

2016-2017 GES ACIP

Greensboro Elementary School

Hale County Board of Education

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Overview

Plan Name

2016-2017 GES ACIP

Plan Description

GES ACIP 2016-2017

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	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Technology usage will be integrated into daily instruction to promote active student engagement, which will be observed and measured by the Effective Learning Environments Observation Tool (eleot) and/or student surveys.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$500
3	Increase the number of students scoring at proficiency levels in reading as measured by grade level specific state assessments.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$105953
4	Increase the number of students scoring at proficiency levels in math as measured by grade level state assessments.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$36285
5	Increase the percentage of overall scores on Part A and B of the ACCESS for ELL students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure that all students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools by 05/23/2014 as measured by Inventory report and Transform 2020 Plan -strategies and narrative. by 09/30/2016 as measured by the assessability of tools and equipment in the classrooms..

Strategy 1:

Service - Work to provide services at no cost to the district, such as non E-Rate eligible services, base level internet services, connectivity, speed, email, and webhosting. Collect, analyze, and report aggregate infrastructure data for schools and district, while continuing to support access through Alabama Supercomputer. Category:

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Greensboro Elementary School Technology Team will continue to collaborate with the Hale County School System's Technology Team to address areas of needs and concerns as it relates to the infrastructure in the system (bandwidth, WAP, server upgrades and updates). 2. Greensboro Elementary School will continue to phase out antiquated workstations and laptops in order to meet the demands of 21st Century learning. The systems will be replaced with up-to-date systems that will meet the educational needs of students.	Technology	09/01/2013	12/22/2017	\$0	District Funding	All staff

Activity - Update Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Greensboro Elementary School will continue to phase out antiquated workstations and laptops in order to meet the demands of 21st Century learning. The systems will be replaced with up-to-date systems that will meet the educational needs of students.	Technology	09/01/2013	12/22/2017	\$0	Title I Schoolwide	Central Office and school administrators

Goal 2: Technology usage will be integrated into daily instruction to promote active student engagement, which will be observed and measured by the Effective Learning Environments Observation Tool (eleot) and/or student surveys.

Measurable Objective 1:

increase student growth by 5% from 31.25% to a minimum of 36.25.74% by 05/26/2017 as measured by comparing the fall and spring assessment results from the Effective Learning Environments Observation Tool (eleot) and/or student surveys.

Strategy 1:

Student Engagement - Students in grades 3-5 will be empowered through technology resources to support their individualized learning goals, enhance college and career readiness skills, and increase student engagement and participation during instructional opportunities. Students will be observed using technological tools to complete assignments, interact in classroom activities, and participate in online courses or activities throughout the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027

Activity - ELEOT TOOL PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained to effectively use the ELEOT tool to evaluate student engagement in the classroom.	Academic Support Program, Technology, Professional Learning	09/19/2016	11/18/2016	\$500	Title I Part A	Administrators and/or designee

Activity - Lesson Plan Review Overview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be trained to develop appropriate lesson plans that include technology strategies and activities during at least one period/block per day for a minimum of three days per week.	Technology, Professional Learning	09/19/2016	11/04/2016	\$0	No Funding Required	Teachers, Instructional Coaches, Administrators
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Activity - Lesson Plan Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Random teachers' lesson plans will be reviewed weekly to check for technology integration.	Other - Weekly Lesson Plan Reviews	10/01/2016	05/26/2017	\$0	No Funding Required	Teachers, Administrators

Activity - SAMR Model Overview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be introduced to the SAMR Model, which was designed to help educators infuse technology into teaching and learning.	Professional Learning, Direct Instruction	10/03/2016	12/02/2016	\$0	No Funding Required	Teachers, Instructional Coaches, Administrators

Activity - ELEOT TOOL OBSERVATIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELEOT TOOL will be used to measure and quantify active student engagement by taking a look at classroom technology usage expectations, feedback and learning support.	Academic Support Program, Technology, Direct Instruction	10/10/2016	05/26/2017	\$0	No Funding Required	Teachers, Administrators

Activity - Student Pre/Post Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will take a fall and spring survey to assess technology usage opportunities during instructional time.	Academic Support Program, Technology	10/01/2016	05/26/2017	\$0	No Funding Required	Teachers, Instructional Coaches, Administrators, Paraprofessionals
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Goal 3: Increase the number of students scoring at proficiency levels in reading as measured by grade level specific state assessments.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Two or More Races students will demonstrate student proficiency (pass rate) by showing an increase in proficiency as compared to 2016 data in Reading by 05/23/2017 as measured by grade level specific state assessments.

