how character's actions contribute to the sequence of events.
- Vocabulary - The learner will distinguish shades of meaning among related words that describe states of...

4th Grade:

- Fiction - The learner will compare and contrast the point of view from different poems
- Fiction - The learner will determine the theme of a poem from details in the poem
- Long passage - The learner will determine the main idea of a fourth grade long nonfiction passage

5th Grade:

- Fiction - The learner will summarize a fifth grade poem
- Fiction - The learner will determine a theme of a fifth grade poem from details in the poem
- Fiction - The learner will explain how a series of chapters, scenes, or stanzas fits together to provide...

Scantron Performance Series Math results for the Fall 2018 indicate areas in need of improvement as follows:

3rd Grade:

- Algebra - The learner will determine the missing factors in a multiplication sentence
- Algebra - The learner will use equations with equal groups representing division of measurement
- Algebra - The learner will use equations and arrays representing division to solve word problems

4th Grade:

- Data Analysis - The learner will display a data set of fractions on a line plot
- Data Analysis - The learner will use a line plot to subtract fractions
- Data Analysis - The learner will use a line plot to add fractions

5th Grade:

- Algebra - The learner will identify the expression to be used in solving a word problem.
- Algebra - The learner will interpret the product $(a/b) \times q$ as the result of a sequence of operations
- Algebra - The learner will identify the relationship between corresponding terms.

Scantron Performance Series Science results for the Fall 2018 indicate areas in need of improvement as follows:

5th Grade:

- Earth Science - learner will describe and graph the amounts and percentages of water and fresh water in various...
- Life Science - learner will describe the movement of matter among plants, animals, decomposers, and the ...
- Physical Science - learner will use measurement or graphs to provide evidence that matter is conserved when mixing...
- Physical Science - learner will graph quantities to prove that matter is conserved when heating

READING:

- Scantron Performance Series Fall 2018 - school-wide proficiency at 36% (3rd-42%, 4th-33%, 5th-33%)
- DIBELS 2018 Fall screening indicate high percentages of students scoring in the Intensive category at every grade level K-2

MATH:

- Scantron Performance Series Fall 2018 - school-wide proficiency at 34% (3rd-35%, 4th-24%, 5th-42%)

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, Writing, and Math. 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 accountability and accomplishment, and have relationships and strategies 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.

Focus Strategies to improve Reading academic performance:

- Use above grade level text for instruction when modeling guided practice
- Daily independent reading time with accountability (AR with goal setting/monitoring/incentives)
- Use of Scantron Suggested Learning Objectives for whole/small group/ intervention
- Tier III Interventions (Retired Teacher Tutors / ARI Coach Support / Extended Day Program)
- Scantron goals displayed with motivation / incentives for effort / achievement

Focus Strategies to improve Math academic performance:

- Use of Scantron Suggested Learning Objectives for whole/small group/ intervention, including Tier III intervention with retired teacher tutor for grades 3-5
- Math fact fluency strategies / practice daily
- Professional development with AMSTI resource teachers
- Implementing the Go Math! program
- Scantron goals displayed with motivation / incentives for effort / achievement

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 leadership principles, including goal setting and monitoring with reflective feedback and plans of action will facilitate the development of responsibility and leadership capacity within each student, providing accountability, intrinsic motivation and successful life practices to help students succeed now and in their future.

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 effective interventions,

embedding leadership strategies and habits and building stakeholder relationships with an emphasis on parent engagement. The strategies and habits learned through these initiatives 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 knowledge, 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, reflection, and recognition,
- 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.

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.

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
- Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP)

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

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

Goal 1:

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:

18% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 52% in the Spring 2018 to 70% in the Spring 2019 in Reading by 05/24/2019 as measured by Scantron Performance Series.

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 - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain student writing folders in accordance with the MCPSS portfolio requirements specified for each grade level.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, ELA Professional Learning Team members, classroom teachers, Special Education and Resource teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate more specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/06/2018	05/24/2019	\$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® across the curriculum (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	Regular and Special Education teachers, Resource and Support teachers, Administrators

Strategy2:

Direct Explicit Instruction - During the cycle of instruction, teachers will utilize Wonders in whole group and small groups daily following the MCPSS instructional guides in planning and implementation of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level formative assessments in Reading including EQTs, DIBELS (K-2), Wonders scheduled assessments, STAR Reading and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST interventions to all students in need of additional support.	Professional Learning Tutoring Academic Support Program	08/06/2018	05/24/2019	\$0 - 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	08/06/2018	05/24/2019	\$0 - State Funds	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Measurable Objective 2:

55% of English Learners students will demonstrate a proficiency to achieve Interim Progress (IP) in Achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by ACCESS for ELL state mandated assessment..

