

# **2016-2017 Plan for ACIP**

John Will Elementary School

Mobile County Board of Education

Mrs. Deidre Jefferson  
5750 Summit Ave  
Mobile, AL 36608-4305

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## Overview

### Plan Name

2016-2017 Plan for ACIP

### Plan Description

2016-2017 Goals

## 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	G.5. John Will Elementary School will increase STAR Reading proficiency levels.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$2181552
2	G.1. John Will will engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction and assessment for all core content areas	Objectives: 2 Strategies: 3 Activities: 8	Organizational	\$274966
3	G.2. John Will Elementary School shall prepare and support teachers to graduate college and career ready students	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$23499
4	G.3. John Will Elementary School shall provide digital tools and resources to all educators and students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$84226
5	G.4. John Will Elementary will prepare and support students through student support services	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$20665

## Goal 1: G.5. John Will Elementary School will increase STAR Reading proficiency levels.

Status	Progress Notes	Created On	Created By
N/A	The Winter Benchmark testing for STAR is January 17, 2017 - February 16, 2017. However, progress monitoring takes place monthly.	January 17, 2017	Courtney Ellis
N/A	Monitored During the 1st Quarter Review. Completed the 1st administration of the STAR reading and math. The 2nd administration will be given in January 2017.	November 08, 2016	Angela Moore
N/A	3rd Grade 13 students (15%) - exceeding/ready 22 students (26%) - close 50 students (59%) - in need of support 4th Grade 12 students (15%) - exceeding/ready 27 students (33%) - close 43 students (52%) - in need of support 5th Grade 16 students (18%) - exceeding/ready 30 students (34%) - close 42 students (48%) - in need of support  STAR progress monitoring takes place monthly.	November 08, 2016	Courtney Ellis

### Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency (at or above benchmark) moving from 15% (Fall 2016) to 17% (Spring 2017) in the 50th to 74th percentile in Reading by 06/02/2017 as measured by STAR reading reports..

Status	Progress Notes	Created On	Created By
Not Met	As a suggestion, additional testing to familiarized students with the test skills and to identify skill deficiency. Work toward moving students who are in the "close " category to ready or exceeding.	January 18, 2017	Angela Moore

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Not Met	<p>This data was collected from the ACT Aspire Screening Report for reading December 16, 2016.</p> <p>3rd Grade          exceeding- 3%          ready- 9%          close- 21%          in need- 67%</p> <p>4th Grade          exceeding- 4%          ready- 11%          close- 33%          in need- 52%</p> <p>5th Grade          exceeding- 4%          ready- 4%          close- 34%          in need- 59%</p>	January 17, 2017	Courtney Ellis
Not Met	<p>3rd          59% of the students need support,          26% are close,          15% are ready/exceeding</p> <p>4th          55% of the students need support          29% are close          17% are exceeding/ready</p> <p>5th          51% of the students need support          36% are close          13% are exceeding/ready</p> <p>We will continue with interventions and work to move our "close" students to "ready/exceeding".</p>	November 08, 2016	Courtney Ellis

**Strategy 1:**

Response to Instruction - All regular and special education teachers will utilize RTI and the K-3 literacy framework to implement a systematic approach to instruction using direct and explicit instruction, progress monitoring, formative assessments, and student interventions.

2nd Grade Reading- 47% not proficient

3rd Grade Reading- 72% not proficient

4th Grade Reading- 55% not proficient

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Telzrow, C. F., McNamara, K., & Hollinger, C. L. (2000). Fidelity of problem-solving implementation and relationship to student performance. School Psychology Review, 29, 443–461.

Status	Progress Notes	Created On	Created By
N/A	We have daily tiered interventions. Evidence may include classroom schedules, classroom observations and walkthroughs.	November 08, 2016	Courtney Ellis

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Activity - Tier II and III Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier II and Tier III will receive Tier I support from the classroom teacher according to Response to Instruction guidelines (RTI). K-5 students will receive Tier II daily from 8:30 AM -9:00AM from the classroom teacher. Tier III will be provided by the classroom teacher, PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors through push in and pull out. Students will receive intensive and differentiated instruction while in a small groups. Intervention for third grade students identified as needing support and close will also be provided by the ARI literacy coach, as well as the building level reading intervention teacher as aligned to the action plan. Title I Part A Copies State Funds \$1,837,546	Academic Support Program	08/10/2016	06/02/2017	\$1837546	State Funds	Teachers, support staff, intervention teacher, ARI instructional coach, counselor, and college tutors

Status	Progress Notes	Created On	Created By
In Progress	Provide computerized intervention report of progress monitoring of students participating in tier II and tier III intervention of programs that are as follows: School-wide Intervention Block, Being A Reading Star (BARS), Sonday Systems, Edgenuity	January 18, 2017	Angela Moore
In Progress	We have a protected, school-wide Tier II Intervention block that takes place daily from 8:30 - 9:00 (4th grade intervention takes place immediately after PE). The Sondag System is used for Tier II and Tier III Intervention for grades K-5. Grades 3-5 teachers also use Being a Reading Star (BARS) to provide intervention for comprehension skills. Grades 4-5 students use Edgenuity, which is a computerized intervention program, during their designated workstation time. As our Dragon Daily will attest, Tier II Intervention is a non-negotiable, and it is heavily monitored.	January 17, 2017	Courtney Ellis
In Progress	Tier II and Tier III interventions are monitored a couple of times per week, using walkthroughs and classroom observations. These interventions may include revisiting Sondag Systems, close reading activities, Quick Reads, Read Naturally, and word study, just to name a few.	November 08, 2016	Courtney Ellis

Activity - Reteaching and Retesting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers will follow the MCPSS Reteaching/Retesting Policy in which teachers will use weekly assessments, CFAs, and EQTs analysis to reteach standards during small group instruction and retest after standards have been retaught as aligned to the action plan. District Funding \$321,458	Academic Support Program	08/10/2016	06/02/2017	\$321458	District Funding	Administrator s, Grades K-5 teachers, special education teachers, and intervention teacher
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Status	Progress Notes	Created On	Created By
In Progress	Evidence of reteaching can be found in lesson plans; evidence of retesting can be found in INOW gradebooks. Parents are informed of reteaching/retesting during conferences and on progress reports. Teachers indicate reteaching and retesting in the "comments" section of progress reports.	January 17, 2017	Courtney Ellis
In Progress	We adhere to the MCPSS reteaching/retesting policy. Teachers use the "comments" section on progress reports to indicate when reteaching and retesting has taken place.	November 08, 2016	Courtney Ellis

Activity - Sondag System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole group Sondag System instruction will be provided for at least 20 minutes daily in all K-5 classrooms as aligned to the action plan. State Funds \$902	Academic Support Program	08/10/2016	06/02/2017	\$902	State Funds	Responsible staff includes administrators , K-5 regular education teachers, and special education teachers.

