



# ACIP

## Tanner Elementary

Limestone County School District

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# Executive Summary

## Introduction

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

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

## Description of the School

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

Tanner Elementary School was established in August 2017 as a separate entity from Tanner High School with approximately 30 faculty and staff and a new mascot. We are now the Tanner Elementary Timbers. While we share the same campus, we are our own school with our own administration and teaching faculty. We serve approximately 353 students in grades Kindergarten - 5th grade along with a PreK unit as well. While we are our own school, we will continue to work closely with Tanner High School in an effort to best serve the Tanner community.

Tanner is located in the central, southern portion of Limestone County in North Alabama. The community lies in an unincorporated area that was established in the 19th century along the Louisville and Nashville railroad. Tanner is in close proximity to the Tennessee River and the county seat in Athens, Alabama. This small farming community has suffered from a high rate of poverty for many years.

Tanner Elementary's current population consists of 37% Hispanic, 22% African American, and 41% white and multiracial.



## 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.**

The school's mission is to develop a working partnership with parents and community to provide a safe, student-centered school which facilitates academic success, extracurricular opportunities, citizenship and character qualities that ensure students the foundation to achieve their goals. We recently adopted the motto "all belong, all learn, all empower to succeed."

## 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.**

The 2016-17 school year's fourth grade classes at Tanner Elementary had the highest Math scores in the county on the ACT ASpire. The teachers and students continue to work to improve DIBELS and Performance Series test scores. Many students saw improvements on their individual scores.

Tanner was identified as an Alabama Reading Initiative (ARI) Tier 2 school based on the 2015 ACT Aspire scores. 2016 scores showed gains and goals have been set to continue with more improvements in 2017.

Tanner Elementary is a recipient of the 21st Century grant. The primary focus of the grant is to help our children achieve academically, provide enrichment, and provide services to the families.

## Additional Information

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

Tanner has an active school leadership team that is strategically studying the data and standards to identify where instruction is weak and other factors influencing student learning in order to fill in those gaps. Our teachers are AMSTI and ARI trained where they collaborate and plan various learning opportunities for all types of student learners. We also offer courses in art, music, library, and gifted education. Teachers and students worked to improve DIBELS and ACT Aspire. Many students saw improvements on their individual scores.

In April of 2017 our fifth grade teachers and students went to Washington DC. In order to pay for this trip our teachers and students participated in various fundraisers. The Washington DC trip is scheduled in May of 2018 and our teachers and students are raising funds for this trip. Our 4th grade students and teachers are planning a trip to Montgomery in November or December 2017.

We welcome parental involvement we have had a "Back to School Bash" to meet our students and families. We have numerous meetings and activities to engage with our families.

# Improvement Plan Stakeholder Involvement

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

In the process of involving The Tanner Elementary stakeholders in the development of the 2017 - 2018 CIP, several methods were conducted. Parents and other community members were encouraged to complete the parent Title survey requesting feedback as well as an additional needs assessment survey created by the school guidance counselor. These surveys were placed on all of the school's social media outlets including FaceBook and Twitter as well as the school website ([www.tannerelementary.org](http://www.tannerelementary.org)). REMIND messages were also sent out stressing the importance of the surveys and requesting their completion. Stakeholders to participate in the development of the 2017-2018 CIP were selected in various ways. Parents who expressed interest during the registration process, at the parent Title meeting, or even in the car line were invited to participate. Stakeholders were informed of their roles via face-to-face conversations, phone calls, and emails. Meetings were scheduled mostly after school hours when stakeholders could attend. Finally, after the completion of the Title survey as well as the needs assessments, CIP committee members, including chosen stakeholders, analyzed the results to determine goals and needed plans of action.

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

The chosen stakeholders represent a variety of races and ethnicities. African American and Hispanic males and females are accounted for as well as Caucasians. Committee members also exemplify the educated white collar workforce as well as blue collar tradesmen and women. Stakeholders also have children in various grade levels from Kindergarten to 5th grade and many participate as volunteers in extracurricular activities of the school. Stakeholders' primary responsibility revolves around their valuable input into decisions about school strengths and weaknesses. They are asked to provide suggestions as to how the school can better meet the needs of not only the students but of the community as a whole. Finally, their responsibilities revolve primarily around just being honest and upfront and present at the meetings.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Again, the final improvement plan was shared via social media outlets (Facebook and Twitter) as well as on the school website. REMIND messages will be sent out making parents aware of the completion of the plan and that a paper copy will be sent home per their request. Finally, progress of the plan will be communicated in January 2018 and again in May 2018. Stakeholders will be notified of the culmination of goals, or lack thereof, and of any additionally identified needs that may come about. Stakeholders will also again be asked to share input as to how well they believe the CIP was completed. They will be encouraged to share suggestions, concerns, etc. at the end of the 2017-2018 academic year.



# Student Performance Diagnostic



## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Scantron Performances Series, ACT Aspire and DIBELS charts	Data Charts

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

According to our ACT Aspire results, our 4th grade had the highest math scores in our district scoring 69% proficient. Our 5th grade had the second highest math score in our district for math scoring 62% proficient.

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

We had an area of a positive trend in math on ACT Aspire for 3rd, 4th, and 5th grade.

3rd grade had the following percentile ranks scoring proficient:

2013/2014-37%

2014/2015-39%

2015/2016-53%

2016/2017-61%

4th grade had the following percentile ranks scoring proficient:

2013/2014-39%

2014/2015-43%

2015/2016-66%

2016/2017-69%.

5th grade had the following percentile ranks scoring proficient:

2014/2015-19%

2015/2016-42%

2016/2017-62%

### Which area(s) indicate the overall highest performance?

4th grade math-ACT Aspire-69% proficient

According to DIBELS data, 5th grade had 75% benchmark at the end of the 2016/2017 school year which was the highest percentage for our school.

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

3rd and 4th , and 5th grades in math on ACT Aspire

**Between which subgroups is the achievement gap closing?**

3rd, 4th , and 5th grades in math on ACT Aspire

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

ACT Aspire and Scantron Performance Series data shows the trend is consistent; however, the gains were not as significant on Performance Series as they were on the ACT Aspire.

## Areas in Need of Improvement

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

According to the 2014/2015 ACT Aspire results, our 3rd grade reading scores were below the state average resulting in a status of a Tier 2 school. The state average was 35%; however, Tanner's 3rd grade was 31% proficient. The goal for the end of the 2016/2017 school year was to increase by 10% to 41%; however, we were only able to improve to 38%.

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

According to DIBELS results over the last three years, our kindergarten has continued to decline on nonsense word fluency. The following scores were reported:

2014/2015-55% benchmark

2015/2016-53% benchmark

2016/2017-41% benchmark

### Which area(s) indicate the overall lowest performance?

According to Scantron Performance Series, 2nd grade had the lowest performance and decline on the math subtest from the beginning of the school year to the end. At the end of 1st grade, the same students were at 45% NPR. At the end of 2nd grade, they were at 28% NPR.

According to ACT Aspire, 29% of our 5th graders scored 29% proficient for reading.

DIBELS results indicate that our kindergarten only scored 41% benchmark for nonsense word fluency at the end of kindergarten.

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

Our kindergarten has shown a trend over the years. The following scores were reported:

2014/2015-55% benchmark

2015/2016-53% benchmark

2016/2017-41% benchmark.

### Between which subgroups is the achievement gap becoming greater?

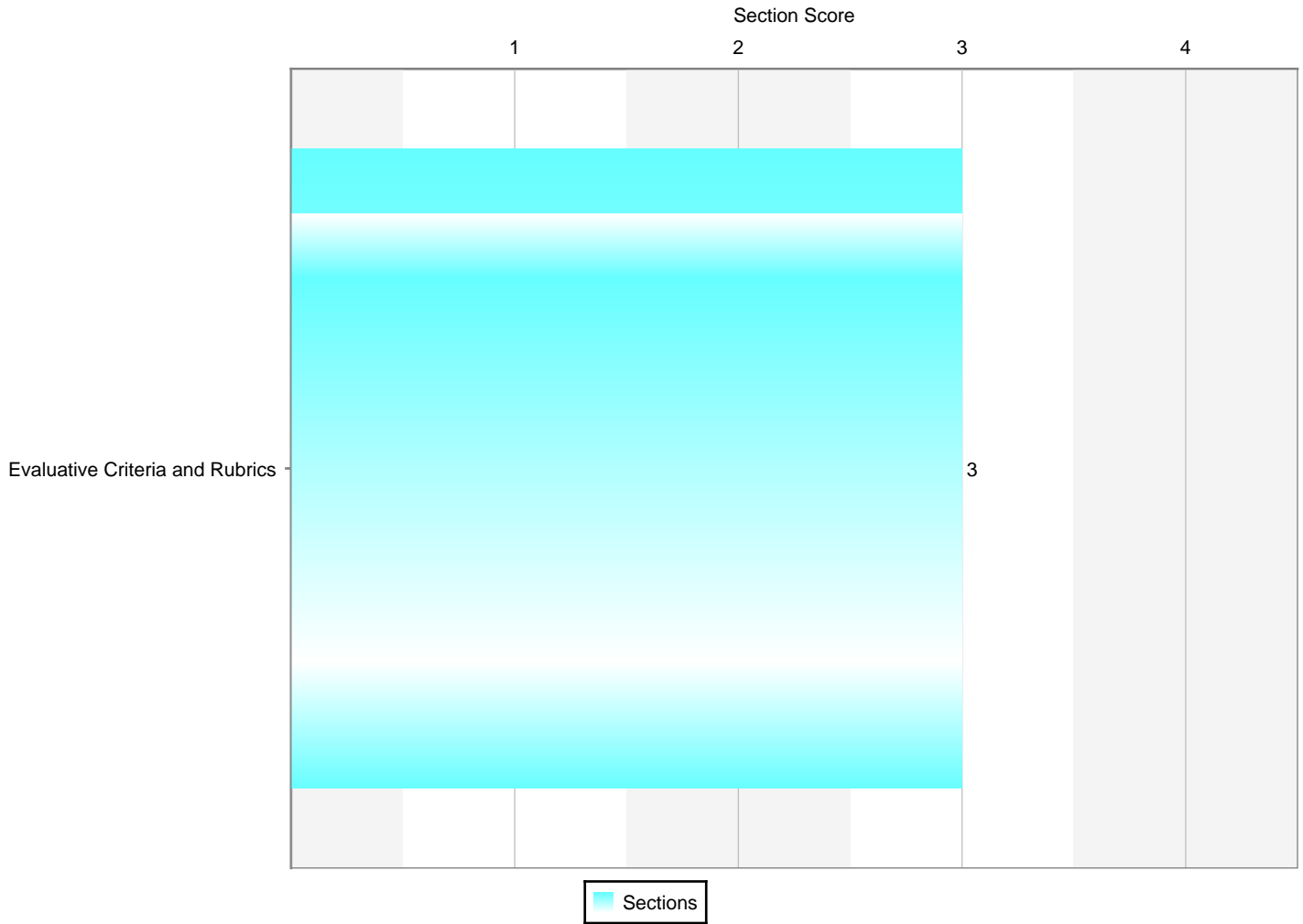
The achievement gap appears to be greater with Hispanic students in first grade reading; however, this may be indicative of a growing population of students in this subgroup.