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the 55% of students making gains on the ACCESS for ELLs state assessment, per the the ALSDE Chart for Interim Progress by ensuring all ELs are receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

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

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Dixon Elementary School

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 to strengthen professional knowledge of EL policy and strategies and implement appropriate accommodations to support EL students during Tier I instructional content delivery throughout the year to make content comprehensible for EL students and facilitate learner success in the content areas.	Professional Learning Direct Instruction Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	content teachers, administrators, EL staff

Measurable Objective 3:

70% of Fifth grade students will increase student growth by increasing the grade level academic achievement in Science by 05/24/2019 as measured by at least 70% of students scoring in the Met Annual Target category on the Spring 2019 Scantron Performance Series .

Strategy1:

5E Instructional Model - Teachers will use the 5E Instructional Model to teach all science concepts during science instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Activity - AMSTI Science Investigations within 5E	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. The investigations will encompass all 5E Model stages of sequence for teaching and learning.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Activity - Close Reading Strategies	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 close reading activities that incorporate essential scientific vocabulary and comprehension connected to inquiry-based learning experiences in science.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Measurable Objective 4:

20% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 50% in Spring 2018 to 70% in the Spring 2019 in Mathematics by 05/24/2019 as measured by the Scantron Performance Series.

Strategy1:

Conceptual to Application Instruction in Math - Teachers in grades K-5 will use interactive, hands-on strategies, including visuals, manipulatives, and technology integration to teach all students mathematics concepts during daily instruction to foster a deeper conceptual understanding and move to application of math concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

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	08/06/2018	05/24/2019	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Activity - MCPSS Instructional Planning Guides for Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the alignment of math instruction with the MCPSS Instructional Planning Guides, resources, and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity checks.	Professional Learning Direct Instruction Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Grade-level lead mathematics teachers, instructional coaches, and administrators, 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	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Math Professional Learning Team, Administrators, General and Special Education teachers

Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level formative assessments in Math including EQTs, MCPSS required fluency drills, and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST to all students in need of additional support.	Professional Learning Academic Support Program Tutoring	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, classroom teachers, Sp. Ed. and resource teachers

Activity - Go Math! Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the Go Math! program into math instruction to deepen students' math reasoning, understanding, and problem solving skills as students share, expand, and clarify their own mathematical thinking and demonstrate proof of understanding.	Academic Support Program Direct Instruction Technology Professional Learning	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, Teachers

Measurable Objective 5:

100% of All Students will demonstrate a behavior to individually and collaboratively use digital tools in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/24/2019 as measured by increased use of online resources and digital tools based on usage reports and digital products.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama's Plan 2020

Activity - Digital Production Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will participate in Digital Production Support classes to learn to use a variety of digital tools and resources to create digital products to communicate their learning.	Technology	08/06/2018	05/24/2019	\$0 - State Funds	Administrators, Teachers

Activity - Web-based Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of online programs (Nearpod, STRIDE, Discovery Education, ConnectEd, ThinkCentral, Accelerated Reader) for practice and assessment in reading, math, and science to increase proficiency in grade level standards and demonstrate use of technology skills and applications.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, Technology Professional Learning Team, and classroom teachers

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to develop professional learning through mentoring partnerships by 05/24/2019 as measured by professional collaboration documentation (sign-in sheets, meeting notes, observations).

Strategy1:

Teacher Mentoring - Effective, experienced teachers will be selected / volunteer to serve as mentors to new teachers. New teacher mentees SY 2018-2019

will work with mentors to develop effective professional / instructional practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: The Impact of Mentoring on Teacher Retention: What the Research Says

Richard Ingersoll and Jeffrey M. Kralik, February 2004

Activity - Alabama Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher mentors and mentees will participate in the training and collaboration as outlined in the guidelines of the Alabama Mentoring Program, including online mentoring training.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teacher mentors and mentees

Measurable Objective 2:

collaborate to improve assessment design and instructional practice by 05/24/2019 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Formative Assessment Data for Instructional Decision-Making - Teachers will collaborate in data meetings and grade level planning meetings to design assessments and use data from formative assessments to provide specific and timely feedback and to make strategic grade level instructional decisions and plans targeted to meet the needs of all 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 formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/06/2018	05/24/2019	\$0 - State Funds \$0 - 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 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	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support Teachers

Measurable Objective 3:

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 05/24/2019 as measured by technology surveys.

Strategy1:

Technology Professional Development - Teachers will collaborate to provide, 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 learning needs within the school.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	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 05/24/2019 as measured by technology inventory reports and 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 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences and grade level portable laptop labs.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds \$0 - Title I Schoolwide	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	08/06/2018	05/24/2019	\$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 maintain or increase attendance from 95% in 2017-2018 to at least 95% or greater in 2018-2019 by 05/24/2019 as measured by average daily attendance reports.