Status	Progress Notes	Created On	Created By
In Progress	The Sondag System is used each morning during our school-wide Tier II Intervention block. Training was provided to K-5th grade teachers by the ARI coach. Sign In Sheets & Agendas may be used as evidence.	January 17, 2017	Courtney Ellis
In Progress	Sondag System is practiced daily, in each classroom. Training was provided to K-5th grade teachers by the ARI coach.	November 08, 2016	Courtney Ellis

Activity - Coaching and Modeling for Grade 3 Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The ARI literacy coach will provide modeling and coaching for third grade teachers to increase instructional effectiveness and student proficiency as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	ARI Literacy Coach and third grade teachers
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Status	Progress Notes	Created On	Created By
In Progress	provide evidence of coaching and modeling through any of the following, such as, PLCIA and supportive data.	January 18, 2017	Angela Moore
In Progress	The ARI Coach continues to support teachers and students.	January 17, 2017	Courtney Ellis
In Progress	Modeling and support is being offered by the ARI coach. The reading intervention teacher also provides professional development.	November 08, 2016	Courtney Ellis

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Referrals will be made to the PST for struggling students. Teachers will attend monthly meetings with the committee to discuss data and receive additional researched-based strategies as needed. PST students will be progress monitored every 3 to 4 weeks to determine their level of progress as aligned to the action plan. Title I Part Funding Amount \$5000	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$5000	Title I Part A	Administrator s, PST Committee members, K-5 teachers

Status	Progress Notes	Created On	Created By
In Progress	A suggestion is to add 2nd quarter PST data to compare to 1st quarter PST of data. Include attendance as a part of your PST data for 1st and 2nd quarter.	January 18, 2017	Angela Moore
In Progress	The Problem Solving Team members meet with grade levels monthly to offer interventions to teachers experiencing difficulties with students. These difficulties may include academic problems, behavior problems, and attendance issues, just to name a few. Documentation is collected (consent forms, hearing/vision screenings, intervention calendars, STAR data, grade averages, test scores, work samples). First quarter 39 students were brought before the PST for reading. Six were behavioral issues.	November 08, 2016	Courtney Ellis

Activity - STAR Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will guide students in setting goals and monitoring their own progress using the STAR Walls. Students will track their progress towards proficiency after each STAR progress monitoring, which will be administered monthly as aligned to the action plan.	Academic Support Program	10/17/2016	06/02/2017	\$16646	State Funds	Administrator s, grades 3-5 teachers, and special education teachers
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Status	Progress Notes	Created On	Created By
Completed	Suggestion: Provide the number of parent contacts made using STAR Walls and discuss the student performance.	January 18, 2017	Angela Moore
In Progress	3-5 teachers were given STAR Walls to use in their parent teacher conferences and with students/teacher conferences.	November 07, 2016	Deidre Jefferson

**Goal 2: G.1. John Will will engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction and assessment for all core content areas**

Status	Progress Notes	Created On	Created By
N/A	STAR SEL Kindergarten 17 - 22% Students at or above 14 - 16% On Watch 22 - 28% Intervention 26 - 33% Urgent (Fall Administration data; Winter administration is this week: 1/17-2/16) STAR SEL 1st Grade 21-24% At or Above Benchmark 14 - 16% On Watch 15 - 17% Intervention 36 - 42% Urgent 2nd Urgent (Fall Administration data; Winter administration is this week: 1/17-2/16) STAR Reading Grade 2 – Exceeding- 2% (2 students); Ready- 6% (6 students); Close- 24% (23 students); Need Support- 68% (65 students) STAR Reading Grade 3 – Exceeding- 0% (0 students); Ready- 10% (0 students); Close- 20% (19 students); Need Support- 69% (65 students) STAR Reading Grade 4 – Exceeding- 2% (2 students); Ready- 6% (6 students); Close- 24% (23 students); Need Support- 68% (65 students) STAR Reading Grade 5 – Exceeding- 4% (3 students); Ready- 4% (3 students); Close- 34% (29 students); Need Support- 59% (50 students)	January 15, 2017	Deidre Jefferson

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N/A	<p>STAR Reading</p> <p>Kindergarten</p> <p>17 - 22% Students at or above 14 - 16% On Watch 22 - 28% Intervention 26 - 33% Urgent</p> <p>1st Grade</p> <p>21-24% At or Above Benchmark 14 - 16% On Watch 15 - 17% Intervention 36 - 42% Urgent</p> <p>2nd Grade</p> <p>2 - 2% Exceeding 6 - 6% Ready 21 - 22% Close 68 - 79% Need Support</p>	November 08, 2016	Angela Moore
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**Measurable Objective 1:**

demonstrate a proficiency by students in grades K-5 making a 4% increase in reading, scoring at or above benchmark by 06/02/2017 as measured by DIBELS, STAR, EQT, and ACT/ASPIRE, quarterly..