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

The trends in first and second grade on the DIBELS reading assessment are consistent with what data is showing on 3rd grade ACT Aspire and Scantron Performance Series assessments.

## Report Summary

### Scores By Section





# 2017-2018 ACIP Assurances

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	All stakeholders were involved in the development of this plan.	Tanner 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	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist community resources for support.	Central Office Signature Page

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	Tommy Hunter Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	Tommy Hunter

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	LCS has a Parent and Family Engagement Plan and a district policy about Parent/Family Involvement (Policy 7.14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	TES Parent Family Engagement

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		School Parent Compact

# Plan for ACIP

## Overview

### Plan Name

Plan for ACIP

### Plan Description

Truancy

## 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	Reduce Truancy	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Increase Student Proficiency in the Core academic subject of Reading in grades K-5	Objectives: 2 Strategies: 6 Activities: 20	Academic	\$45389
3	Increase student proficiency in the core academic subject of Math in K-5	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$173401
4	Provide a system of learning supports that reduces the effects of barriers to student engagement which in turn negatively affect student achievement	Objectives: 3 Strategies: 3 Activities: 4	Academic	\$1582

## Goal 1: Reduce Truancy

### Measurable Objective 1:

collaborate to reduce truancy by 1% of the number of students who miss more than 7 unexcused days by 05/25/2018 as measured by comparing 2017-2018 attendance data to the 2016-2017 data..

### Strategy 1:

Attendance Monitoring/Intervention Plan - Attendance will be monitored for all students. The students who have more than three unexcused absences within the first thirty days of school, or more than ten unexcused absences in the previous school year will be monitored and assessed through the students' mentors.

Research Cited: Railsback, Jennifer. "Increasing Student Attendance: Strategies for Research and Practice," Northwest Regional Educational Laboratories, June 2004

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be tracked for students based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Policy and Process	09/01/2017	05/24/2018	\$0	No Funding Required	Administrators, teachers, SRO

Activity - Positive Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will implement programs to recognize and rewards students for positive actions. Category: Develop/Implement Student and School Culture Program Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining Activity - Attendance Tracking Activity Type Begin Date End Date Funding Amount & Source Staff Responsible Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Behavioral Support Program	09/04/2017	05/14/2018	\$0	No Funding Required	Administrators, Truancy officer, Teacher

### Strategy 2:

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

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



Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/18/2017	05/18/2018	\$0	No Funding Required	Administration, teachers

## Goal 2: Increase Student Proficiency in the Core academic subject of Reading in grades K-5

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency reaching benchmark on DIBELS in Reading by 05/18/2018 as measured by DIBELS assessment.

### Strategy 1:

Tier I- ARI explicit phonics lessons/new modules, multisensory strategies - Reading specialists will train all reading teachers in lesson study using the revised ARI modules

Activity - ARI Phonics Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach ARI explicit phonemic awareness and phonics lessons daily	Academic Support Program	09/04/2017	05/25/2018	\$189	Title I Schoolwide	Instructional coach and Teachers

Activity - Multi-sensory strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will train all reading teachers in lesson study using the revised ARI Modules.	Professional Learning	10/03/2017	05/25/2018	\$0	No Funding Required	Reading Specialist

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document explicit phonemic awareness and phonics instruction in lesson plans.	Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	Teachers

Activity - Morphology and Sight Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach morphology (Greek & Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	Teachers

Activity - District Reading Specialist Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District Reading Specialist will support administrators, reading specialist, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/01/2017	05/25/2018	\$0	District Funding	District Reading Specialist, administrator, reading specialist, classroom teachers
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Activity - Instructional Technology Facilitators Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Technology Facilitator will support administrators and district staff with technology integration software and strategies to increase reading achievement.	Academic Support Program	08/08/2017	05/25/2018	\$0	District Funding	Instructional Technology Facilitator, administrator, district staff

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation to Tanner Elementary School.	Academic Support Program	10/09/2017	05/25/2018	\$2000	Title I Schoolwide	Teachers

**Strategy 2:**

Tier II-Data Based Instruction - Tiered instruction taught daily, based on progress monitoring data

Activity - Tier II- Fluency Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will collaborate to identify the need for tiered instruction for each student based on data.	Direct Instruction, Professional Learning, Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	All faculty and staff

Activity - Tier II- Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	09/05/2017	05/25/2018	\$0	No Funding Required	Administrator

Activity - Tier II- Teacher Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	09/05/2017	05/25/2018	\$0	No Funding Required	Classroom Teachers

**Strategy 3:**

Tier III-Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Activity - Tier III- Intervention Specialists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	10/16/2017	05/04/2018	\$43200	Title I Schoolwide	Administrator s, Reading Specialists, Intervention Teachers, and Special Education Teachers

Activity - Tier III- Spire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/07/2017	05/25/2018	\$0	No Funding Required	Administrator, Intervention Specialist, Reading Specialist

Activity - Tier III- Sound Sensible	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	10/16/2017	05/04/2018	\$0	No Funding Required	Administrator, Reading Specialist, Intervention Specialists

**Measurable Objective 2:**

A 5% increase of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Spring assessment scores.

**Strategy 1:**

Tier I-Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate vocabulary through read-alouds, think-alouds, and all subjects	Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	All faculty members

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Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit instruction in comprehension strategies.	Direct Instruction	09/05/2017	05/25/2018	\$0	No Funding Required	All faculty

Activity - Scaffolding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolding for all students through modeling.	Direct Instruction	09/05/2017	05/25/2018	\$0	No Funding Required	All faculty and staff

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/05/2017	05/25/2018	\$0	No Funding Required	All faculty and staff

**Strategy 2:**

Tier II- Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Activity - Tier II- Build Background Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction to build background knowledge to understand specific texts.	Direct Instruction	09/05/2017	05/25/2018	\$0	No Funding Required	All faculty and staff

Activity - Tier II- Vocabulary Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide expanded opportunities to learn vocabulary through games, videos, or other activities.	Technology, Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	All faculty and staff

**Strategy 3:**

Tier III- Comprehension and Vocabulary - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Activity - Tier III- Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	Administrators, Intervention Specialists, and Reading Specialists

## Goal 3: Increase student proficiency in the core academic subject of Math in K-5

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/25/2018 as measured by Spring assessment scores.

### Strategy 1:

Implementation of Investigations Curriculum - Improve math proficiency through the implementation of Investigations in the classroom.

Activity - Investigations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize AMSTI curriculum and training.	Direct Instruction, Academic Support Program	09/05/2017	05/25/2018	\$0	District Funding	All faculty and staff
Activity - Class size reduction units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three additional teachers will be hired to teach Kindergarten, 1st and 3rd grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2017	05/25/2018	\$173401	Title I Schoolwide	Administration
Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum.	Academic Support Program	08/01/2017	05/25/2018	\$0	District Funding	Administrator s, K-5 math teachers, special education teachers

### Strategy 2:

Teacher Content Knowledge - District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.

Activity - Increase Teacher Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Tanner Elementary

District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Professional Learning	09/05/2017	05/25/2018	\$0	No Funding Required	District Math Specialists, Classroom Teachers, Administrator, and Reading Specialist
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**Strategy 3:**

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

Tier 2- Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3- Students receive individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and prevention of more severe problems

Activity - Lesson Plan Documentaion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support math goals.	Technology	09/05/2017	05/25/2018	\$0	Title I Schoolwide	Teachers and administrators and tech facilitator

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/05/2017	05/04/2018	\$0	No Funding Required	Administrator, intervention teacher, classroom teacher

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development sessions will be held to revise the current process for identifying students in need of intervention and writing implementing the plan of intervention. The PST team will provide turn around training to the faculty and staff.	Parent Involvement, Professional Learning, Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	Administrator s, counselors, teachers

## Goal 4: Provide a system of learning supports that reduces the effects of barriers to student engagement which in turn negatively affect student achievement

### Measurable Objective 1:

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Reading by 05/25/2018 as measured by Attendance at parent meetings.