Strategy 1:

Technology Based Instruction - Students will engage in differentiated, computer adaptive reading instruction in the computer lab five days per week using the Lexia Core 5 program.

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

Research Cited: Macaruso, P., & Rodman, A. (2011). Efficacy of computer-assisted instruction for the development of early literacy skills in young children. Reading Psychology, 32, 172–196

Powell, A., Watson, J., Staley, P., Patrick, S., Horn, M., Fetzer, L., ... Verma, S. (2015). Blended learning: The evolution of online and face-to-face education from 2008-2015. Promising practices in online learning. Vienna, VA: International Association for K–12 Online Learning.

Activity - Computer Adaptive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will engage in computer adaptive reading instruction in the computer lab five days per week using the Lexia Core 5 reading program.	Academic Support Program	10/17/2016	05/18/2017	\$24900	Title I Part A	Melinda Austin - Lead Technology Teacher Sue Lathum - Contracted Computer Lab Support Aide Terrance Spencer - Technology Coordinator/C hair
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Strategy 2:

Small Group Intervention - Classroom teachers and/or part-time instructional aides will provide targeted small group reading support to students using Lexia Core 5 data or other research based instruction (such as Saxon Phonics).

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

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practicguides/>.

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group reading intervention for Tier 2 and Tier 3 students	Academic Support Program	10/17/2016	05/18/2017	\$44768	Title I Part A	Classroom Teachers, Robin Lee - RC, Amy Vest - RC, Vickie Woods - Contracted reading interventionist , part-time para-professionals

Strategy 3:

Professional Development - Teachers and part-time paraprofessionals will be engaged in professional development activities in order to better inform instructional decisions for small group intervention and/or classroom instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Linda Darling-Hammond, Recognizing and Developing Effective Teaching:

What Policy Makers Should Know and Do, Policy Brief (American Association of Colleges for Teacher Education, May 2010), 2.

American Federation of Teachers, Council of Chief State School Officers,

National Education Association, and National Staff Development Council,

Advancing High-Quality Professional Development through Collective Bargaining

and State Policy: An Initial Review and Recommendations to Support Student

Learning (National Staff Development Council, 2010).

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, reading coaches and part-time para-professionals will engage in professional development activities and lesson planning/preparation to assist them in meeting the needs of Tier 2 and Tier 3 students in small group instruction and/or whole group instruction.	Academic Support Program	10/17/2016	05/18/2017	\$14077	Title I Part A	Robin Lee - Reading Coach, Amy Vest - Reading Coach

Strategy 4:

Monitor Progress - Teachers will assess student progress using program materials, select reading materials, and STAR Reading. Teachers will analyze data to inform instruction.

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

Research Cited: Fuchs, L. S., Deno, S., & Mirkin, P. (1984). Effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning. American Educational Research Journal, 21, 449–460.

Activity - Monitor Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will assess student progress using program materials, select reading materials, and STAR Reading. Teachers will analyze data to inform instruction.	Academic Support Program	10/17/2016	05/18/2017	\$22208	Title I Part A	Classroom teachers, Reading Coaches
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Goal 4: Increase the number of students scoring at proficiency levels in math as measured by grade level state assessments.

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Two or More Races students will demonstrate student proficiency (pass rate) by showing an increase in proficiency as compared to 2016 data in Mathematics by 05/18/2017 as measured by grade level specific assessments.