Status	Progress Notes	Created On	Created By
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Not Met	<p>STAR Reading Testing: Weeks: 11/1-11/11            Grade 2 – Exceeding- 5% (3 students); Ready- 3% (2 students); Close- 10% (6 students); Need Support- 82% (51 students)            Grade 3 – Exceeding- 4% (4 students); Ready- 8% (7 students); Close- 31% (28 students); Need Support- 56% (50 students)            Grade 4 – Exceeding- 1% (1 students); Ready- 14% (11 students); Close- 38% (30 students); Need Support- 46% (36 students)            Grade 5 – Exceeding- 5% (4 students); Ready- 13% (10 students); Close- 29% (23 students); Need Support- 53% (41 students)</p> <p>STAR Reading Testing: Weeks: 12/5-12/16            Grade 2 – Exceeding- 2% (2 students); Ready- 6% (6 students); Close- 24% (23 students); Need Support- 68% (65 students) STAR Reading            Grade 3 – Exceeding- 0% (0 students); Ready- 10% (0 students); Close- 20% (19 students); Need Support- 69% (65 students) STAR Reading            Grade 4 – Exceeding- 2% (2 students); Ready- 6% (6 students); Close- 24% (23 students); Need Support- 68% (65 students) STAR Reading            Grade 5 – Exceeding- 4% (3 students); Ready- 4% (3 students); Close- 34% (29 students); Need Support- 59% (50 students)            STAR Reading Comparison: Weeks Nov. 1-11 &amp; Dec. 5-16            Grade 2 Growth Comparison: Exceeding= -2%, Ready= -3%, Close= +14%, Need Support= -14%;            Grade 3 Growth Comparison: Exceeding= -4%, Ready= +2%, Close= -11%, Need Support= +13%;            Grade 4 Growth Comparison: Exceeding= +1%, Ready= -8%, Close= -14%, Need Support= +22%;            Grade 5 Growth Comparison: Exceeding= -1%, Ready= -9%, Close= +5%, Need Support=+6%</p>	January 15, 2017	Deidre Jefferson																												
Not Met	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>Quarter 1 Reading</th> <th>Quarter 2 Reading</th> <th>Increase/ Decrease</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>91</td> <td>96%</td> <td>+8%</td> </tr> <tr> <td>1</td> <td>83%</td> <td>77%</td> <td>-6%</td> </tr> <tr> <td>2</td> <td>53%</td> <td>55%</td> <td>+2%</td> </tr> <tr> <td>3</td> <td>28%</td> <td>47%</td> <td>+19%</td> </tr> <tr> <td>4</td> <td>45%</td> <td>70%</td> <td>+25%</td> </tr> <tr> <td>5</td> <td>79%</td> <td>72%</td> <td>-7%</td> </tr> </tbody> </table>	Grade Level	Quarter 1 Reading	Quarter 2 Reading	Increase/ Decrease	K	91	96%	+8%	1	83%	77%	-6%	2	53%	55%	+2%	3	28%	47%	+19%	4	45%	70%	+25%	5	79%	72%	-7%	January 15, 2017	Deidre Jefferson
Grade Level	Quarter 1 Reading	Quarter 2 Reading	Increase/ Decrease																												
K	91	96%	+8%																												
1	83%	77%	-6%																												
2	53%	55%	+2%																												
3	28%	47%	+19%																												
4	45%	70%	+25%																												
5	79%	72%	-7%																												
N/A	We are in the process of administering the Winter Benchmark for DIBELS (1/12/17 - 1/25/17). Teachers progress monitor monthly (students who have benchmarked), biweekly (students who are some risk), and weekly (students who are at risk).	January 15, 2017	Deidre Jefferson																												
N/A	<p>STAR SEL Kindergarten 17 - 22% Students at or above 14 - 16% On Watch 22 - 28% Intervention 26 - 33% Urgent (Fall Administration data; Winter administration is this week: 1/17-2/16)            STAR SEL 1st Grade 21-24% At or Above Benchmark 14 - 16% On Watch 15 - 17% Intervention 36 - 42% Urgent 2nd Urgent (Fall Administration data; Winter administration is this week: 1/17-2/16)            STAR Reading Grade 2 – Exceeding- 2% (2 students); Ready- 6% (6 students); Close- 24% (23 students); Need Support- 68% (65 students)            STAR Reading Grade 3 – Exceeding- 0% (0 students); Ready- 10% (0 students); Close- 20% (19 students); Need Support- 69% (65 students)            STAR Reading Grade 4 – Exceeding- 2% (2 students); Ready- 6% (6 students); Close- 24% (23 students); Need Support- 68% (65 students)            STAR Reading Grade 5 – Exceeding- 4% (3 students); Ready- 4% (3 students); Close- 34% (29 students); Need Support- 59% (50 students)</p>	January 15, 2017	Deidre Jefferson																												
N/A	Suggestions were made by C&I to add a strategy for Mathematical Design Collaborative and a Close Read Activity	November 08, 2016	Angela Moore																												

**Strategy 1:**

Reading Comprehension - All teachers in grades K-5 will prepare students to be college and career ready. This will be implemented by providing direct explicit instruction, following the Cycle of Instruction, and by using Common Core Standards to engage students in real world reading activities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Standards, STAR, Renaissance Reading, ASPIRE

Status	Progress Notes	Created On	Created By
N/A	We are in the process of administering the Winter Benchmark for DIBELS (1/12/17 - 1/25/17). Teachers progress monitor monthly (students who have benchmarked), biweekly (students who are some risk), and weekly (students who are at risk).	January 13, 2017	Courtney Ellis
N/A	DIBELS Second Grade - (99 Students Tested) Composite Score Intensive - 40 -40% Strategic - 14 - 14% Core - 40 - 40% MD - 5 - 5% First Grade - (86 Students Tested) Intensive - 24-28% Strategic - 13-15% Core - 49 - 57% Kindergarten (80 Students Tested) Intensive -22- 28% Strategic - 17 - 21% Core - 41- 51% MD -0- 0%	November 03, 2016	Courtney Ellis

Activity - Tier II and III Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students identified as at risk or urgent using the Non-Proficient Matrix will receive Tier II and Tier III intervention daily, to promote learning through high quality K-12 aligned College and Career Ready Standards (CCRS) and instruction. Students in Tier II and Tier III will receive Tier I support from the classroom teacher according to Response to Instruction guidelines (RTI). K-5 students will receive Tier II daily from 8:30 AM - 9:00AM from the classroom teacher. Tier III will be provided by the classroom teacher, PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors through push in and pull out. Students will receive intensive and differentiated instruction while in a small groups. Intervention for third grade students identified as needing support and close will also be provided by the ARI literacy coach, as well as the building level reading intervention teacher as aligned to the action plan.	Technology, Academic Support Program, Direct Instruction	08/10/2016	06/02/2017	\$274966	District Funding, Title I Part A	Administrator, K-5 and special education teachers, support staff, intervention teacher, ARI instructional coach, counselor, and college tutors

Status	Progress Notes	Created On	Created By
In Progress	We have a protected, school-wide Tier II Intervention block that takes place daily from 8:30 - 9:00 (4th grade intervention takes place immediately after PE). The Souday System is used for Tier II and Tier III Intervention for grades K-5. Grades 3-5 teachers also use Being a Reading Star (BARS) to provide intervention for comprehension skills. Grades 4-5 students use Edgenuity, which is a computerized intervention program, during their designated workstation time. As our Dragon Daily will attest, Tier II Intervention is a non-negotiable, and it is heavily monitored.	January 15, 2017	Deidre Jefferson

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In Progress	We have a protected, school-wide Tier II Intervention block that takes place daily from 8:30 - 9:00 (4th grade intervention takes place immediately after PE). The Soliday System is used for Tier II and Tier III Intervention. As our Dragon Daily will attest, Tier II Intervention is a non-negotiable, and it is heavily monitored.	January 13, 2017	Courtney Ellis
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Activity - Reteaching and Retesting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will follow the MCPSS Reteaching/Retesting Policy in which teachers will use weekly assessments and CFAs analysis to reteach standards during small group instruction and retest after standards have been retaught as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator s, Grades K-5 teachers, special education teachers, and intervention teacher