### Strategy 1:

Parental Involvement - Provide training to parents on how best to help students of all ages.

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tanner Elementary will develop a parent involvement meetings in order to provide opportunities and support to increase student achievement.	Parent Involvement	09/18/2017	05/11/2018	\$0	Title I Schoolwide	Faculty and Staff members

Activity - Resource Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials are available to be checked out from the parental involvement resource room at our school.	Parent Involvement	10/16/2017	05/25/2018	\$1582	Title I Schoolwide	Faculty and staff members

### Measurable Objective 2:

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Mathematics by 05/11/2018 as measured by Attendance at parent meetings.

### Strategy 1:

Parent Meetings - Tanner Elementary will develop a parent involvement plan in order to provide opportunities and support for our parents to increase students achievement.

**ACIP**

Tanner Elementary

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2017	05/11/2018	\$0	Title I Schoolwide	Faculty and staff

**Measurable Objective 3:**

A 5% increase of All Students will increase student growth reducing the effects of barriers to student achievement in Reading by 05/25/2018 as measured by scantron performance series test.

**Strategy 1:**

Nutritious Meal - The child nutrition program provides a nutritious breakfast daily.

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be served breakfast in their classroom upon arrival at school every morning.	Other - Nutrition	08/14/2017	05/25/2018	\$0	Other	Child Nutrition Staff and teachers



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graphic Organizer	Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/05/2017	05/25/2018	\$0	All faculty and staff
Lesson Plan Documentation	Teachers will document explicit phonemic awareness and phonics instruction in lesson plans.	Academic Support Program	09/05/2017	05/25/2018	\$0	Teachers
Interactive Read Alouds	Teachers will incorporate vocabulary through read-alouds, think-alouds, and all subjects	Academic Support Program	09/05/2017	05/25/2018	\$0	All faculty members
Monthly Data Meetings	Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	09/05/2017	05/25/2018	\$0	Administrators, teachers
Tier III- Spire	Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/07/2017	05/25/2018	\$0	Administrator, Intervention Specialist, Reading Specialist
Morphology and Sight Words	Teach morphology (Greek & Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	09/05/2017	05/25/2018	\$0	Teachers
Problem Solving Team	Professional development sessions will be held to revise the current process for identifying students in need of intervention and writing implementing the plan of intervention. The PST team will provide turn around training to the faculty and staff.	Parent Involvement, Professional Learning, Academic Support Program	09/05/2017	05/25/2018	\$0	Administrators, counselors, teachers

**ACIP**

Tanner Elementary

Positive Reinforcement	Schools will implement programs to recognize and rewards students for positive actions. Category: Develop/Implement Student and School Culture Program Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining Activity - Attendance Tracking Activity Type Begin Date End Date Funding Amount & Source Staff Responsible Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Behavioral Support Program	09/04/2017	05/14/2018	\$0	Administrators, Truancy officer, Teacher
Tier III- Sound Sensible	Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	10/16/2017	05/04/2018	\$0	Administrator, Reading Specialist, Intervention Specialists
Tier II- Teacher Documentation	Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	09/05/2017	05/25/2018	\$0	Classroom Teachers
Tier II- Build Background Knowledge	Teachers will provide direct instruction to build background knowledge to understand specific texts.	Direct Instruction	09/05/2017	05/25/2018	\$0	All faculty and staff
Scaffolding	Teachers will provide scaffolding for all students through modeling.	Direct Instruction	09/05/2017	05/25/2018	\$0	All faculty and staff
Increase Teacher Content Knowledge	District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Professional Learning	09/05/2017	05/25/2018	\$0	District Math Specialists, Classroom Teachers, Administrator, and Reading Specialist
Collaboration among intervention teacher and classroom teachers	Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/05/2017	05/04/2018	\$0	Administrator, intervention teacher, classroom teacher
Multi-sensory strategies	Reading Specialist will train all reading teachers in lesson study using the revised ARI Modules.	Professional Learning	10/03/2017	05/25/2018	\$0	Reading Specialist
Attendance Tracking	Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/18/2017	05/18/2018	\$0	Administration, teachers
Explicit Instruction	Teachers will provide explicit instruction in comprehension strategies.	Direct Instruction	09/05/2017	05/25/2018	\$0	All faculty
Tier III- Rewards	Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/05/2017	05/25/2018	\$0	Administrators, Intervention Specialists, and Reading Specialists

**ACIP**

Tanner Elementary

Tier II- Master Schedule	Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	09/05/2017	05/25/2018	\$0	Administrator
Tier II- Fluency Instruction	Faculty will collaborate to identify the need for tiered instruction for each student based on data.	Direct Instruction, Professional Learning, Academic Support Program	09/05/2017	05/25/2018	\$0	All faculty and staff
Attendance Tracking	Attendance will be tracked for students based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Policy and Process	09/01/2017	05/24/2018	\$0	Administrators, teachers, SRO
Tier II- Vocabulary Expansion	Teachers will provide expanded opportunities to learn vocabulary through games, videos, or other activities.	Technology, Academic Support Program	09/05/2017	05/25/2018	\$0	All faculty and staff
Lesson Plan Documentaion	Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2017	05/25/2018	\$0	Administrators and teachers
<b>Total</b>					<b>\$0</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Teacher Training	All K-8 math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum.	Academic Support Program	08/01/2017	05/25/2018	\$0	Administrators, K-5 math teachers, special education teachers
District Reading Specialist Support	District Reading Specialist will support administrators, reading specialist, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/01/2017	05/25/2018	\$0	District Reading Specialist, administrator, reading specialist, classroom teachers
Instructional Technology Facilitators Support	Instructional Technology Facilitator will support administrators and district staff with technology integration software and strategies to increase reading achievement.	Academic Support Program	08/08/2017	05/25/2018	\$0	Instructional Technology Facilitator, administrator, district staff

**ACIP**

Tanner Elementary

Investigations	All teachers will utilize AMSTI curriculum and training.	Direct Instruction, Academic Support Program	09/05/2017	05/25/2018	\$0	All faculty and staff
<b>Total</b>					\$0	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Breakfast in the Classroom	Students will be served breakfast in their classroom upon arrival at school every morning.	Other - Nutrition	08/14/2017	05/25/2018	\$0	Child Nutrition Staff and teachers
<b>Total</b>					\$0	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Meetings	Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2017	05/11/2018	\$0	Faculty and staff
Tier III- Intervention Specialists	Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	10/16/2017	05/04/2018	\$43200	Administrators, Reading Specialists, Intervention Teachers, and Special Education Teachers
Technology Integration	Technology will be utilized to engage students in a variety of learning activities to support math goals.	Technology	09/05/2017	05/25/2018	\$0	Teachers and administrators and tech facilitator
Kindergarten Camp	Kindergarten camp will be provided for all Kindergarten students as an orientation to Tanner Elementary School.	Academic Support Program	10/09/2017	05/25/2018	\$2000	Teachers
Resource Room	Materials are available to be checked out from the parental involvement resource room at our school.	Parent Involvement	10/16/2017	05/25/2018	\$1582	Faculty and staff members
Class size reduction units	Three additional teachers will be hired to teach Kindergarten, 1st and 3rd grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2017	05/25/2018	\$173401	Administration
Parent Meetings	Tanner Elementary will develop a parent involvement meetings in order to provide opportunities and support to increase student achievement.	Parent Involvement	09/18/2017	05/11/2018	\$0	Faculty and Staff members

**ACIP**

Tanner Elementary

ARI Phonics Lessons	Teach ARI explicit phonemic awareness and phonics lessons daily	Academic Support Program	09/04/2017	05/25/2018	\$189	Instructional coach and Teachers
					<b>Total</b>	\$220372

# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		stakeholder



## Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

## Areas of Notable Achievement

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

Students, parents and faculty members feel safe while at school. Most students feel the connections between what is being taught and how it could apply to real life.

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

Due to being a new school we did not have any data to compare to in order to find a trend.

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

The majority of all stakeholders feel safe when at school.

## Areas in Need of Improvement

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

One of the overall lowest level of satisfaction is the teachers do not ask family members to come to school activities.

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

Due to being a new school we do not have data to compare to in order to show a trend.