Strategy 1:

Professional Development - Teachers will engage in professional development activities in order to better utilize math resources to assist students in mastering math concepts.

Category: Develop/Implement Professional Learning and Support

Research Cited: Common Core State Standards Initiative. (2011). Key points in mathematics. Retrieved April 27, 2012 from <http://www.corestandards.org/about-the-standards/key-points-in-mathematics>.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development activities and lesson planning/preparation to help them better understand and utilize program components to assist students in mastering math concepts, and to inform instruction.	Academic Support Program, Professional Learning	10/17/2016	05/18/2017	\$11086	Title I Part A	Classroom teachers, Instructional Coaches, Principal

Strategy 2:

Computer Adaptive Instruction - Students will use Chrome books and other technology devices in the classroom for additional math practice.

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

Research Cited: Cheung, A. and Slavin, R. "The Effectiveness of Educational Technology Applications for Enhancing Mathematics

Achievement in K12 Classrooms: A MetaAnalysis." Best Evidence Encyclopedia, July 2011. http://www.bestevidence.org/word/tech_math_Apr_11_2012.pdf

Activity - Computer Adaptive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Chrome books or other technology devices in the classroom for additional math practice in order to increase proficiency.	Academic Support Program	10/17/2016	05/18/2017	\$2991	Title I Part A	Classroom teachers, Terrance Spencer - Technology Coordinator/C hair

Strategy 3:

Monitor Progress - Teachers will assess students using program materials, and STAR Math. Teachers will analyze and discuss student data in order to inform instructional decisions.

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

Research Cited: Fuchs, L. S., Deno, S., & Mirkin, P. (1984). Effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning. American Educational Research Journal, 21, 449–460.

Activity - Monitor Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess student progress using program activities, assessment tools and STAR Math. Teachers will analyze data to inform instruction.	Academic Support Program	10/17/2016	05/18/2017	\$22208	Title I Part A	Classroom teachers

Goal 5: Increase the percentage of overall scores on Part A and B of the ACCESS for ELL students.

Measurable Objective 1:

increase student growth at a minimum of 0.5 by 05/25/2017 as measured by scores on the ACCESS Assessment..

Strategy 1:

Sheltered Instruction - SDAIE is Specifically Designed Academic Instruction in English and attention will be on academic instruction which has the four domains of language used in the teacher's lesson plans focusing on active engagement.

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

Research Cited: SDAIE

Activity - Monitoring Forms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use monitoring forms to monitor accommodations within the classroom for EL students.	Other - Walk-through	10/03/2016	05/25/2017	\$0	No Funding Required	Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend SAMUEL and regional EL meetings to learn and implement strategies within the classroom as well as school community.	Professional Learning	10/03/2016	05/25/2017	\$0	Title I Part A	Teachers, Counselors, Administrators

Activity - Technology Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Software programs will be used as extra assistance, remediation, practice, and enrichment to foster effective and appropriate learning opportunities.	Academic Support Program, Technology	10/03/2016	05/25/2017	\$0	Title I Part A	Students, Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Update Equipment	Greensboro Elementary School will continue to phase out antiquated workstations and laptops in order to meet the demands of 21st Century learning. The systems will be replaced with up-to-date systems that will meet the educational needs of students.	Technology	09/01/2013	12/22/2017	\$0	Central Office and school administrators
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers and administrators will attend SAMUEL and regional EL meetings to learn and implement strategies within the classroom as well as school community.	Professional Learning	10/03/2016	05/25/2017	\$0	Teachers, Counselors, Administrators
Computer Adaptive Instruction	Students will engage in computer adaptive reading instruction in the computer lab five days per week using the Lexia Core 5 reading program.	Academic Support Program	10/17/2016	05/18/2017	\$24900	Melinda Austin - Lead Technology Teacher Sue Latham - Contracted Computer Lab Support Aide Terrance Spencer - Technology Coordinator/Chair
Monitor Progress	Teachers will assess student progress using program activities, assessment tools and STAR Math. Teachers will analyze data to inform instruction.	Academic Support Program	10/17/2016	05/18/2017	\$22208	Classroom teachers
Professional Development	Teachers will engage in professional development activities and lesson planning/preparation to help them better understand and utilize program components to assist students in mastering math concepts, and to inform instruction.	Academic Support Program, Professional Learning	10/17/2016	05/18/2017	\$11086	Classroom teachers, Instructional Coaches, Principal