Status	Progress Notes	Created On	Created By
In Progress	Evidence of reteaching can be found in lesson plans; evidence of retesting can be found in INOW gradebooks. Parents are informed of reteaching/retesting during conferences and on progress reports. Teachers indicate reteaching and retesting in the "comments" section of progress reports.	January 13, 2017	Courtney Ellis
In Progress	We adhere to the MCPSS reteaching/retesting policy. Teachers use the "comments" section on progress reports to indicate when reteaching and retesting has taken place.	November 08, 2016	Courtney Ellis

Activity - Walls to Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in setting goals and monitoring their own progress using the Aspire and STAR Walls of Success. Students will track their progress towards proficiency after each STAR progress monitoring, which will be administered monthly as aligned to the action plan.	Academic Support Program	10/17/2016	06/02/2017	\$0	No Funding Required	Administrator s, grades 3-5 teachers, and special education teachers

Status	Progress Notes	Created On	Created By
In Progress	Grades 4 and 5 teachers are using Walls to Success to show students where their score fell (exceeding/ready, close. in need of support) on the 2015-2016 ACT Aspire. 3-5 teachers are using Walls to Success to track students' growth as they complete the Aspire interim assessments.	November 07, 2016	Deidre Jefferson

**Measurable Objective 2:**

demonstrate a proficiency by K-5 students having a 2% increase in mathematics, scoring at or above benchmark by 06/02/2017 as measured by STAR, EQT AND ACT/ASPIRE scores and monitored on quarterly basis..

Status	Progress Notes	Created On	Created By																												
Not Met	Math EQT Data <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Quarter 1 Math EQT</th> <th>Quarter 2 Math EQT</th> <th>Increase/Decrease</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>95%</td> <td>93%</td> <td>-2%</td> </tr> <tr> <td>1</td> <td>87%</td> <td>81%</td> <td>-6%</td> </tr> <tr> <td>2</td> <td>70%</td> <td>72%</td> <td>+2%</td> </tr> <tr> <td>3</td> <td>72%</td> <td>87%</td> <td>+15%</td> </tr> <tr> <td>4</td> <td>50%</td> <td>49%</td> <td>-1%</td> </tr> <tr> <td>5</td> <td>43%</td> <td>66%</td> <td>-7%</td> </tr> </tbody> </table>	Grade Level	Quarter 1 Math EQT	Quarter 2 Math EQT	Increase/Decrease	K	95%	93%	-2%	1	87%	81%	-6%	2	70%	72%	+2%	3	72%	87%	+15%	4	50%	49%	-1%	5	43%	66%	-7%	January 15, 2017	Deidre Jefferson
Grade Level	Quarter 1 Math EQT	Quarter 2 Math EQT	Increase/Decrease																												
K	95%	93%	-2%																												
1	87%	81%	-6%																												
2	70%	72%	+2%																												
3	72%	87%	+15%																												
4	50%	49%	-1%																												
5	43%	66%	-7%																												
Not Met	STAR Math 3rd Grade - 15% in need of support, 41% close, 44% exceeding/ready 4th Grade - 9% in need of support, 53% close, 39% exceeding/ready 5th Grade - 8% in need of support, 61% close, 31% exceeding/ready Our goal is to move the 3 - 5 grade "close" students to "exceeding/ready".	November 08, 2016	Courtney Ellis																												

**Strategy 1:**

Mathematical Fluency - All teachers in grades K-5 will prepare students to be college and career ready. This will be implemented by providing direct explicit instruction, following the Cycle of Instruction, and by using Common Core Standards to engage students in real world math activities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards (CCRS) and Think Central

Activity - Tiers II and III Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement daily school-wide Tier II interventions from 8:30 AM-9:00 AM which will be provided by the math teachers in grades four and five. Students in third and fourth grades will perform daily math bell ringers. Teachers will use feedback from math bell ringers for whole and small group instruction. In addition, Tier III interventions will be provided by PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors by methods of push in and pull out as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator s, regular education K-5 teachers, PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors

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Status	Progress Notes	Created On	Created By
In Progress	Students in Grades 4 and 5 are using the Edgenuity computerized program during intervention time and while in workstations. Teachers received training for the program on Wednesday, December 19.	January 15, 2017	Deidre Jefferson
In Progress	We have a protected, school-wide Tier II Intervention block that takes place daily from 8:30 - 9:00 (4th grade intervention takes place immediately after PE). Since 4th and 5th grade classes are departmentalized, math teachers use this time for Tier II Math Intervention. As our Dragon Daily will attest, Tier II Intervention is a non-negotiable, and it is heavily monitored.	January 13, 2017	Courtney Ellis

Activity - Reteaching and Retesting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will follow the MCPSS Reteaching/Retesting Policy in which teachers will use weekly assessments and CFA analysis to reteach standards during small group instruction and retest after standards have been retaught as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator s, Grades K-5 teachers, and special education teachers

Status	Progress Notes	Created On	Created By
In Progress	Evidence of reteaching can be found in lesson plans; evidence of retesting can be found in INOW gradebooks. Parents are informed of reteaching/retesting during conferences and on progress reports. Teachers indicate reteaching and retesting in the "comments" section of progress reports.	January 13, 2017	Courtney Ellis
In Progress	We adhere to the MCPSS reteaching/retesting policy. Teachers use the "comments" section on progress reports to indicate when reteaching and retesting has taken place.	November 08, 2016	Courtney Ellis

Activity - Walls to Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in setting goals and monitoring their own progress using the Aspire and STAR Walls of Success. Students will track their progress towards proficiency after each STAR progress monitoring, which will be administered monthly as aligned to the action plan.	Academic Support Program	10/17/2016	06/02/2017	\$0	No Funding Required	Administrator s, grades 3-5 teachers, and special education teachers

Status	Progress Notes	Created On	Created By
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In Progress	Grades 4 and 5 teachers are using Walls to Success to show students where their score fell (exceeding/ready, close. in need of support) on the 2015-2016 ACT Aspire. 3-5 teachers are using Walls to Success to track students' growth as they complete the Aspire interim assessments.	November 07, 2016	Deidre Jefferson
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**Strategy 2:**

Mathematical Design Collaboration (MDC) - Teachers will participate collaboration training in the design of mathematical lessons to support mathematical instruction as aligned to the school action plan.