**What are the implications for these stakeholder perceptions?**

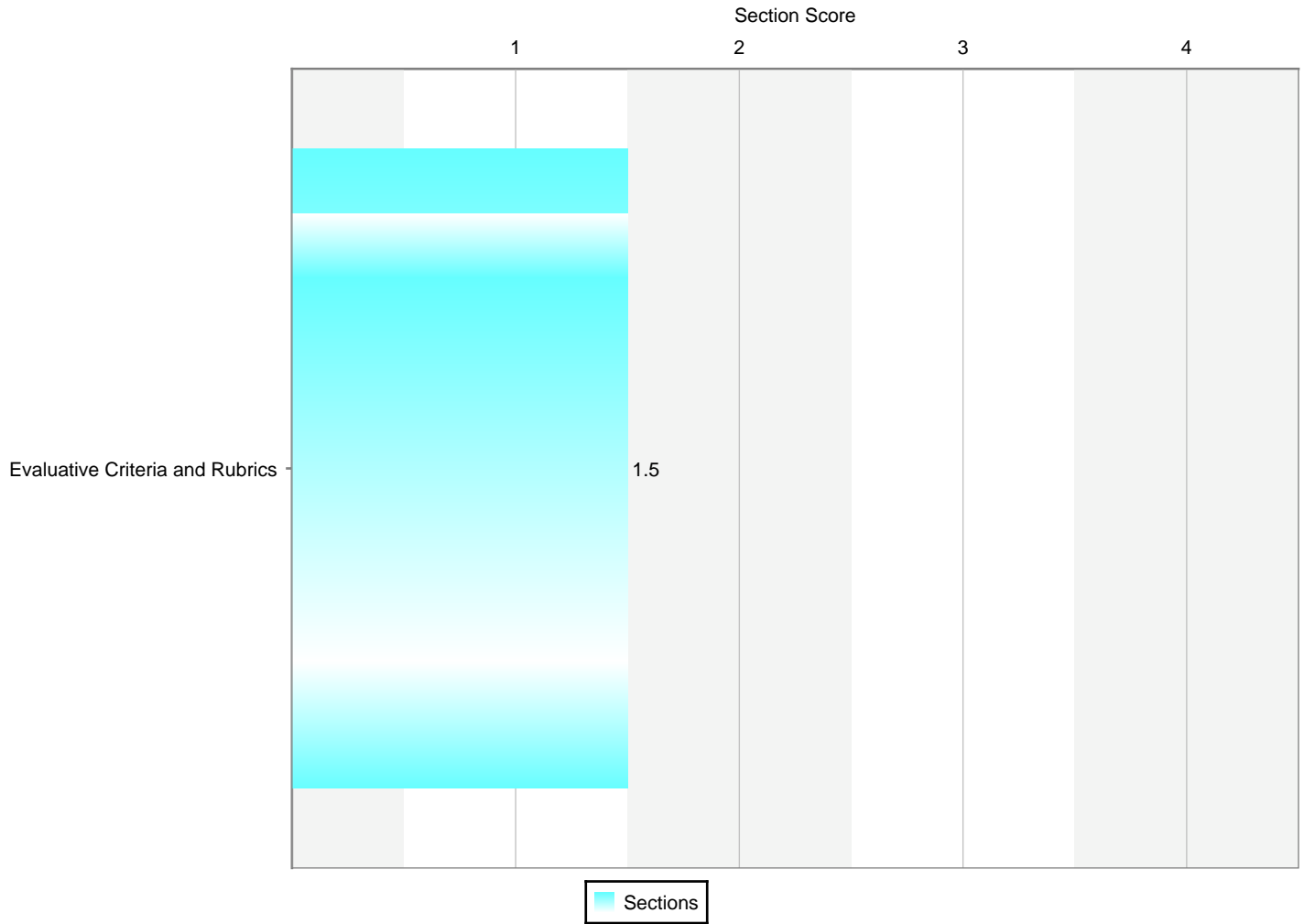
Tanner Elementary School needs to invite family members to come to school activities more often.

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

Students are happy and feel safe at school.

## Report Summary

### Scores By Section



# 2017-2018 Title I Schoolwide Diagnostic

## Introduction

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

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

### How was the comprehensive needs assessment conducted?

Data was reviewed from DIBELS, ACT ASPIRE, Scantron Performance Series, WIDA Access and attendance records. Information was also reviewed from the previous year's Problem Solving Team. Kindergarten through second grade surveys were completed with paper and pencil during counseling time. Third grade through fifth grade student surveys were conducted online. Parent's surveys, as well as, teacher's surveys were completed using a google form online.

### What were the results of the comprehensive needs assessment?

Math ACT ASPIRE data showed substantial improvements in third through fifth grades. Reading ACT Aspire data showed regression in grades third through fifth grades on reading comprehension. Scantron comprehensive data for math in grades Kindergarten through fifth grades show that there was a significant regression in national percentile ranking for students when they advanced to the next grade level. Scantron comprehensive data for reading in grades third through fifth grades show that the students either maintained or regressed in their national percentile ranking when they advanced to the next grade level. DIBELS data revealed that there has been a steady decline in the past 3 years in the percentage of Kindergarten students that are ready for core instruction for 1st grade. In the past three years, the percentage of students scoring benchmark on DIBELS assessment has been significantly lower than our goal of 80%.

### What conclusions were drawn from the results?

The faculty needs to collaborate to develop a strategic plan to increase student achievement in the core academic subjects of reading and math.

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

Parents and teachers noted areas where communication needs improvement. The demographics of the school are changing with a growing Hispanic population and a growing poverty rate. Overall.... (student and parent perception about school? Overall, student surveys show that the majority of students enjoy coming to school; however, we do have a percentage that do not enjoy the work they are doing in their classroom.

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

The math and reading goals are directly connected to the need for improvement in student achievement. Parental involvement and attendance goals correlate to student achievement as well. The learning supports goal provides the needed extra support for subgroups and other students that may be struggling academically.

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

The data analysis portrays a clear picture based on the ages of students. DIBELS benchmark testing and progress monitoring provide needed data to analyze the growth of our Kindergarten through second grade students. DIBELS will be continued in grades three through five this year, with a focus on analyzing miscues that may interrupt comprehension. Along with DIBELS, students will take the Scantron Performance Series 3 times during the year so teachers can see student growth and analyze needs, along with national percentile rankings. By utilizing all the data sources available, goals could focus on student needs.

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

83% of the school population is on free/reduced lunch and 34% of students are English Language Learners. Goals were written to address the needs of all students, especially those who are disadvantaged.



**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:**

Reduce Truancy

**Measurable Objective 1:**

collaborate to reduce truancy by 1% of the number of students who miss more than 7 unexcused days by 05/25/2018 as measured by comparing 2017-2018 attendance data to the 2016-2017 data..

**Strategy1:**

Attendance Monitoring/Intervention Plan - Attendance will be monitored for all students. The students who have more than three unexcused absences within the first thirty days of school, or more than ten unexcused absences in the previous school year will be monitored and assessed through the students' mentors.

Research Cited: Railsback, Jennifer. "Increasing Student Attendance: Strategies for Research and Practice," Northwest Regional Educational Laboratories, June 2004

Activity - Positive Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will implement programs to recognize and rewards students for positive actions. Category: Develop/Implement Student and School Culture Program Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining Activity - Attendance Tracking Activity Type Begin Date End Date Funding Amount & Source Staff Responsible Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Behavioral Support Program	09/04/2017	05/14/2018	\$0 - No Funding Required	Administrators, Truancy officer, Teacher

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for students based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Policy and Process	09/01/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, SRO

**Strategy2:**

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

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

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Administrations, teachers

**Goal 2:**

Increase Student Proficiency in the Core academic subject of Reading in grades K-5

**Measurable Objective 1:**

A 5% increase of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

Tier II- Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Tier II- Vocabulary Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide expanded opportunities to learn vocabulary through games, videos, or other activities.	Academic Support Program Technology	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Tier II- Build Background Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction to build background knowledge to understand specific texts.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Strategy2:**

**ACIP**

Tanner Elementary

Tier III- Comprehension and Vocabulary - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, Intervention Specialists, and Reading Specialists

**Strategy3:**

Tier I-Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction in comprehension strategies.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate vocabulary through read-alouds, think-alouds, and all subjects	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Measurable Objective 2:**

70% of All Students will demonstrate a proficiency reaching benchmark on DIBELS in Reading by 05/18/2018 as measured by DIBELS assessment.

**Strategy1:**

Tier I- ARI explicit phonics lessons/new modules, multisensory strategies - Reading specialists will train all reading teachers in lesson study

**ACIP**

Tanner Elementary

using the revised ARI modules

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for students as an orientation to school.	Academic Support Program	09/18/2017	05/24/2019	\$2189 - Title I Schoolwide	Classroom Teachers

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for all Kindergarten students as an orientation to Tanner Elementary School.	Academic Support Program	02/23/2018	05/25/2018	\$2189 - Title I Schoolwide	Teachers

Activity - Instructional Technology Facilitators Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will support administrators and district staff with technology integration software and strategies to increase reading achievement.	Academic Support Program	08/08/2017	05/25/2018	\$0 - District Funding	Instructional Technology Facilitator, administrator, district staff

Activity - Morphology and Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach morphology (Greek & Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - ARI Phonics Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach ARI explicit phonemic awareness and phonics lessons daily	Academic Support Program	09/04/2017	05/25/2018	\$0 - No Funding Required	Instructional coach and Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document explicit phonemic awareness and phonics instruction in lesson plans.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - Multi-sensory strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will train all reading teachers in lesson study using the revised ARI Modules.	Professional Learning	10/03/2017	05/25/2018	\$0 - No Funding Required	Reading Specialist

**ACIP**

Tanner Elementary

Activity - District Reading Specialist Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Reading Specialist will support administrators, reading specialist, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/01/2017	05/25/2018	\$0 - District Funding	District Reading Specialist, administrator, reading specialist, classroom teachers

**Strategy2:**

Tier II-Data Based Instruction - Tiered instruction taught daily, based on progress monitoring data

Research Cited:

Activity - Tier II- Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Classroom Teachers

Activity - Tier II- Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrator

Activity - Tier II- Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to identify the need for tiered instruction for each student based on data.	Professional Learning Direct Instruction Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Strategy3:**

Tier III-Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	10/16/2017	05/04/2018	\$0 - No Funding Required	Administrator, Reading Specialist, Intervention Specialists

Activity - Tier III- Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrator, Intervention Specialist, Reading Specialist

Activity - Tier III- Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	10/16/2017	05/04/2018	\$43200 - Title I Schoolwide	Administrators, Reading Specialists, Intervention Teachers, and Special Education Teachers

**Goal 3:**

Increase student proficiency in the core academic subject of Math in K-5

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

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

Tier 2- Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3- Students receive individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and prevention of more severe problems

Research Cited:

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/05/2017	05/04/2018	\$0 - No Funding Required	Administrator, intervention teacher, classroom teacher

Activity - Lesson Plan Documentaion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

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Tanner Elementary

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be held to revise the current process for identifying students in need of intervention and writing implementing the plan of intervention. The PST team will provide turn around training to the faculty and staff.	Parent Involvement Professional Learning Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support math goals.	Technology	09/05/2017	05/25/2018	\$0 - Title I Schoolwide	Teachers and administrators and tech facilitator

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers

**Strategy2:**

Teacher Content Knowledge - District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.