Strategy1:

Attendance Program - Faculty, staff and students will analyze and track attendance data to maintain or increase the attendance rate and decrease the number of students with 15 or more absences from 61 students in 2017-2018.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Guidance and Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will receive guidance and counseling services as outlined in the MCPSS Guidance Program.	Other - Overall Student Well-being Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$54807 - State Funds	Counselor

Activity - Parent Engagement and Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership habits and principles, including goal setting, monitoring progress, and recognizing achievements will be integrated into all aspects of school life, including attendance, behavior, academics, and parent engagement events. Our scholars will utilize Leadership Notebooks for goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement recognitions and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding parental leadership and involvement opportunities offered at the school as well as their scholar's progress toward personal and school goals.	Other Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Dixon Leadership Team, Teachers

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative monthly PST meetings will be conducted to review and analyze attendance, behavior (Review360) and academic data and identify research-based interventions, including PBIS to implement with identified at-risk students.	Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, regular and Sp. Ed. teachers, support and resource teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in home to school (Kindergarten Bridges), grade to grade (Preschool/PreK to K, grade to grade in elementary, elementary to middle), and school to school (school orientation with Principal and/or Counselor and support staff) transition activities to become familiar with the school environments (campus, schedules, routines), programs (support, technology, resources), expectations (curriculum, grading, rules), opportunities (student and parent involvement, recognition), and faculty/staff members.	Behavioral Support Program Parent Involvement Academic Support Program	08/06/2018	05/24/2019	\$0 - District Funding	Administrators, regular and Special Education teachers, support and resource teachers

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

Goal 1:

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:

20% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 50% in Spring 2018 to 70% in the Spring 2019 in Mathematics by 05/24/2019 as measured by the Scantron Performance Series.

Strategy1:

Conceptual to Application Instruction in Math - Teachers in grades K-5 will use interactive, hands-on strategies, including visuals, manipulatives, and technology integration to teach all students mathematics concepts during daily instruction to foster a deeper conceptual understanding and move to application of math concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

ACIP

Dixon Elementary School

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	08/06/2018	05/24/2019	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level formative assessments in Math including EQTs, MCPSS required fluency drills, and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST to all students in need of additional support.	Professional Learning Academic Support Program Tutoring	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, classroom teachers, Sp. Ed. and resource teachers

Activity - Go Math! Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the Go Math! program into math instruction to deepen students' math reasoning, understanding, and problem solving skills as students share, expand, and clarify their own mathematical thinking and demonstrate proof of understanding.	Technology Academic Support Program Direct Instruction Professional Learning	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, Teachers

Activity - MCPSS Instructional Planning Guides for Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the alignment of math instruction with the MCPSS Instructional Planning Guides, resources, and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity checks.	Direct Instruction Academic Support Program Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Grade-level lead mathematics teachers, instructional coaches, and administrators, 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.	Direct Instruction Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Math Professional Learning Team, Administrators, General and Special Education teachers

Measurable Objective 2:

70% of Fifth grade students will increase student growth by increasing the grade level academic achievement in Science by 05/24/2019 as measured by at least 70% of students scoring in the Met Annual Target category on the Spring 2019 Scantron Performance Series .

Strategy1:

5E Instructional Model - Teachers will use the 5E Instructional Model to teach all science concepts during science instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Activity - Close Reading Strategies	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 close reading activities that incorporate essential scientific vocabulary and comprehension connected to inquiry-based learning experiences in science.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Activity - AMSTI Science Investigations within 5E	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. The investigations will encompass all 5E Model stages of sequence for teaching and learning.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Measurable Objective 3:

100% of All Students will demonstrate a behavior to individually and collaboratively use digital tools in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/24/2019 as measured by increased use of online resources and digital tools based on usage reports and digital products.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama's Plan 2020

Activity - Digital Production Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will participate in Digital Production Support classes to learn to use a variety of digital tools and resources to create digital products to communicate their learning.	Technology	08/06/2018	05/24/2019	\$0 - State Funds	Administrators, Teachers

Activity - Web-based Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of online programs (Nearpod, STRIDE, Discovery Education, ConnectEd, ThinkCentral, Accelerated Reader) for practice and assessment in reading, math, and science to increase proficiency in grade level standards and demonstrate use of technology skills and applications.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, Technology Professional Learning Team, and classroom teachers

Measurable Objective 4:

55% of English Learners students will demonstrate a proficiency to achieve Interim Progress (IP) in Achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by ACCESS for ELL state mandated assessment..

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the 55% of students making gains on the ACCESS for ELLs state assessment, per the the ALSDE Chart for Interim Progress by ensuring all ELs are receiving appropriate accommodations on activities and assessments 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 to strengthen professional knowledge of EL policy and strategies and implement appropriate accommodations to support EL students during Tier I instructional content delivery throughout the year to make content comprehensible for EL students and facilitate learner success in the content areas.	Professional Learning Direct Instruction Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	content teachers, administrators, EL staff

Measurable Objective 5:

18% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 52% in the Spring 2018 to 70% in the Spring 2019 in Reading by 05/24/2019 as measured by Scantron Performance Series.