Category: Develop/Implement Learning Supports

Research Cited: ASCD

Status	Progress Notes	Created On	Created By
N/A	Fourth and fifth grades math teachers will attend MDC meetings offered by the district.	January 15, 2017	Deidre Jefferson

Activity - Mathematical Design Collaboration (MDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	Administrators Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teacher Training Sessions for the Davidson feeder pattern took place October 13, 2016 & November 15, 2016 from 3:30pm - 5:30pm. John Will's math teachers attended.	January 17, 2017	Courtney Ellis
In Progress	Fourth and fifth grade math teachers attended the MDC meeting on Jan. 9, 2017.	January 15, 2017	Deidre Jefferson

Activity - Close Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Close Read strategies to help students understand how to solve word problems in mathematics.	Academic Support Program, Direct Instruction	08/08/2016	06/02/2017	\$0	No Funding Required	Administrators Teachers

Status	Progress Notes	Created On	Created By
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In Progress	Students in Grades 4 and 5 are using the Edgenuity computerized program during intervention time and while in workstations. Teachers received training for the program on Wednesday, December 19.	January 15, 2017	Deidre Jefferson
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### Goal 3: G.2. John Will Elementary School shall prepare and support teachers to graduate college and career ready students

Status	Progress Notes	Created On	Created By
N/A	We are in the process of administering the Winter Benchmark for DIBELS (1/12/17 - 1/25/17). Teachers progress monitor monthly (students who have benchmarked), biweekly (students who are some risk), and weekly (students who are at risk).	January 13, 2017	Courtney Ellis
N/A	DIBELS Second Grade - 99 students tested in the areas of nonsense word fluency, and oral reading fluency with 36% benchmarking in NWF and 37% benchmarking in ORF for the fall goal. First Grade - 86 students tested in the areas of Phoneme Segmentation Fluency and Nonsense Word Fluency with 69% benchmarking in PSF and 53% benchmarking in NWF for the fall goal. Kindergarten - 80 students tested in the area of First Sound Fluency with 48% meeting the fall benchmark goal. To meet the winter goals, students are progress monitored weekly, bi-weekly, or monthly. Our goal is to have 80% of students benchmark in the areas of FSF, PSF, NWF, and ORF. The next DIBELS administration is 1/12/17 - 1/25/17.	November 08, 2016	Courtney Ellis

#### Measurable Objective 1:

A 2% increase of Kindergarten, First and Second grade students will demonstrate a proficiency in letter naming fluency, phoneme segmentation fluency, nonsense word fluency and/or oral reading fluency in Reading by 05/19/2017 as measured by DIBELS.

Status	Progress Notes	Created On	Created By
Not Met	The Souday System is used during Tier II Intervention, and this program focuses heavily on letter naming, phonics, and phonemic awareness.	January 13, 2017	Courtney Ellis
Not Met	With the Souday System being implemented daily, gains are expected since phonics and phonemic awareness are major concentrations of the program. To ensure winter goals are met, progress monitoring takes place weekly, bi-weekly, or monthly.	November 08, 2016	Courtney Ellis

#### Strategy 1:

Data Meetings - Teachers will be provided with professional development, during data meetings, to review DIBELS data and to discuss how to help students meet benchmarks.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ball, C., & Gettinger, M. (2009). Monitoring children's growth in early literacy skills: Effects of feedback on performance and classroom environments. *Education and Treatment of Children, 32(2)*.

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Status	Progress Notes	Created On	Created By
N/A	Agendas, sign-in sheets, and/or PLCIAs may be used as evidence. Data meetings take place monthly to discuss CFAs, EQTs, STAR, and DIBELS.	January 13, 2017	Courtney Ellis
N/A	Data meetings are held monthly. Grade book averages, CFA scores, EQT scores, DIBELS progress monitoring and/or STAR scaled scores are reviewed. Agendas, sign-in sheets, and PLCIAs may be used as evidence.	November 08, 2016	Courtney Ellis

Activity - DIBELS Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Since DIBELS is an early indicator of reading success, the K - 2 teachers will review DIBELS baseline data, receive materials necessary for progress monitoring, discuss cut points (ranges for how students are grouped), and develop a routine for regular progress monitoring. Periodical data collection of the progress monitoring checklists will be carried out by the principal and reading intervention teacher.	Professional Learning	08/24/2016	05/19/2017	\$0	No Funding Required	K - 2 Teachers, Reading Intervention Teacher, Principal

Status	Progress Notes	Created On	Created By
In Progress	Students are progress monitored weekly, bi-weekly, or monthly to ensure Winter and Spring Benchmarks are met.	January 13, 2017	Courtney Ellis
In Progress	To meet the winter goals, students are progress monitored weekly, bi-weekly, or monthly. The next DIBELS administration is January 12, 2017 - January 25, 2016.	November 08, 2016	Courtney Ellis

Activity - Sondag System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively engage students in multiple learning opportunities to improve phonics and phonemic awareness. Sondag System will be implemented daily during Tier I- whole group instruction. If needed, this system may be used during Tier II-small group instruction as well. Since a great deal of the Sondag System focuses on phonics and phonemic awareness, progress monitoring is the optimal tool for tracking progress. The results of regular progress monitoring will be reviewed during data meetings.	Direct Instruction	08/15/2016	06/02/2017	\$0	No Funding Required	K - 2 teachers, reading intervention teacher, principal

Status	Progress Notes	Created On	Created By
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In Progress	The Sondag System is used each morning during our school-wide Tier II Intervention block. Training was provided to K-5th grade teachers by the ARI coach. Sign In Sheets & Agendas may be used as evidence.	January 13, 2017	Courtney Ellis
In Progress	Sondag System is practiced daily, in each classroom. Training was provided to K-5th grade teachers by the ARI coach.	November 08, 2016	Courtney Ellis

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings take place to analyze academic data (STAR, Aspire Interims, EQTs, etc.) in order to increase student achievement. Title II Funds \$800.00 (substitutes)	Academic Support Program, Direct Instruction, Professional Learning	08/15/2016	06/01/2017	\$800	Title II Part A	Administrators, K-5 teachers, SPED teachers, and resource teachers

**Strategy 2:**

Guidance & Counseling - Students will complete modified multiple intelligence surveys to explore their own, personal learning style and complete a mock college application to peek their interest in furthering their education during "college week"..

Category: Implement Guidance and Counseling Plan

Research Cited: Campbell, B. (1994). The multiple intelligence handbook. Stanwood WA: Campbell & Associates, Inc.

Activity - Multiple Intelligence Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3 - 5 will complete a modified multiple intelligence survey. After analyzing the data, results will be shared with teachers. In this way, classroom teachers will have a better understanding of their students' learning styles. Also, students will be able to capitalize on the benefits of their learning styles, thus making better life-long learners.	Academic Support Program	10/11/2016	12/16/2016	\$0	No Funding Required	April Reed, School Counselor

Activity - College Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During "college week", students in grades 3 - 5 will have a chance to engage in college exploration. They will learn, first hand, what college life is like from college students (our STAY students). They will also fill out a mock college application. To build excitement, teachers will be asked to wear their college/university paraphernalia.	Career Preparation/Orientation	10/11/2016	12/16/2016	\$0	No Funding Required	April Reed, School Counselor
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Status	Progress Notes	Created On	Created By
Completed	Students filled out mock college applications during the week of October 30, 2016.	January 17, 2017	Courtney Ellis
In Progress	Students in Grades 3-5 will attend the Pack the House Basketball game at the University of South Alabama on Jan. 26, 2017.	January 15, 2017	Deidre Jefferson

**Measurable Objective 2:**

A 4% increase of Third, Fourth and Fifth grade students will increase student growth and demonstrate proficiency in Mathematics by 06/02/2017 as measured by STAR Math (3 sessions) and ACT Aspire (Summative).