Research Cited:

Activity - Increase Teacher Content Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Professional Learning	09/05/2017	05/25/2018	\$0 - No Funding Required	District Math Specialists, Classroom Teachers, Administrator, and Reading Specialist

**Strategy3:**

Implementation of Investigations Curriculum - Improve math proficiency through the implementation of Investigations in the classroom.

Research Cited:

Activity - Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize AMSTI curriculum and training.	Academic Support Program Direct Instruction	09/05/2017	05/25/2018	\$0 - District Funding	All faculty and staff

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Tanner Elementary

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-8 math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum.	Academic Support Program	08/01/2017	05/25/2018	\$0 - District Funding	Administrators, K-5 math teachers, special education teachers

Activity - Class size reduction units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three additional teachers will be hired to teach Kindergarten and 1st grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2017	05/25/2018	\$173401 - Title I Schoolwide	Administration

**Goal 4:**

Provide a system of learning supports that reduces the effects of barriers to student engagement which in turn negatively affect student achievement

**Measurable Objective 1:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Mathematics by 05/11/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parent Meetings - Tanner Elementary will develop a parent involvement plan in order to provide opportunities and support for our parents to increase students achievement.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and staff

**Measurable Objective 2:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Reading by 05/25/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parental Involvement - Provide training to parents on how best to help students of all ages.

Research Cited:



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Tanner Elementary

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tanner Elementary will develop a parent involvement meetings in order to provide opportunities and support to increase student achievement.	Parent Involvement	09/18/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and Staff members

**Measurable Objective 3:**

A 5% increase of All Students will increase student growth reducing the effects of barriers to student achievement in Reading by 05/25/2018 as measured by scantron performance series test.

**Strategy1:**

Nutritious Meal - The child nutrition program provides a nutritious breakfast daily.

Research Cited:

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be served breakfast in their classroom upon arrival at school every morning.	Other - Nutrition	08/14/2017	05/25/2018	\$0 - Other	Child Nutrition Staff and 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:**

Reduce Truancy

**Measurable Objective 1:**

collaborate to reduce truancy by 1% of the number of students who miss more than 7 unexcused days by 05/25/2018 as measured by comparing 2017-2018 attendance data to the 2016-2017 data..

**Strategy1:**

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

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

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Tanner Elementary

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Administrations, teachers

**Strategy2:**

Attendance Monitoring/Intervention Plan - Attendance will be monitored for all students. The students who have more than three unexcused absences within the first thirty days of school, or more than ten unexcused absences in the previous school year will be monitored and assessed through the students' mentors.

Research Cited: Railsback, Jennifer. "Increasing Student Attendance: Strategies for Research and Practice," Northwest Regional Educational Laboratories, June 2004

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for students based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Policy and Process	09/01/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, SRO

Activity - Positive Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will implement programs to recognize and rewards students for positive actions. Category: Develop/Implement Student and School Culture Program Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining Activity - Attendance Tracking Activity Type Begin Date End Date Funding Amount & Source Staff Responsible Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Behavioral Support Program	09/04/2017	05/14/2018	\$0 - No Funding Required	Administrators, Truancy officer, Teacher

**Goal 2:**

Increase Student Proficiency in the Core academic subject of Reading in grades K-5

**Measurable Objective 1:**

A 5% increase of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

SY 2017-2018

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**ACIP**

Tanner Elementary

Tier I-Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate vocabulary through read-alouds, think-alouds, and all subjects	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction in comprehension strategies.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty

**Strategy2:**

Tier II- Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Tier II- Vocabulary Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide expanded opportunities to learn vocabulary through games, videos, or other activities.	Technology Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Tier II- Build Background Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction to build background knowledge to understand specific texts.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Strategy3:**

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Tanner Elementary

Tier III- Comprehension and Vocabulary - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, Intervention Specialists, and Reading Specialists

**Measurable Objective 2:**

70% of All Students will demonstrate a proficiency reaching benchmark on DIBELS in Reading by 05/18/2018 as measured by DIBELS assessment.

**Strategy1:**

Tier III-Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrator, Intervention Specialist, Reading Specialist

Activity - Tier III- Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	10/16/2017	05/04/2018	\$0 - No Funding Required	Administrator, Reading Specialist, Intervention Specialists

Activity - Tier III- Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	10/16/2017	05/04/2018	\$43200 - Title I Schoolwide	Administrators, Reading Specialists, Intervention Teachers, and Special Education Teachers

**Strategy2:**

Tier II-Data Based Instruction - Tiered instruction taught daily, based on progress monitoring data

Research Cited:

**ACIP**

Tanner Elementary

Activity - Tier II- Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Classroom Teachers

Activity - Tier II- Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrator

Activity - Tier II- Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to identify the need for tiered instruction for each student based on data.	Direct Instruction Academic Support Program Professional Learning	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Strategy3:**

Tier I- ARI explicit phonics lessons/new modules, multisensory strategies - Reading specialists will train all reading teachers in lesson study using the revised ARI modules

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for students as an orientation to school.	Academic Support Program	07/09/2018	07/20/2018	\$2189 - Title I Schoolwide	Classroom Teachers

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document explicit phonemic awareness and phonics instruction in lesson plans.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - ARI Phonics Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach ARI explicit phonemic awareness and phonics lessons daily	Academic Support Program	09/04/2017	05/25/2018	\$0 - No Funding Required	Instructional coach and Teachers

Activity - Morphology and Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach morphology (Greek & Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - District Reading Specialist Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Reading Specialist will support administrators, reading specialist, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/01/2017	05/25/2018	\$0 - District Funding	District Reading Specialist, administrator, reading specialist, classroom teachers

Activity - Instructional Technology Facilitators Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will support administrators and district staff with technology integration software and strategies to increase reading achievement.	Academic Support Program	08/08/2017	05/25/2018	\$0 - District Funding	Instructional Technology Facilitator, administrator, district staff

Activity - Multi-sensory strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will train all reading teachers in lesson study using the revised ARI Modules.	Professional Learning	10/03/2017	05/25/2018	\$0 - No Funding Required	Reading Specialist

**Goal 3:**

Increase student proficiency in the core academic subject of Math in K-5

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

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

Tier 2- Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3- Students receive individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and prevention of more severe problems

Research Cited:

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers

Activity - Lesson Plan Documentaion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/05/2017	05/04/2018	\$0 - No Funding Required	Administrator, intervention teacher, classroom teacher

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support math goals.	Technology	09/05/2017	05/25/2018	\$0 - Title I Schoolwide	Teachers and administrators and tech facilitator

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be held to revise the current process for identifying students in need of intervention and writing implementing the plan of intervention. The PST team will provide turn around training to the faculty and staff.	Professional Learning Parent Involvement Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers

**Strategy2:**

Teacher Content Knowledge - District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.

Research Cited:

Activity - Increase Teacher Content Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Professional Learning	09/05/2017	05/25/2018	\$0 - No Funding Required	District Math Specialists, Classroom Teachers, Administrator, and Reading Specialist

**Strategy3:**

Implementation of Investigations Curriculum - Improve math proficiency through the implementation of Investigations in the classroom.

Research Cited:

**ACIP**

Tanner Elementary

Activity - Class size reduction units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three additional teachers will be hired to teach Kindergarten and 1st grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2017	05/25/2018	\$173401 - Title I Schoolwide	Administration

Activity - Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize AMSTI curriculum and training.	Direct Instruction Academic Support Program	09/05/2017	05/25/2018	\$0 - District Funding	All faculty and staff

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-8 math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum.	Academic Support Program	08/01/2017	05/25/2018	\$0 - District Funding	Administrators, K-5 math teachers, special education teachers

**Goal 4:**

Provide a system of learning supports that reduces the effects of barriers to student engagement which in turn negatively affect student achievement

**Measurable Objective 1:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Reading by 05/25/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parental Involvement - Provide training to parents on how best to help students of all ages.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tanner Elementary will develop a parent involvement meetings in order to provide opportunities and support to increase student achievement.	Parent Involvement	09/18/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and Staff members

**Measurable Objective 2:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Mathematics by 05/11/2018 as measured by Attendance at parent meetings.



**Strategy1:**

Parent Meetings - Tanner Elementary will develop a parent involvement plan in order to provide opportunities and support for our parents to increase students achievement.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and staff

**Measurable Objective 3:**

A 5% increase of All Students will increase student growth reducing the effects of barriers to student achievement in Reading by 05/25/2018 as measured by scantron performance series test.

**Strategy1:**

Nutritious Meal - The child nutrition program provides a nutritious breakfast daily.

Research Cited:

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be served breakfast in their classroom upon arrival at school every morning.	Other - Nutrition	08/14/2017	05/25/2018	\$0 - Other	Child Nutrition Staff and 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:**

Reduce Truancy

**Measurable Objective 1:**

collaborate to reduce truancy by 1% of the number of students who miss more than 7 unexcused days by 05/25/2018 as measured by comparing 2017-2018 attendance data to the 2016-2017 data..

**Strategy1:**

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

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

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Administrations, teachers

**Strategy2:**

Attendance Monitoring/Intervention Plan - Attendance will be monitored for all students. The students who have more than three unexcused absences within the first thirty days of school, or more than ten unexcused absences in the previous school year will be monitored and assessed through the students' mentors.