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® across the curriculum (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	Regular and Special Education teachers, Resource and Support teachers, Administrators

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain student writing folders in accordance with the MCPSS portfolio requirements specified for each grade level.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, ELA Professional Learning Team members, classroom teachers, Special Education and Resource teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate more specific organizers to enhance writing instruction and the quality of student writing products.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Strategy2:

Direct Explicit Instruction - During the cycle of instruction, teachers will utilize Wonders in whole group and small groups daily following the MCPSS instructional guides in planning and implementation of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-based Best Practices

Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level formative assessments in Reading including EQTs, DIBELS (K-2), Wonders scheduled assessments, STAR Reading and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST interventions to all students in need of additional support.	Academic Support Program Professional Learning Tutoring	08/06/2018	05/24/2019	\$0 - 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	08/06/2018	05/24/2019	\$0 - State Funds	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

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 05/24/2019 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Formative Assessment Data for Instructional Decision-Making - Teachers will collaborate in data meetings and grade level planning meetings to design assessments and use data from formative assessments to provide specific and timely feedback and to make strategic grade level instructional decisions and plans targeted to meet the needs of all 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 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	08/06/2018	05/24/2019	\$0 - 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 formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/06/2018	05/24/2019	\$0 - Title I Schoolwide \$0 - State Funds	Administrator; Regular, Special Education, Resource, and Support 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 05/24/2019 as measured by technology surveys.

Strategy1:

Technology Professional Development - Teachers will collaborate to provide, 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.

ACIP

Dixon Elementary School

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 learning needs within the school.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, General and Special Education teachers

Measurable Objective 3:

collaborate to develop professional learning through mentoring partnerships by 05/24/2019 as measured by professional collaboration documentation (sign-in sheets, meeting notes, observations).

Strategy1:

Teacher Mentoring - Effective, experienced teachers will be selected / volunteer to serve as mentors to new teachers. New teacher mentees will work with mentors to develop effective professional / instructional practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: The Impact of Mentoring on Teacher Retention: What the Research Says

Richard Ingersoll and Jeffrey M. Kralik, February 2004

Activity - Alabama Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher mentors and mentees will participate in the training and collaboration as outlined in the guidelines of the Alabama Mentoring Program, including online mentoring training.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teacher mentors and mentees

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 05/24/2019 as measured by technology inventory reports and 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

ACIP

Dixon Elementary School

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have increased access to Internet connected computers through computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences and grade level portable laptop labs.	Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide \$0 - State Funds	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	08/06/2018	05/24/2019	\$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 maintain or increase attendance from 95% in 2017-2018 to at least 95% or greater in 2018-2019 by 05/24/2019 as measured by average daily attendance reports.

Strategy1:

Attendance Program - Faculty, staff and students will analyze and track attendance data to maintain or increase the attendance rate and decrease the number of students with 15 or more absences from 61 students in 2017-2018.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative monthly PST meetings will be conducted to review and analyze attendance, behavior (Review360) and academic data and identify research-based interventions, including PBIS to implement with identified at-risk students.	Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, regular and Sp. Ed. teachers, support and resource teachers

Activity - Guidance and Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will receive guidance and counseling services as outlined in the MCPSS Guidance Program.	Other - Overall Student Well-being Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	\$54807 - State Funds	Counselor

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in home to school (Kindergarten Bridges), grade to grade (Preschool/PreK to K, grade to grade in elementary, elementary to middle), and school to school (school orientation with Principal and/or Counselor and support staff) transition activities to become familiar with the school environments (campus, schedules, routines), programs (support, technology, resources), expectations (curriculum, grading, rules), opportunities (student and parent involvement, recognition), and faculty/staff members.	Behavioral Support Program Parent Involvement Academic Support Program	08/06/2018	05/24/2019	\$0 - District Funding	Administrators, regular and Special Education teachers, support and resource teachers

Activity - Parent Engagement and Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership habits and principles, including goal setting, monitoring progress, and recognizing achievements will be integrated into all aspects of school life, including attendance, behavior, academics, and parent engagement events. Our scholars will utilize Leadership Notebooks for goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement recognitions and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding parental leadership and involvement opportunities offered at the school as well as their scholar's progress toward personal and school goals.	Other Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Dixon Leadership Team, Teachers

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

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

Goal 1:

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:

18% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 52% in the Spring 2018 to 70% in the Spring 2019 in Reading by 05/24/2019 as measured by Scantron Performance Series.

Strategy1:

Direct Explicit Instruction - During the cycle of instruction, teachers will utilize Wonders in whole group and small groups daily following the MCPSS instructional guides in planning and implementation of CCRS standards.