Status	Progress Notes	Created On	Created By
Not Met	The Winter Benchmark testing for STAR Math begins during the week of January 17, 2017-February 16, 2017. Data will be added when the testing timeframe is completed. The ACT Aspire will be administered in April, 2017.	January 15, 2017	Deidre Jefferson
Not Met	STAR Math 3rd Grade - 15% in need of support, 41% close, 44% exceeding/ready 4th Grade - 9% in need of support, 53% close, 39% exceeding/ready 5th Grade - 8% in need of support, 61% close, 31% exceeding/ready Our goal is to move the 3 - 5 grade "close" students to "exceeding/ready".	November 08, 2016	Courtney Ellis

**Strategy 1:**

Reteaching and Retesting - Teachers will use data from STAR Math to determine which standards have not been mastered. Teachers will use small group instruction, Tier 2 and Tier 3 interventions, and reteaching and retesting as aligned with Will's action plan.

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

Research Cited: ASCD

Status	Progress Notes	Created On	Created By
N/A	Evidence of reteaching can be found in lesson plans; evidence of retesting can be found in INOW gradebooks. Parents are informed of reteaching/retesting during conferences and on progress reports. Teachers indicate reteaching and retesting in the "comments" section of progress reports.	January 13, 2017	Courtney Ellis
N/A	We adhere to the MCPSS reteaching/retesting policy. Teachers use the "comments" section on progress reports to indicate when reteaching and retesting has taken place.	November 08, 2016	Courtney Ellis

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Activity - Analyzing Data/Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During data meetings, teachers were taught how to analyze STAR Math data in order to create groups for small group instruction. Title I Part A Funding Amount - \$9472	Academic Support Program	08/08/2016	06/02/2017	\$13075	Title I Part A, Title I Part A	Responsible staff included administrators and K-5 teachers.

Status	Progress Notes	Created On	Created By
In Progress	As our Literacy Plan will attest, we have a timeline for reviewing data on a broad spectrum. Data meetings are also held monthly, by grade-level, to ensure each teacher has a chance to reflect on what worked and what didn't work. Strategies are discussed and plans to improve scores are made during this time.	January 13, 2017	Courtney Ellis
In Progress	Data meetings are held monthly. Grade book averages, CFA scores, EQT scores, DIBELS progress monitoring and/or STAR scaled scores are reviewed. Agendas, sign-in sheets, and PLCIAs may be used as evidence. At least one teacher from each grade level attended CFA Professional Development.	November 08, 2016	Courtney Ellis

**Strategy 2:**

Professional Development - Teachers will attend the Alabama Educational Technology Conference (AETC) in order to increase their technological skills and teacher collaboration. Teachers will use the information learned at the conference to increase opportunities for students to use hands-on activities and increase the usage of a variety of technology in the classroom. Teachers attending the conference will also share information learned during the PD with other staff members on their grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators and K-5 teachers will attend the Alabama Educational Technology Conference in Montgomery, Alabama. Title 1 A funding \$4000	Technology, Academic Support Program, Direct Instruction, Professional Learning	06/13/2017	06/15/2017	\$6624	Title II Part A, State Funds	Administrators and K-5 Lead Teachers
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Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and members of the leadership team will plan and seek strategies for continuous improvement by analyzing school data, reviewing curriculum, reviewing school culture/climate, and promote parental involvement on a quarterly basis. Members will review the AdvancED requirements in order retain accreditation. Title II funds \$3000.00	Other - AdvancED and Continuous Improvement Planning	03/06/2017	06/30/2017	\$3000	Title II Part A	Administrators and Leadership Team Members

**Goal 4: G.3. John Will Elementary School shall provide digital tools and resources to all educators and students.**

Status	Progress Notes	Created On	Created By
N/A	70 student laptops and 20 teacher laptops were ordered on January 13, 2017.	January 15, 2017	Deidre Jefferson
N/A	Computers will be purchased for instructional use and testing (STAR, ACT Aspire Interim Testing, AR and STRIDE Academy).	November 08, 2016	Courtney Ellis

**Measurable Objective 1:**

demonstrate a proficiency in using digital media tools and resources to learn, communicate, and apply to real-world settings by 06/02/2017 as measured by STRIDE Summary Reports/PMAs, AR Assessments, and ACT ASPIRE Interims.

Status	Progress Notes	Created On	Created By
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Not Met	As our AR participation rate, STRIDE Academy Usage in Minutes, and ACT Aspire Interims will attest, students are becoming proficient in using digital media tools.	November 08, 2016	Courtney Ellis
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**Strategy 1:**

Digital Tools - All teachers of grades K - 5 will provide various digital tools and resources to all students to prepare them to be college and career ready (CCRS) using common core aligned standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

Status	Progress Notes	Created On	Created By
N/A	Each homeroom has an hour per week to utilize one of our two computer labs. Computer lab schedules, AR data, STRIDE Academy data, and ACT Aspire Interim usage may be used as evidence.	November 08, 2016	Courtney Ellis

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the media center and classroom to gain access to books that are grade level appropriate for reading. Students will complete one (1) book or more per week and take the Accelerated Reader (AR) assessment in the technology lab. Title I Part A Funding Amount \$77,256 (computers).	Technology, Academic Support Program	08/10/2016	06/02/2017	\$77256	Title I Part A	Media Specialist Reading Specialist/Literacy Coach Techers

Status	Progress Notes	Created On	Created By
In Progress	A \$70,000 requisition was rejected by the technology department. We are following up with the technology department (David Akridge), assistant superintendent.	January 17, 2017	Courtney Ellis
In Progress	School Year to Date, 42% of John Will students are above the Success Index of 85%. Eighty-nine percent of our students participate in taking AR tests. Books read - 6,213; Words read - 10,007,087.	January 17, 2017	Courtney Ellis
In Progress	3rd Grade Rates 93% Participation 59% Success Index	November 04, 2016	Courtney Ellis