Research Cited: Railsback, Jennifer. "Increasing Student Attendance: Strategies for Research and Practice," Northwest Regional Educational Laboratories, June 2004

Activity - Positive Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will implement programs to recognize and rewards students for positive actions. Category: Develop/Implement Student and School Culture Program Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining Activity - Attendance Tracking Activity Type Begin Date End Date Funding Amount & Source Staff Responsible Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Behavioral Support Program	09/04/2017	05/14/2018	\$0 - No Funding Required	Administrators, Truancy officer, Teacher

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Tanner Elementary

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for students based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Policy and Process	09/01/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, SRO

**Goal 2:**

Increase Student Proficiency in the Core academic subject of Reading in grades K-5

**Measurable Objective 1:**

A 5% increase of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

Tier III- Comprehension and Vocabulary - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, Intervention Specialists, and Reading Specialists

**Strategy2:**

Tier I-Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction in comprehension strategies.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**ACIP**

Tanner Elementary

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate vocabulary through read-alouds, think-alouds, and all subjects	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Strategy3:**

Tier II- Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Tier II- Build Background Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction to build background knowledge to understand specific texts.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Tier II- Vocabulary Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide expanded opportunities to learn vocabulary through games, videos, or other activities.	Academic Support Program Technology	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Measurable Objective 2:**

70% of All Students will demonstrate a proficiency reaching benchmark on DIBELS in Reading by 05/18/2018 as measured by DIBELS assessment.

**Strategy1:**

Tier II-Data Based Instruction - Tiered instruction taught daily, based on progress monitoring data

Research Cited:

Activity - Tier II- Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to identify the need for tiered instruction for each student based on data.	Academic Support Program Professional Learning Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**ACIP**

Tanner Elementary

Activity - Tier II- Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrator

Activity - Tier II- Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Classroom Teachers

**Strategy2:**

Tier I- ARI explicit phonics lessons/new modules, multisensory strategies - Reading specialists will train all reading teachers in lesson study using the revised ARI modules

Research Cited:

Activity - Instructional Technology Facilitators Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will support administrators and district staff with technology integration software and strategies to increase reading achievement.	Academic Support Program	08/08/2017	05/25/2018	\$0 - District Funding	Instructional Technology Facilitator, administrator, district staff

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document explicit phonemic awareness and phonics instruction in lesson plans.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - Multi-sensory strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will train all reading teachers in lesson study using the revised ARI Modules.	Professional Learning	10/03/2017	05/25/2018	\$0 - No Funding Required	Reading Specialist

Activity - ARI Phonics Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach ARI explicit phonemic awareness and phonics lessons daily	Academic Support Program	09/04/2017	05/25/2018	\$0 - No Funding Required	Instructional coach and Teachers

Activity - District Reading Specialist Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Reading Specialist will support administrators, reading specialist, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/01/2017	05/25/2018	\$0 - District Funding	District Reading Specialist, administrator, reading specialist, classroom teachers

**ACIP**

Tanner Elementary

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten camp will be provided for students as an orientation to school.	Academic Support Program	07/09/2018	07/20/2018	\$2189 - Title I Schoolwide	Classroom Teachers

Activity - Morphology and Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach morphology (Greek & Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

**Strategy3:**

Tier III-Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrator, Intervention Specialist, Reading Specialist

Activity - Tier III- Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	10/16/2017	05/04/2018	\$43200 - Title I Schoolwide	Administrators, Reading Specialists, Intervention Teachers, and Special Education Teachers

Activity - Tier III- Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	10/16/2017	05/04/2018	\$0 - No Funding Required	Administrator, Reading Specialist, Intervention Specialists

**Goal 3:**

Increase student proficiency in the core academic subject of Math in K-5

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

SY 2017-2018

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Teacher Content Knowledge - District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.

Research Cited:

Activity - Increase Teacher Content Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Professional Learning	09/05/2017	05/25/2018	\$0 - No Funding Required	District Math Specialists, Classroom Teachers, Administrator, and Reading Specialist

### Strategy2:

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

Tier 2- Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3- Students receive individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and prevention of more severe problems

Research Cited:

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support math goals.	Technology	09/05/2017	05/25/2018	\$0 - Title I Schoolwide	Teachers and administrators and tech facilitator

Activity - Lesson Plan Documentaion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

**ACIP**

Tanner Elementary

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/05/2017	05/04/2018	\$0 - No Funding Required	Administrator, intervention teacher, classroom teacher

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be held to revise the current process for identifying students in need of intervention and writing implementing the plan of intervention. The PST team will provide turn around training to the faculty and staff.	Academic Support Program Professional Learning Parent Involvement	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers

**Strategy3:**

Implementation of Investigations Curriculum - Improve math proficiency through the implementation of Investigations in the classroom.

Research Cited:

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-8 math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum.	Academic Support Program	08/01/2017	05/25/2018	\$0 - District Funding	Administrators, K-5 math teachers, special education teachers

Activity - Class size reduction units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three additional teachers will be hired to teach Kindergarten and 1st grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2017	05/25/2018	\$173401 - Title I Schoolwide	Administration

Activity - Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize AMSTI curriculum and training.	Direct Instruction Academic Support Program	09/05/2017	05/25/2018	\$0 - District Funding	All faculty and staff

**Goal 4:**

Provide a system of learning supports that reduces the effects of barriers to student engagement which in turn negatively affect student achievement

**Measurable Objective 1:**

A 5% increase of All Students will increase student growth reducing the effects of barriers to student achievement in Reading by 05/25/2018 as measured by scantron performance series test.



**Strategy1:**

Nutritious Meal - The child nutrition program provides a nutritious breakfast daily.

Research Cited:

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be served breakfast in their classroom upon arrival at school every morning.	Other - Nutrition	08/14/2017	05/25/2018	\$0 - Other	Child Nutrition Staff and teachers

**Measurable Objective 2:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Reading by 05/25/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parental Involvement - Provide training to parents on how best to help students of all ages.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tanner Elementary will develop a parent involvement meetings in order to provide opportunities and support to increase student achievement.	Parent Involvement	09/18/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and Staff members

**Measurable Objective 3:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Mathematics by 05/11/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parent Meetings - Tanner Elementary will develop a parent involvement plan in order to provide opportunities and support for our parents to increase students achievement.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and staff

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

**Goal 1:**

Reduce Truancy

**Measurable Objective 1:**

collaborate to reduce truancy by 1% of the number of students who miss more than 7 unexcused days by 05/25/2018 as measured by comparing 2017-2018 attendance data to the 2016-2017 data..

**Strategy1:**

Attendance Monitoring/Intervention Plan - Attendance will be monitored for all students. The students who have more than three unexcused absences within the first thirty days of school, or more than ten unexcused absences in the previous school year will be monitored and assessed through the students' mentors.

Research Cited: Railsback, Jennifer. "Increasing Student Attendance: Strategies for Research and Practice," Northwest Regional Educational Laboratories, June 2004

Activity - Positive Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will implement programs to recognize and rewards students for positive actions. Category: Develop/Implement Student and School Culture Program Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining Activity - Attendance Tracking Activity Type Begin Date End Date Funding Amount & Source Staff Responsible Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Behavioral Support Program	09/04/2017	05/14/2018	\$0 - No Funding Required	Administrators, Truancy officer, Teacher

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for students based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Policy and Process	09/01/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, SRO

**Strategy2:**

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

Research Cited: Balfanz, Robert and Vaughan Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC

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

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Administrations, teachers

**Goal 2:**

Increase Student Proficiency in the Core academic subject of Reading in grades K-5

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency reaching benchmark on DIBELS in Reading by 05/18/2018 as measured by DIBELS assessment.

**Strategy1:**

Tier I- ARI explicit phonics lessons/new modules, multisensory strategies - Reading specialists will train all reading teachers in lesson study using the revised ARI modules

Research Cited:

Activity - District Reading Specialist Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Reading Specialist will support administrators, reading specialist, and classroom teachers with tiered reading instruction and data analyses.	Academic Support Program	09/01/2017	05/25/2018	\$0 - District Funding	District Reading Specialist, administrator, reading specialist, classroom teachers

Activity - Morphology and Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach morphology (Greek & Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - Instructional Technology Facilitators Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will support administrators and district staff with technology integration software and strategies to increase reading achievement.	Academic Support Program	08/08/2017	05/25/2018	\$0 - District Funding	Instructional Technology Facilitator, administrator, district staff

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document explicit phonemic awareness and phonics instruction in lesson plans.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - Multi-sensory strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will train all reading teachers in lesson study using the revised ARI Modules.	Professional Learning	10/03/2017	05/25/2018	\$0 - No Funding Required	Reading Specialist

Activity - ARI Phonics Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach ARI explicit phonemic awareness and phonics lessons daily	Academic Support Program	09/04/2017	05/25/2018	\$0 - No Funding Required	Instructional coach and Teachers

**Strategy2:**

Tier II-Data Based Instruction - Tiered instruction taught daily, based on progress monitoring data

Research Cited:

Activity - Tier II- Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrator

Activity - Tier II- Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to identify the need for tiered instruction for each student based on data.	Professional Learning Direct Instruction Academic Support Program	09/05/2017	05/25/2018	\$0 - Title II Part A	All faculty and staff

Activity - Tier II- Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Classroom Teachers

**Strategy3:**

Tier III-Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	10/16/2017	05/04/2018	\$40000 - Title I Part A	Administrators, Reading Specialists, Intervention Teachers, and Special Education Teachers

Activity - Tier III- Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/07/2017	05/25/2018	\$5000 - Title I Part A	Administrator, Intervention Specialist, Reading Specialist

Activity - Tier III- Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	10/16/2017	05/04/2018	\$0 - No Funding Required	Administrator, Reading Specialist, Intervention Specialists

**Measurable Objective 2:**

A 5% increase of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

Tier I-Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

## Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction in comprehension strategies.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate vocabulary through read-alouds, think-alouds, and all subjects	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Strategy2:**

Tier III- Comprehension and Vocabulary - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/05/2017	05/25/2018	\$0 - Title I Part A	Administrators, Intervention Specialists, and Reading Specialists

**Strategy3:**

Tier II- Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Tier II- Vocabulary Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide expanded opportunities to learn vocabulary through games, videos, or other activities.	Academic Support Program Technology	09/05/2017	05/25/2018	\$0 - Title I Part A	All faculty and staff

Activity - Tier II- Build Background Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction to build background knowledge to understand specific texts.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Goal 3:**

Increase student proficiency in the core academic subject of Math in K-5

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

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Tanner Elementary

Implementation of Investigations Curriculum - Improve math proficiency through the implementation of Investigations in the classroom.