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	08/06/2018	05/24/2019	\$0 - State Funds	All K-5 teachers, Sp. Ed., resource and support teachers, Reading Instructional Specialist

Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level formative assessments in Reading including EQTs, DIBELS (K-2), Wonders scheduled assessments, STAR Reading and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST interventions to all students in need of additional support.	Tutoring Academic Support Program Professional Learning	08/06/2018	05/24/2019	\$0 - 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 Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain student writing folders in accordance with the MCPSS portfolio requirements specified for each grade level.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, ELA Professional Learning Team members, classroom teachers, Special Education and Resource teachers

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® across the curriculum (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to develop high quality student writing skills.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds	Regular and Special Education teachers, Resource and Support teachers, Administrators

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	08/06/2018	05/24/2019	\$0 - No Funding Required	ELA Professional Learning Team, Regular and Special Education Teachers, Resource and Support teachers, Administrator

Measurable Objective 2:

100% of All Students will demonstrate a behavior to individually and collaboratively use digital tools in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/24/2019 as measured by increased use of online resources and digital tools based on usage reports and digital products.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama's Plan 2020

Activity - Web-based Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a variety of online programs (Nearpod, STRIDE, Discovery Education, ConnectEd, ThinkCentral, Accelerated Reader) for practice and assessment in reading, math, and science to increase proficiency in grade level standards and demonstrate use of technology skills and applications.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, Technology Professional Learning Team, and classroom teachers

Activity - Digital Production Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will participate in Digital Production Support classes to learn to use a variety of digital tools and resources to create digital products to communicate their learning.	Technology	08/06/2018	05/24/2019	\$0 - State Funds	Administrators, Teachers

Measurable Objective 3:

70% of Fifth grade students will increase student growth by increasing the grade level academic achievement in Science by 05/24/2019 as measured by at least 70% of students scoring in the Met Annual Target category on the Spring 2019 Scantron Performance Series .

Strategy1:

5E Instructional Model - Teachers will use the 5E Instructional Model to teach all science concepts during science instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Activity - Close Reading Strategies	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 close reading activities that incorporate essential scientific vocabulary and comprehension connected to inquiry-based learning experiences in science.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Activity - AMSTI Science Investigations within 5E	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. The investigations will encompass all 5E Model stages of sequence for teaching and learning.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Regular and Special Education teachers, Resource and Support teachers, Administrators

Measurable Objective 4:

20% of Third, Fourth and Fifth grade students will increase student growth in the Met Annual Target category from 50% in Spring 2018 to 70% in the Spring 2019 in Mathematics by 05/24/2019 as measured by the Scantron Performance Series.

Strategy1:

Conceptual to Application Instruction in Math - Teachers in grades K-5 will use interactive, hands-on strategies, including visuals, manipulatives, and technology integration to teach all students mathematics concepts during daily instruction to foster a deeper conceptual understanding and move to application of math concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI, OGAP

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	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Math Professional Learning Team, Administrators, General and Special Education teachers

Activity - Go Math! Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the Go Math! program into math instruction to deepen students' math reasoning, understanding, and problem solving skills as students share, expand, and clarify their own mathematical thinking and demonstrate proof of understanding.	Technology Professional Learning Direct Instruction Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, 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	08/06/2018	05/24/2019	\$0 - No Funding Required	all K-5 teachers, Sp. Ed., resource and support teachers

Activity - MCPSS Instructional Planning Guides for Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the alignment of math instruction with the MCPSS Instructional Planning Guides, resources, and instructional strategies through walk-throughs, grade-level data meetings, and program fidelity checks.	Professional Learning Academic Support Program Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	Grade-level lead mathematics teachers, instructional coaches, and administrators, teachers

Activity - Data Analysis for Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take grade level formative assessments in Math including EQTs, MCPSS required fluency drills, and Scantron Performance Series. The results will be used to provide targeted intervention, which may include small group intervention, extended day tutoring and/or PST to all students in need of additional support.	Professional Learning Academic Support Program Tutoring	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, classroom teachers, Sp. Ed. and resource teachers

Measurable Objective 5:

55% of English Learners students will demonstrate a proficiency to achieve Interim Progress (IP) in Achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by ACCESS for ELL state mandated assessment..

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the 55% of students making gains on the ACCESS for ELLs state assessment, per the the ALSDE Chart for Interim Progress by ensuring all ELs are receiving appropriate accommodations on activities and assessments 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 to strengthen professional knowledge of EL policy and strategies and implement appropriate accommodations to support EL students during Tier I instructional content delivery throughout the year to make content comprehensible for EL students and facilitate learner success in the content areas.	Academic Support Program Direct Instruction Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	content teachers, administrators, EL staff

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 05/24/2019 as measured by evidence collected through analysis of data and observations.

Strategy1:

Using Formative Assessment Data for Instructional Decision-Making - Teachers will collaborate in data meetings and grade level planning meetings to design assessments and use data from formative assessments to provide specific and timely feedback and to make strategic grade level instructional decisions and plans targeted to meet the needs of all 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 formative assessment data) in order to increase professional knowledge, instructional and assessment practice, and student achievement.	Professional Learning	08/06/2018	05/24/2019	\$0 - Title I Schoolwide \$0 - State Funds	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 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	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrator; Regular, Special Education, Resource, and Support 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 05/24/2019 as measured by technology surveys.