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In Progress	<p>1st Quarter AR Info. 3,581 books were read 4,558,648 words were read 48% of the students averaged at least 85% on quizzes</p> <p>Participation 71% at John Will 56% in the District</p> <p>Success Index 48% at John Will 66% in the District</p>	November 04, 2016	Courtney Ellis
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Activity - Stride	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will have weekly computer lab opportunities to practice skills as aligned with Will's action plan. Stride is an Internet-based academic program that gives students the opportunity to enhance their Math, Reading, Science and Language Arts skills while working on their tablet or computer. Because it combines learning with exciting online games, students see Stride as a fun way to master skills that are required for their grade level. Stride's activities are based on Common Core State Standards and, therefore, are closely linked to the content students will study here at school. Stride presents questions and problems in a manner that is similar to the ACT Aspire so this is another benefit of the program in preparing students for testing. State Funds \$6970.00</p>	Technology	09/05/2016	06/02/2017	\$6970	State Funds	Classroom Teachers, Reading Intervention Teacher

Status	Progress Notes	Created On	Created By
Completed	<p>10/10 - 10/17 Active Students- 518 Hours- 94 Questions Answered-150,650 10/17 - 10/26 Active Students- 520 Hours- 93 Questions Answered-166,230 10/26 - 11/7 Active Students- 531 Hours- 91 Questions Answered- 209,252</p>	January 17, 2017	Courtney Ellis
In Progress	<p>STRIDE in Minutes K- over 11,000 in reading/over 11,000 in math 1st- over 12,000 in reading/over 12,000 in math 2nd- over 13,000 in reading/over 13,000 in math 3rd- over 18,000 in reading/over 18,000 in math 4th- over 8,000 in reading/over 8,000 in math 5th- over 17,000 in reading/over 17,000 in math</p>	November 04, 2016	Courtney Ellis

**Goal 5: G.4. John Will Elementary will prepare and support students through student support services**

**Measurable Objective 1:**

demonstrate a behavior by increasing student attendance by 06/01/2017 as measured by student attendance through iNOW.

Status	Progress Notes	Created On	Created By
Not Met	The school will begin to provide incentive, provided by school Partners in Education, for attendance beginning in February. We are currently waiting for those Partners to provide the incentives.	January 15, 2017	Deidre Jefferson
Not Met	In order to address attendance issues, school messenger will be sent to the parents in 1st, 2nd, 3rd grades about attendance.	January 15, 2017	Deidre Jefferson
Met	The importance of regular school attendance and arriving to school on time has been addressed by Ms. Jefferson in Parent Newsletters for November, December, and January.	January 15, 2017	Deidre Jefferson

**Strategy 1:**

Increase Student Attendance - All teachers will recognize and award students who have perfect attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Fifteen Effective Strategies for Improving Student Attendance and Truancy, DOE

Status	Progress Notes	Created On	Created By
N/A	As a suggestion, add an additional activity to address attendance through the purchase of health supplies. Include \$500 and remove the \$500 from attendance celebrations or from instructional supplies.	January 17, 2017	Angela Moore
N/A	Include 1st and 2nd grade tardies for 2nd quarter as a comparison, to track attendance progress.	January 17, 2017	Angela Moore
N/A	2nd Quarter Data: The Average Daily Attendance for John Will is 95.77%. 5th Grade has the highest attendance rate of 96.50%. 4th grade ADA is 96.39% and 3rd grade ADA is 96.40%. John Will's attendance totals have dropped since 1st Quarter (99.10). The lowest attendance rate of 91.33% continues to be in Pre-K. Ms. Jefferson will contact Pre-K parents to address the attendance. The attendance issue that we need to address is our tardy rate. As of Jan. 15, we had 204 (previously 221) tardies in 1st Grade, 202 (previously 209) in 2nd Grade and 183 in 3rd Grade. We have concluded that most of these students are car riders and do not have control of their arrival time. The importance of regular school attendance and arriving to school on time has been addressed by Ms. Jefferson in Parent Newsletters for November, December, and January. A school messenger will be sent to the parents in 1st through 3rd grades about attendance. The school will begin to provide incentive, provided by school Partners in Education, for attendance beginning in February.	January 17, 2017	Deidre Jefferson

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N/A	<p>The Average Daily Attendance for John Will is 99.10%.          3rd Grade has the highest attendance rate of 99.27%.          4th grade ADA is 99.25%and 5thA is 99.26%.          John will is doing very well in attendance with the lowest attendance rate of 97.98% in pre-K.          The attendance issue that we need to address is our tardy rate.          Quaret1, we had 221 tardies in 1st Grade, 209 in 2nd Grade and 202 in Kindergarten.          We have concluded that most of these students are car riders and do not have control of their arrival time.          We will work to inform parents of the importance of arriving on time and minimizing early dismissals.</p>	November 04, 2016	Angela Moore
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Activity - Attendance Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the month of September the teachers will challenge the student to come to school on time each day and maintain perfect attendance. The class at the end of the month with 100% attendance and the class with no more than 1-3 absences will be randomly selected to win a gift card and/or classroom celebration.	Behavioral Support Program	09/01/2016	09/30/2016	\$500	Title I Part A	Administrator Teachers Registrar

Status	Progress Notes	Created On	Created By
In Progress	As a suggestion, exclude the gift cards a a reward and use the word awards (ie. pencils, personalized notebooks, etc).	January 17, 2017	Angela Moore
In Progress	<p>Quarter 1 ADA - 96.97%            Quarter 2 ADA - 95.68%            There has been a 1.29% drop in the attendance rate.</p> <p>Quarter 1 Tardies - 869            Quarter 2 Tardies - 1,083            There has been an increase of 214 tardies.</p> <p>The increase of tardies is due to a few students who are excessively absent.</p>	January 17, 2017	Courtney Ellis
Completed	During the Honors' Assembly for 2nd quarter, 133 students received awards for perfect attendance.	January 17, 2017	Courtney Ellis
In Progress	1st and 2nd graders have the highest number of tardies. 1st Grade- 221 tardies 2nd Grade- 209 tardies	November 04, 2016	Courtney Ellis
In Progress	ADA- 99.10% 3rd grade has the highest in attendance (99.27%). 2nd grade has the lowest in attendance (98.86%).	November 04, 2016	Courtney Ellis

Activity - Awards and Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be recognized for citizenship, good behavior, strong academics and perfect attendance during announcements, honors day ceremonies and in the classroom.	Behavioral Support Program	10/17/2016	04/14/2017	\$0	No Funding Required	Administrator Teachers counselor
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Status	Progress Notes	Created On	Created By
Completed	Awards and Recognition "A" Honor Roll - 76 "A/B" Honor Roll - 117 Good Citizenship - 53	January 17, 2017	Courtney Ellis
Completed	Awards were given during the Honors' Day Assembly on Jan. 13, 2017. Students received awards for "A" honor roll, "A/B" honor roll, good citizenship, and perfect attendance.	January 15, 2017	Deidre Jefferson
Completed	Awards were given during the Honors' Day Assembly on Dec.9. Students received awards for "A" honor roll, "A/B" honor roll, good citizenship, and perfect attendance.	January 15, 2017	Deidre Jefferson
In Progress	Awards were given during the Honors' Day Assembly. Students received awards for "A" honor roll, "A/B" honor roll, good citizenship, and perfect attendance.	November 04, 2016	Courtney Ellis