Research Cited:

Activity - Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize AMSTI curriculum and training.	Direct Instruction Academic Support Program	09/05/2017	05/25/2018	\$0 - District Funding	All faculty and staff

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-8 math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum.	Academic Support Program	08/01/2017	05/25/2018	\$0 - District Funding	Administrators, K-5 math teachers, special education teachers

Activity - Class size reduction units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3 additional teachers will be hired to teach Kindergarten, 1st, and 3rd grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2017	05/25/2018	\$0 - Title I Part A	Administration

**Strategy2:**

Teacher Content Knowledge - District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.

Research Cited:

Activity - Increase Teacher Content Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Professional Learning	09/05/2017	05/25/2018	\$0 - No Funding Required	District Math Specialists, Classroom Teachers, Administrator, and Reading Specialist

**Strategy3:**

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

Tier 2- Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3- Students receive individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and prevention of more severe problems

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support math goals. Ten Marks will be used to enhance math skills.	Technology	09/05/2017	05/25/2018	\$10000 - Title I Part A	Teachers and administrators and tech facilitator

Activity - Lesson Plan Documentaion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/05/2017	05/04/2018	\$0 - No Funding Required	Administrator, intervention teacher, classroom teacher

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be held to revise the current process for identifying students in need of intervention and writing implementing the plan of intervention. The PST team will provide turn around training to the faculty and staff.	Professional Learning Academic Support Program Parent Involvement	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers

**Goal 4:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Mathematics by 05/11/2018 as measured by Attendance at parent meetings.

**Strategy1:**



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Tanner Elementary

Parent Meetings - Tanner Elementary will develop a parent involvement plan in order to provide opportunities and support for our parents to increase students achievement.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and staff

**Measurable Objective 2:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Reading by 05/25/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parental Involvement - Provide training to parents on how best to help students of all ages.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tanner Elementary will develop a parent involvement meetings in order to provide opportunities and support to increase student achievement.	Parent Involvement	09/18/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and Staff members

**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.**

Parents, teachers and interpreters meet, review and discuss testing results. Results are also provided to parents in their native language.

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

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

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

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

All teachers must go through district level screening that involves completing the state's Teach in Alabama application. Screening interviews and background checks are conducted at the district level and applicants' names are then made available for interviewing on the state's website.

## **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?**

Tanner Elementary has one new administrator, ten new elementary teachers and a new elementary counselor.

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

The majority of teachers at Tanner Elementary school have less than ten years teaching experience.

**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).**

Turnover is due to non-renewals of contracts, transfers, promotions, retirements, and resignations. Creating a positive culture has been a priority for all stakeholders involved with Tanner Elementary.

## **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.**

Our Dibels data in grades Kindergarten through second grades revealed that our teachers need more support in their phonics instruction. Scantron and ACT Aspire data in reading in grades third through fifth revealed that our teachers need additional support in strategic teaching and explicit instruction in reading comprehension. Our Performance Series and ACT ASPIRE data in math revealed that our teachers need additional support in math instruction, especially in grades second and third.

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

Our Dibels and Scantron data for reading in Kindergarten through the fifth grade led us to the following professional developments:

- ARI Strategic Teaching for grades third through fifth
- Phonics first to strengthen phonics instruction in kindergarten and first grade
- Revisit ARI framework (for all teachers) on tiers of instruction
- Developing learning targets to provide explicit instruction

Our Dibels and Scantron data in math in Kindergarten through fifth led us to the following professional developments:

- AMSTI training for all teachers
- PLT with one teacher per grade level and AMSTI Math Specialists
- Coaching cycles with district math specialist in grades second and third.
- Developing learning targets to provide explicit instruction
- Nonviolent crisis intervention training
- SPIRE training
- Rewards training

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

The district has a SUCCESS mentoring program for new or inexperienced teachers. It is coordinated at the district level and teachers participate in meetings and trainings. Our five new teachers are being mentored one-on-one by a master teacher.

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

Data meetings, walkthroughs, and PST will drive the professional development. Math and reading coaching cycles will be the way to follow up with teachers on professional developments.



## 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:

Reduce Truancy

### Measurable Objective 1:

collaborate to reduce truancy by 1% of the number of students who miss more than 7 unexcused days by 05/25/2018 as measured by comparing 2017-2018 attendance data to the 2016-2017 data..

### Strategy1:

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

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

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/18/2017	05/18/2018	\$0 - No Funding Required	Administrations, teachers

### Strategy2:

Attendance Monitoring/Intervention Plan - Attendance will be monitored for all students. The students who have more than three unexcused absences within the first thirty days of school, or more than ten unexcused absences in the previous school year will be monitored and assessed through the students' mentors.

Research Cited: Railsback, Jennifer. "Increasing Student Attendance: Strategies for Research and Practice," Northwest Regional Educational Laboratories, June 2004

**ACIP**

Tanner Elementary

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for students based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Policy and Process	09/01/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, SRO

Activity - Positive Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will implement programs to recognize and rewards students for positive actions. Category: Develop/Implement Student and School Culture Program Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining Activity - Attendance Tracking Activity Type Begin Date End Date Funding Amount & Source Staff Responsible Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents and possible SRO home visits will proceed if necessary at the discretion of administrators. Parents will be called to early warning and Truancy court if the problem continues.	Behavioral Support Program	09/04/2017	05/14/2018	\$0 - No Funding Required	Administrators, Truancy officer, Teacher

**Goal 2:**

Increase Student Proficiency in the Core academic subject of Reading in grades K-5

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency reaching benchmark on DIBELS in Reading by 05/18/2018 as measured by DIBELS assessment.

**Strategy1:**

Tier I- ARI explicit phonics lessons/new modules, multisensory strategies - Reading specialists will train all reading teachers in lesson study using the revised ARI modules

Research Cited:

Activity - Instructional Technology Facilitators Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will support administrators and district staff with technology integration software and strategies to increase reading achievement.	Academic Support Program	08/08/2017	05/25/2018	\$0 - District Funding	Instructional Technology Facilitator, administrator, district staff

Activity - Multi-sensory strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will train all reading teachers in lesson study using the revised ARI Modules.	Professional Learning	10/03/2017	05/25/2018	\$0 - No Funding Required	Reading Specialist

Activity - Lesson Plan Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document explicit phonemic awareness and phonics instruction in lesson plans.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - ARI Phonics Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach ARI explicit phonemic awareness and phonics lessons daily	Academic Support Program	09/04/2017	05/25/2018	\$0 - No Funding Required	Instructional coach and Teachers

Activity - District Reading Specialist Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Reading Specialist will support administrators, reading specialist, and classroom teachers with tiered reading instruction and data analyses.	Academic Support Program	09/01/2017	05/25/2018	\$0 - District Funding	District Reading Specialist, administrator, reading specialist, classroom teachers

Activity - Morphology and Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach morphology (Greek & Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Teachers

**Strategy2:**

Tier III-Intervention - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored by administrators	Direct Instruction	10/16/2017	05/04/2018	\$40000 - Title I Part A	Administrators, Reading Specialists, Intervention Teachers, and Special Education Teachers

Activity - Tier III- Sound Sensible	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	10/16/2017	05/04/2018	\$0 - No Funding Required	Administrator, Reading Specialist, Intervention Specialists



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Activity - Tier III- Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/07/2017	05/25/2018	\$5000 - Title I Part A	Administrator, Intervention Specialist, Reading Specialist

**Strategy3:**

Tier II-Data Based Instruction - Tiered instruction taught daily, based on progress monitoring data

Research Cited:

Activity - Tier II- Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop master schedules, check lesson plans, and monitor classroom instruction in all K-5 classrooms on a weekly basis	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrator

Activity - Tier II- Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to identify the need for tiered instruction for each student based on data.	Academic Support Program Direct Instruction Professional Learning	09/05/2017	05/25/2018	\$0 - Title II Part A	All faculty and staff

Activity - Tier II- Teacher Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used.	Policy and Process	09/05/2017	05/25/2018	\$0 - No Funding Required	Classroom Teachers

**Measurable Objective 2:**

A 5% increase of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron Performance Series assessment in Reading by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

Tier III- Comprehension and Vocabulary - Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidenced based program or curriculum.

Research Cited:

Activity - Tier III- Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings	Academic Support Program	09/05/2017	05/25/2018	\$0 - Title I Part A	Administrators, Intervention Specialists, and Reading Specialists

**Strategy2:**

**ACIP**

Tanner Elementary

Tier II- Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Tier II- Build Background Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction to build background knowledge to understand specific texts.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Tier II- Vocabulary Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide expanded opportunities to learn vocabulary through games, videos, or other activities.	Technology Academic Support Program	09/05/2017	05/25/2018	\$0 - Title I Part A	All faculty and staff

**Strategy3:**

Tier I-Comprehension and Vocabulary - Improve reading comprehension and vocabulary through read-alouds, think-alouds, and explicit instruction in comprehension strategies

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction in comprehension strategies.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate vocabulary through read-alouds, think-alouds, and all subjects	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide scaffolding for all students through modeling.	Direct Instruction	09/05/2017	05/25/2018	\$0 - No Funding Required	All faculty and staff

**Goal 3:**

Increase student proficiency in the core academic subject of Math in K-5

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/25/2018 as measured by Spring assessment scores.