Strategy1:

Technology Professional Development - Teachers will collaborate to provide, 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 learning needs within the school.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Technology Support Teacher, Technology PLT, General and Special Education teachers

Measurable Objective 3:

collaborate to develop professional learning through mentoring partnerships by 05/24/2019 as measured by professional collaboration documentation (sign-in sheets, meeting notes, observations).

Strategy1:

Teacher Mentoring - Effective, experienced teachers will be selected / volunteer to serve as mentors to new teachers. New teacher mentees will work with mentors to develop effective professional / instructional practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: The Impact of Mentoring on Teacher Retention: What the Research Says
Richard Ingersoll and Jeffrey M. Kralik, February 2004

Activity - Alabama Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher mentors and mentees will participate in the training and collaboration as outlined in the guidelines of the Alabama Mentoring Program, including online mentoring training.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teacher mentors and mentees

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 05/24/2019 as measured by technology inventory reports and 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 computer labs with multiple scheduled sessions per week, along with a Collaboration Lab for extended digital learning experiences and grade level portable laptop labs.	Academic Support Program	08/06/2018	05/24/2019	\$0 - State Funds \$0 - Title I Schoolwide	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	08/06/2018	05/24/2019	\$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 maintain or increase attendance from 95% in 2017-2018 to at least 95% or greater in 2018-2019 by 05/24/2019 as measured by average daily attendance reports.

Strategy1:

Attendance Program - Faculty, staff and students will analyze and track attendance data to maintain or increase the attendance rate and decrease the number of students with 15 or more absences from 61 students in 2017-2018.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

ACIP

Dixon Elementary School

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative monthly PST meetings will be conducted to review and analyze attendance, behavior (Review360) and academic data and identify research-based interventions, including PBIS to implement with identified at-risk students.	Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, regular and Sp. Ed. teachers, support and resource teachers

Activity - Guidance and Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will receive guidance and counseling services as outlined in the MCPSS Guidance Program.	Behavioral Support Program Academic Support Program Other - Overall Student Well-being	08/06/2018	05/24/2019	\$54807 - State Funds	Counselor

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in home to school (Kindergarten Bridges), grade to grade (Preschool/PreK to K, grade to grade in elementary, elementary to middle), and school to school (school orientation with Principal and/or Counselor and support staff) transition activities to become familiar with the school environments (campus, schedules, routines), programs (support, technology, resources), expectations (curriculum, grading, rules), opportunities (student and parent involvement, recognition), and faculty/staff members.	Parent Involvement Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$0 - District Funding	Administrators, regular and Special Education teachers, support and resource teachers

Activity - Parent Engagement and Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership habits and principles, including goal setting, monitoring progress, and recognizing achievements will be integrated into all aspects of school life, including attendance, behavior, academics, and parent engagement events. Our scholars will utilize Leadership Notebooks for goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement recognitions and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding parental leadership and involvement opportunities offered at the school as well as their scholar's progress toward personal and school goals.	Other Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Dixon Leadership Team, Teachers

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:

55% of English Learners students will demonstrate a proficiency to achieve Interim Progress (IP) in Achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by ACCESS for ELL state mandated assessment..

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the 55% of students making gains on the ACCESS for ELLs state assessment, per the the ALSDE Chart for Interim Progress by ensuring all ELs are receiving appropriate accommodations on activities and assessments 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 to strengthen professional knowledge of EL policy and strategies and implement appropriate accommodations to support EL students during Tier I instructional content delivery throughout the year to make content comprehensible for EL students and facilitate learner success in the content areas.	Professional Learning Direct Instruction Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	content teachers, administrators, EL staff

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

We have district provided bilingual interpreters and translators and we utilize TransACT translation library when needed.

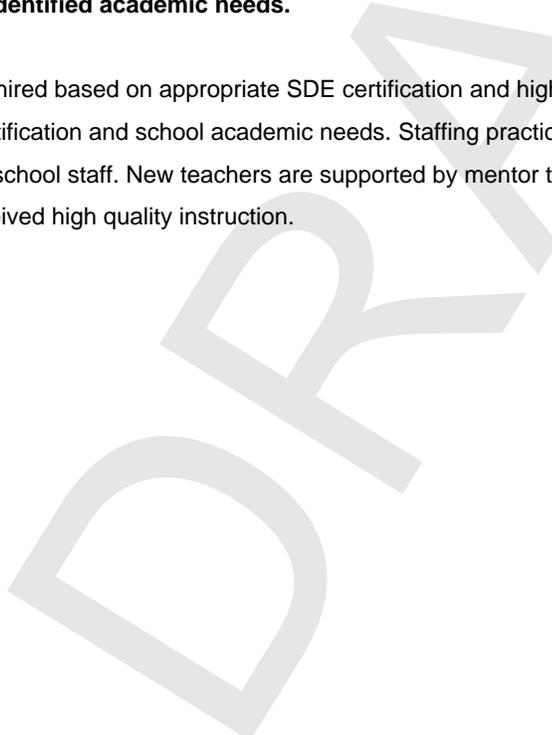
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

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

Describe how staffing decision ensure that highly 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 high quality instruction.