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Monitor Progress	Teachers will assess student progress using program materials, select reading materials, and STAR Reading. Teachers will analyze data to inform instruction.	Academic Support Program	10/17/2016	05/18/2017	\$22208	Classroom teachers, Reading Coaches
Technology Assistance	Software programs will be used as extra assistance, remediation, practice, and enrichment to foster effective and appropriate learning opportunities.	Academic Support Program, Technology	10/03/2016	05/25/2017	\$0	Students, Staff
Small Group Intervention	Small group reading intervention for Tier 2 and Tier 3 students	Academic Support Program	10/17/2016	05/18/2017	\$44768	Classroom Teachers, Robin Lee - RC, Amy Vest - RC, Vickie Woods - Contracted reading interventionist , part-time para-professionals
Computer Adaptive Instruction	Students will use Chrome books or other technology devices in the classroom for additional math practice in order to increase proficiency.	Academic Support Program	10/17/2016	05/18/2017	\$2991	Classroom teachers, Terrance Spencer - Technology Coordinator/C hair
ELEOT TOOL PD	Administrators will be trained to effectively use the ELEOT tool to evaluate student engagement in the classroom.	Academic Support Program, Technology, Professional Learning	09/19/2016	11/18/2016	\$500	Administrators and/or designee
Professional Development	Classroom teachers, reading coaches and part-time para-professionals will engage in professional development activities and lesson planning/preparation to assist them in meeting the needs of Tier 2 and Tier 3 students in small group instruction and/or whole group instruction.	Academic Support Program	10/17/2016	05/18/2017	\$14077	Robin Lee - Reading Coach, Amy Vest - Reading Coach
					Total	\$142738

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ELEOT TOOL OBSERVATIONS	The ELEOT TOOL will be used to measure and quantify active student engagement by taking a look at classroom technology usage expectations, feedback and learning support.	Academic Support Program, Technology, Direct Instruction	10/10/2016	05/26/2017	\$0	Teachers, Administrators
Monitoring Forms	Administrators will use monitoring forms to monitor accommodations within the classroom for EL students.	Other - Walk-through	10/03/2016	05/25/2017	\$0	Administrators
SAMR Model Overview	Teachers will be introduced to the SAMR Model, which was designed to help educators infuse technology into teaching and learning.	Professional Learning, Direct Instruction	10/03/2016	12/02/2016	\$0	Teachers, Instructional Coaches, Administrators
Lesson Plan Reviews	Random teachers' lesson plans will be reviewed weekly to check for technology integration.	Other - Weekly Lesson Plan Reviews	10/01/2016	05/26/2017	\$0	Teachers, Administrators
Student Pre/Post Survey	Students will take a fall and spring survey to assess technology usage opportunities during instructional time.	Academic Support Program, Technology	10/01/2016	05/26/2017	\$0	Teachers, Instructional Coaches, Administrators, Paraprofessionals
Lesson Plan Review Overview	Teachers will be trained to develop appropriate lesson plans that include technology strategies and activities during at least one period/block per day for a minimum of three days per week.	Technology, Professional Learning	09/19/2016	11/04/2016	\$0	Teachers, Instructional Coaches, Administrators
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Greensboro Elementary School Technology Team will continue to collaborate with the Hale County School System's Technology Team to address areas of needs and concerns as it relates to the infrastructure in the system (bandwidth, WAP, server upgrades and updates). 2. Greensboro Elementary School will continue to phase out antiquated workstations and laptops in order to meet the demands of 21st Century learning. The systems will be replaced with up-to-date systems that will meet the educational needs of students.	Technology	09/01/2013	12/22/2017	\$0	All staff
Total					\$0	