**Strategy1:**

Teacher Content Knowledge - District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.

Research Cited:

Activity - Increase Teacher Content Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Professional Learning	09/05/2017	05/25/2018	\$0 - No Funding Required	District Math Specialists, Classroom Teachers, Administrator, and Reading Specialist

**Strategy2:**

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

Tier 2- Students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3- Students receive individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and prevention of more severe problems

Research Cited:

Activity - Lesson Plan Documentaion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction will be documented and monitored to indicate students receiving this instruction.	Academic Support Program	09/07/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be utilized to engage students in a variety of learning activities to support math goals. Ten Marks will be used to enhance math skills.	Technology	09/05/2017	05/25/2018	\$10000 - Title I Part A	Teachers and administrators and tech facilitator

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly data meetings will be held to analyze data collected through progress monitoring.	Academic Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be held to revise the current process for identifying students in need of intervention and writing implementing the plan of intervention. The PST team will provide turn around training to the faculty and staff.	Professional Learning Academic Support Program Parent Involvement	09/05/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers

Activity - Collaboration among intervention teacher and classroom teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with the intervention teacher to identify the need for tiered instruction for students in the classrooms based on data collected both formally and informally	Academic Support Program	09/05/2017	05/04/2018	\$0 - No Funding Required	Administrator, intervention teacher, classroom teacher

**Strategy3:**

Implementation of Investigations Curriculum - Improve math proficiency through the implementation of Investigations in the classroom.

Research Cited:

Activity - Investigations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize AMSTI curriculum and training.	Academic Support Program Direct Instruction	09/05/2017	05/25/2018	\$0 - District Funding	All faculty and staff

Activity - Class size reduction units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3 additional teachers will be hired to teach Kindergarten, 1st, and 3rd grades in order to create smaller class sizes for optimal instruction.	Class Size Reduction	08/01/2017	05/25/2018	\$0 - Title I Part A	Administration

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-8 math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum.	Academic Support Program	08/01/2017	05/25/2018	\$0 - District Funding	Administrators, K-5 math teachers, special education teachers

**Goal 4:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Mathematics by 05/11/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parent Meetings - Tanner Elementary will develop a parent involvement plan in order to provide opportunities and support for our parents to increase students achievement.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parents to view and interact with the math progression from Kindergarten through Fifth grade.	Parent Involvement	10/02/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and staff

**Measurable Objective 2:**

A 50% increase of All Students will demonstrate a behavior with parental involvement in order to support student success in Reading by 05/25/2018 as measured by Attendance at parent meetings.

**Strategy1:**

Parental Involvement - Provide training to parents on how best to help students of all ages.

Research Cited:

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tanner Elementary will develop a parent involvement meetings in order to provide opportunities and support to increase student achievement.	Parent Involvement	09/18/2017	05/11/2018	\$0 - Title I Schoolwide	Faculty and Staff members

## **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 leadership team will work to analyze the data and assist in training teachers on how to interpret data and make it meaningful for driving instruction.

## **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?**

Monthly PST meetings help identify students who are not mastering standards. Tiered instruction is provided as student progress is monitored. Students who continue to not master standards, even with tiered instruction may be referred for special education testing.

**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?**

Analysis of daily formative assessment will direct needed intervention for students having difficulty mastering the standards. Reading and math intervention teachers will work with students having difficulty mastering the standards.

**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.**

Our 21st Century Grant will provide opportunities for our teachers to work closely with needy students. This grant will not only allow for teachers to build relationships with the students, but also allow for teachers to provide support and reinforcement of academic skills for these 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.**

EL teachers and instructional assistants work to not only help students acquiring English, but they also provide learning support for teachers and assist them in meeting the needs of students. All students may eat breakfast for free. Community volunteers and teachers maintain a food pantry and send backpacks of food home with identified students each Friday to ensure they have food over the weekends. Holiday meals and gifts are provided for families through community and teacher donations. Special education student needs are met by qualified teachers, nurses, and assistants who work toward IEP goals. Students identified as homeless are given resources, including gift cards for food by the counselor. Neglect is reported to the state's department of human resources.

**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.**

Title I employs additional units to provide smaller class sizes for students in order to meet the goals of the younger students. Intervention teachers provided an added resource for meeting the needs of students that require Tier 3 intervention.

**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)?**

There is a department head at Central Office that coordinates each program. At the school level, each student receives free breakfast in line with the nutrition program. The faculty analyzed student data from standardized tests and needs assessments.

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

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

We informally evaluate the program throughout the year. If changes need to be made, it is documented and we change the plan during the next school year. Data will drive the instructional needs of the school.

### **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?**

After we receive the State assessments, we evaluate the results during meetings. We then compare those results to the plan to see what needs to be modified. Data will drive the instructional needs of the school.

### **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?**

After we receive the State assessments, we analyze and evaluate the student data from the standardized tests during meetings. We then compare those results to the plan to see what needs to be modified.

### **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?**

Summative and formative assessments are used throughout the year. Data, collaborations among faculty members, monthly walkthroughs and data meetings provide the needed information for revisions.

# **2017-2018 Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	23.18

Provide the number of classroom teachers.

23

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1295661.0

Total

1,295,661.00

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

### Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

### Counselor

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

Provide the number of Counselors.

1

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

Total

0.00



## Librarian

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

Provide the number of Librarians.

1

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

Total

0.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

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

Total

0.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	0.0

Total

0.00

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	1.0

Provide the number of EL Teachers.

1

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	0.0

Total

0.00

## Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	0.0

Total

0.00



## Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	220372.21

**Provide a brief explanation and breakdown of expenses.**

Title I Allocation: \$220,372.21

1. Class Size Reduction Salary and Benefits: \$173, 401

2. Contract Salaries and Benefits: \$43,200

Teachers will be contracted to work with struggling students in reading intervention and math intervention.

3. Kindergarten Camp Salaries and Benefits \$2000.00

4. Materials and supplies for Reading instruction:\$189.00

5. Parent and Family Engagement: \$1582

Communication and engagement with the parents

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

**Provide a brief explanation and breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A



## Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

# 2017-2018 Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

An open house night was held in August and a Title I meeting was held in September. Parent compacts were discussed at both meetings. There will be meetings held throughout the school year to discuss the importance of parental involvement, strategies, and help that can be offered to their students. At these meetings, the Title I budget is available for review. Parent Compacts are being sent home with report cards for each student in K-5.

**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))**

Parents meet with the teacher through parent teacher conferences, phone conferences, email dialogue, and class DOJO. Also, there will be multiple meetings held in the evening. Teachers are available during their planning times to conduct conferences. The administrator and counselor is available at various times throughout the day.

Parent surveys are used in order to gain parental improvement and there are parents on the team as well.

Our Title I funds are used to purchase multiple supplies and materials that are needed in order to provide for the students of Tanner Elementary School.

**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))**

Parents are provided with a Title I Compact Format the beginning of the school year which outlines the duties of teachers, students and parents. This form is provided in Spanish and English.

Parent meetings are held to discuss how the program works at Tanner. Interpreters are available at each meeting. Parental concerns are solicited at each meeting.

Monthly multicultural meetings are lead by a bilingual employee. There are plans to implement monthly PTF meetings. There will be a translator at all meetings.

**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))**

Students and parents are available at strategic meetings. Their input is utilized in order to implement programs to increase student participation in academic success.

Parents can improve their student's academic achievement by viewing their student's grades and attendance in Chalkable.

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

Parent input is encouraged at parental involvement meetings. We have an open door policy. Parents are welcome at any time. Parents are on our CIP teams where they collaborate with teachers while putting it together.

**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)**

Our teachers have knowledge of state and local academic standards. They are able to discuss these standards with parents at any time and during meetings. Our instructional assistant who serves as an interpreter for the school is a member of the community and a liaison between the school and Hispanic community.

**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)**

Materials are available to be checked out from the parental involvement resource room at our school.

As we continue to expand the one to one initiative with MacBooks, parents of 4th and 5th grade students who had not previously attended a meeting on devices, were required to attend a meeting in order for their students to be able to take their MacBooks to their homes. These meetings, scheduled by the technology facilitator, provide opportunities to talk with parents at the beginning of the year.

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

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

**Shall 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)**

Teachers send progress reports home every four weeks as well as report cards at the end of every nine weeks. Parents are able to view their child's grades on Chalkable as well. We frequently do Alert Now to communicate with parents. We update our school website weekly. We keep parent updated through Facebook, Twitter and Remind. Parents are always welcome to our school at any time during the day. We work with their schedules as well as the schedules of teachers in order to bridge the gap between school and home.

**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)**

Our school has a resource room in which our parents may check out supplies and materials for students K-5. The teachers encourage the parents in their classrooms to become involved in PTF.

**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)**

Teachers and staff send home information in Spanish and English. Information is given through our school website, Facebook, and Twitter. Our school website is updated multiple times per week. Important information is posted to Facebook and Twitter. Parents are asked for their input on activities such as Harvest Festival and Field Day. PTF is a way for them to become involved in school activities.

**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))**

All information sent home is available in English and Spanish. There is always an interpreter available at school and at meetings in the evening to meet the needs of the parents.