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

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

1 out of 32 - 3%

Additionally we had 4 teachers move to new grade levels/positions, 1 teacher is new to the school and is a first-year teacher, new to the district.

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

The 2018-2019 teaching staff (32) is composed of teachers with experience as follows:

First year - 1 (3%)

2-5 years - 9 (28%)

6-10 years - 4 (13%)

11-20 years - 8 (25%)

over 20 years - 10 (31%)

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

Mentor teachers, grade-level collaboration, job-embedded professional development, involvement in a Professional Learning Team, Action Committees and ASSIST CIP Leadership Team are school initiatives in place to address this issue.

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

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

Professional collaboration through Grade Level Teams, Professional Learning Teams, the Problem Solving Team, and the ASSIST CIP Leadership Team review and analyze academic, attendance, behavior and survey data to identify learning needs of students and staff. Technology instructional PD and support, and teacher mentoring will provide high-quality, effective, research-based professional development to support improving instruction and student achievement goals, objectives, strategies, and activities outlined in the school-wide plan. Professional development facilitated by resource specialists to improve instructional programs (AMSTI, technology integration, assessment, reading, writing and math strategies/programs) will also support effective implementation of the school-wide plan.

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

The principal, teachers, paraprofessionals, and other staff participate in professional collaboration through Grade Level Teams, Professional Learning Teams, the Problem Solving Team, and the ASSIST CIP Leadership Team.

Technology instructional PD and support, teacher mentoring and professional development facilitated by content resource specialists to improve instructional programs (AMSTI / science, technology integration, assessment, reading, writing and math strategies/programs, etc.) are offered as outlined in the school-wide plan.

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 is 1 teacher new to Dixon, with no 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.

Describe how all 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 Leadership Team and teacher mentoring. Each group has a lead teacher, facilitator, or specialist to ensure effective continuous improvement. PLCIA

forms and meeting documentation reflects and communicates progress toward team goals.

DRAFT

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

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

Goal 1:

Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that will maintain or increase attendance from 95% in 2017-2018 to at least 95% or greater in 2018-2019 by 05/24/2019 as measured by average daily attendance reports.

Strategy1:

Attendance Program - Faculty, staff and students will analyze and track attendance data to maintain or increase the attendance rate and decrease the number of students with 15 or more absences from 61 students in 2017-2018.

Category: Develop/Implement Student and School Culture Program

Research Cited: Warner Center for Professional Development and Education Reform, 2011

Research Literature Review: conducted by Judith Fonzi and Kathleen Ritchie

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative monthly PST meetings will be conducted to review and analyze attendance, behavior (Review360) and academic data and identify research-based interventions, including PBIS to implement with identified at-risk students.	Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Administrators, regular and Sp. Ed. teachers, support and resource teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in home to school (Kindergarten Bridges), grade to grade (Preschool/PreK to K, grade to grade in elementary, elementary to middle), and school to school (school orientation with Principal and/or Counselor and support staff) transition activities to become familiar with the school environments (campus, schedules, routines), programs (support, technology, resources), expectations (curriculum, grading, rules), opportunities (student and parent involvement, recognition), and faculty/staff members.	Academic Support Program Behavioral Support Program Parent Involvement	08/06/2018	05/24/2019	\$0 - District Funding	Administrators, regular and Special Education teachers, support and resource teachers

ACIP

Dixon Elementary School

Activity - Parent Engagement and Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership habits and principles, including goal setting, monitoring progress, and recognizing achievements will be integrated into all aspects of school life, including attendance, behavior, academics, and parent engagement events. Our scholars will utilize Leadership Notebooks for goal setting, personal data collection, scholar-led progress monitoring and results analysis, achievement recognitions and leadership self-reflection. This documentation will be organized in binders and used to communicate with parents regarding parental leadership and involvement opportunities offered at the school as well as their scholar's progress toward personal and school goals.	Academic Support Program Behavioral Support Program Other	08/06/2018	05/24/2019	\$0 - Title I Schoolwide	Dixon Leadership Team, Teachers

Activity - Guidance and Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will receive guidance and counseling services as outlined in the MCPSS Guidance Program.	Academic Support Program Other - Overall Student Well-being Behavioral Support Program	08/06/2018	05/24/2019	\$54807 - State Funds	Counselor

DRAFT

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

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

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 and intervention 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.

DRAFT

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

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

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.

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.

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 based data alignment, which includes grades, STAR, DIBELS, Scantron Performance Series data, and other pertinent data, 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.

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.

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

N/A

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

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

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 guidance counselor and 4 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 3 part-time retired teacher tutors and a part-time parent organizer. 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.

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

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

-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 (Sec.1114(b)(3)):

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, professional learning plans and observations, surveys and student formative and summative evaluation data.

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, STAR, Scantron Performance Series, EQT, 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.

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.

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.

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.4

Provide the number of classroom teachers.

29.4

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1477019.0

Total

1,477,019.00

DRAFT

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	81332.0

Total

81,332.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

0.00

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

Total

0.00

DRAFT

Counselor

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

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	28089.0

Total

28,089.00

DRAFT

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56852.0

Total

56,852.00

DRAFT

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

DRAFT

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

DRAFT

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10470.0

Total

10,470.00

DRAFT

Professional Development

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5871.0

Total

5,871.00

DRAFT

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

DRAFT

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	18709.0

Total

18,709.00

DRAFT

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3355.0

Total

3,355.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	92145.93

Provide a brief explanation and breakdown of expenses.

- \$33000.00 - retired teacher tutors for intervention in reading and math
- \$15000.00 - stipends for teachers providing instruction in extended day program for intervention
- \$16552.00 - materials for implementing Go Math! program
- \$3000.00 - stipends for teachers attending professional development
- \$3000.00 - substitutes for teachers attending professional development
- \$9500.00 - parent organizer
- \$3390.00 - computers
- \$2963.93 - instructional equipment
- \$5250.00 - copier lease/copies
- \$490.00 - postage for parent communications

DRAFT

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	6630.0

Provide a brief explanation and a breakdown of expenses.

\$3850.00 - consultant for professional development

\$2780.00 - registration fees for professional development

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	132110.0

Provide a brief explanation and breakdown of expenses.

\$45121.00 - teacher
\$40648.00 - aide
\$250.00 - stipend PIE Liaison
\$28800.00 - health insurance
\$10675.00 - retirement
\$5334.00 - Social Security
\$1248.00 - Medicare
\$34.00 - Unemployment

DRAFT

Parent and Family Engagement

DRAFT

Introduction

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

DRAFT

Parent and Family Engagement

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

During the first 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. All meeting presentations and documents will also be posted on the Dixon website. Feedback and response information will also be posted on the Dixon website. 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
- LEA Title I Plan
- LEA Parent and Family Engagement Policy
- Dixon Parent and Family Engagement Policy
- Title I Program and participation, requirements, services, and parents' rights
- Parent Engagement section of the Continuous Improvement Plan (overview and distribution)
- 1% set-aside: Dixon received a total of \$2145.93 for Title I Parenting allocation for this year.
- School Compacts
- Parent Surveys
- Dixon Parent Advisory Committee
- MCPSS District Parent Advisory Committee

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

1. The leadership and staff of Dixon Elementary School have a strong belief in the importance of parent and family engagement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children, as well as other parent meetings throughout the school year will be offered at varying times to include morning and evening sessions. Parent meeting presentations and information will be accessible on the Dixon website and meetings/events may be streamed live in other formats, such as Facebook Live, or on the Dixon website live broadcast link. 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 three 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 Parent and Family Engagement 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 Parent and

Family Engagement Plan, is reviewed and evaluated quarterly. Results of all parent surveys regarding our CIP including Parent and Family Engagement, the Title I Program, and school culture, climate, and operations are reviewed by the parent representatives and entire CIP Committee in determining needed changes for continued improvement.

3. Dixon Elementary School uses its parental involvement funds (FY19 Dixon Parenting Allocation \$2,145.93) as follows: to fund a part-time parent organizer, materials and supplies for parenting resources, to purchase materials and supplies needed to conduct parenting workshops, parent and family engagement events (including leadership / decision-making opportunities), effective communications between school to home (including postage), as well as materials to encourage family involvement with curriculum-related issues (including test prep / practice materials).

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

At 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 Parent and Family Engagement 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.

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

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.

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

In April/May 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 three 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.

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

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

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

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 academic content standards, academic achievement goals and standards, and grade level assessments. In addition, an explanation will be given regarding Title I, what materials, services and training 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, learn about individual assessments and what their role will be in helping their child to succeed, as well as learn about how they can provide input regarding how the school could better enable them to get involved and help their children be successful in school. This information will be used to plan parenting events for the school year.

In planning parenting events, 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, during scheduled meetings/events, and available on the school website. 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.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and

coordinate parent programs, and build ties between parents and the school. (Describe)

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.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Dixon coordinates its parent involvement program for all parents, ensuring that all activities are aligned with our CIP goals. We presently have 27 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 16 Migrant students have parents who are actively involved. We have a Migrant recruiter who reviews family data to determine eligibility for Migrant resource services (6 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.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

At the present time, Dixon has 27 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.

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

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

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, dance team, cheerleaders, and ambassadors, as well as art education opportunities. Parents are invited to attend celebrations and performances throughout the year.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Dixon Elementary School, to the extent practicable, provides opportunities for the participation of parents and family members with limited English proficiency and parents and family members with disabilities. At the present time, Dixon has 27 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 assists in communicating with these parents and family members as needed/requested. At this time, Dixon has 16 Migrant students and 6 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 and family members with disabilities, including home visits and online information/communication when/if accessible/needed. Dixon is a handicapped-accessible building.