**Strategy 2:**

Parent Involvement - Communications will be sent to parents through monthly newsletters, progress reports, school website, school marquee, Twitter, and Facebook.  
(Title 1 Part A Funding amount \$140.00)

Category: Other - Parent Involvement

Research Cited: ASCD

Status	Progress Notes	Created On	Created By
N/A	As a suggestion, revised strategy to include face-to-face parent/student activities as well as providing the baseline data report as evidence of progress in parent communication.	January 17, 2017	Angela Moore
N/A	Christmas Program/Math Night was held on December 6, 2016 from 5:30 PM until 6:30 PM. PreK-5th grades presented math activities that reinforced concepts learned at school. Parents were also able to ask teachers questions related to math.	January 15, 2017	Deidre Jefferson
N/A	Effective Parenting Initiative (EPI) classes will be held in the spring. The classes will cover such topics as: Communication, Effective Praise, Goal setting, and Creating a positive network for your child at home and at school. Parents who have students with persistent behavior will be invited to participate in the classes while their child attends Saturday School.	January 15, 2017	Deidre Jefferson
N/A	Parents are provided academic information when report cards are issued during face-to-face conferences for ACT/ASPIRE and STAR reading and math results. Parents are mailed report cards at the end of the school year. During the regular year they are frequently provided with updates through our School Messenger System, news letters and pamphlets placed in our main office. Parents attended PTO Open House and fathers "walked their children to school". We managed to get some surveys completed, as our computer labs were made available.	November 08, 2016	Courtney Ellis

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N/A	Parents are frequently communicated with through school news letters, parent conferences, phone conferences, the school website and parent workshops (ie. Statewide Parenting Day and the Annual Title I Meeting).	November 04, 2016	Courtney Ellis
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Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will communicate with parents through variety of methods of communication to maintain parent involvement.	Parent Involvement	08/10/2016	06/02/2017	\$140	Title I Part A	Administrators, K-5 teachers, and special education teachers

Status	Progress Notes	Created On	Created By
In Progress	Funds for postage have not been expended, but spending is in progress for the \$149.00.	January 17, 2017	Angela Moore
In Progress	PST progress reports are sent home every 3 to 4 weeks in order to inform parents of their child's progress in reading, math, and/or behavior.	January 17, 2017	Deidre Jefferson
Not Completed	Effective Parenting Initiative (EPI) classes will be held in the spring. The classes will cover such topics as: Communication, Effective Praise, Goal setting, and Creating a positive network for your child at home and at school. Parents who have students with persistent behavior will be invited to participate in the classes while their child attends Saturday School.	January 15, 2017	Deidre Jefferson
Completed	Christmas Program/Math Night was held on December 6, 2016 from 5:30 PM until 6:30 PM. PreK-5th grades presented math activities that reinforced concepts learned at school. Parents were also able to ask teachers questions related to math.	January 15, 2017	Deidre Jefferson
Completed	Partner in Education Breakfast was held on December 8 from 9:00 AM.	January 15, 2017	Deidre Jefferson
In Progress	Communication with Stakeholder frequently occur through face-to-face conferences, newsletters, phone conferences, phone tree, website, and other displays.	November 04, 2016	Angela Moore

**Measurable Objective 2:**

demonstrate a proficiency by 4% increase in Reading and Mathematics by 06/02/2017 as measured by STAR Reading and Math (3 sessions) and ACT Aspire (Summative).

Status	Progress Notes	Created On	Created By
N/A	The Winter Benchmark testing for STAR Reading and Math begins during the week of January 17, 2017-February 16, 2017. Data will be added when the testing timeframe is completed. The ACT Aspire will be administered in April, 2017.	January 15, 2017	Deidre Jefferson

**Strategy 1:**

Extended Day Tutoring - To address the needs of our lowest performing 25% of students, extended day tutoring will be offered and begins October 20, on Tuesdays and Thursdays, from 3:30 PM until 4:30 PM with targeted skills guiding instruction as aligned with Will's action plan (funding of \$14,000).

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

Research Cited: ASCD

Status	Progress Notes	Created On	Created By
N/A	Based on EQT data, extended day tutoring is having a positive impact on our students. Second grade reading EQTs increased by 2% (compared to 1st quarter). Third grade reading EQTs increased by 19%. Fourth grade reading EQTs increased by 25%. There was a 7% decrease in 5th grade reading. In math, there was a 2% increase in 2nd grade, a 15% increase in 3rd grade, and a 23% increase in 5th grade. Fourth grade decreased by 1%.	January 17, 2017	Courtney Ellis
N/A	Session I of Extended Day Tutoring took place October 20, 2016 - December 8, 2016, every Tuesday and Thursday (13 days).	January 17, 2017	Courtney Ellis
N/A	Extended Day tutoring is scheduled to begin again on Jan. 24, 2017 until Feb. 16, 2017 for Tier II and Tier III students. Extended Day Tutoring for Tier II students will begin on Feb. 21, 2017 until March 30, 2017.	January 15, 2017	Deidre Jefferson
N/A	Extended Day tutoring began 10/20/16. There are 64 students participating (regular education and special education). STAR (reading and math) was used as baseline assessments. Students were chosen based on academic need. Please refer to student performance data for supportive evidence.	November 08, 2016	Courtney Ellis

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To address the needs of our lowest performing 25% of students (Selected from Course Failures), extended day tutoring will be offered and begins October 20, on Tuesdays and Thursdays, from 3:30 PM until 4:30 PM with targeted skills guiding instruction as aligned with Will's action plan. Title I Part A (Tutoring, Bus Driver, Mileage) Funding Amount \$15025 Other Funding \$5000	Academic Support Program	10/20/2016	05/25/2017	\$20025	Other, Title I Part A, Title I Part A	Extended Day coordinator and 2-5 grades tutoring teachers

Status	Progress Notes	Created On	Created By
In Progress	Timely academic support for students is provided every Tuesday and Wednesday, quarter.y. Currently, we have expended 37.9% of the Extended Day budget. The current balance is \$7251.14. 62% of the budget remains.	January 17, 2017	Angela Moore

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In Progress	Extended Day Tutoring began October 25, 2016. There are 64 eligible students participating in Extended Day Tutoring. Special Education Students - 20.3% Regular Education Students - 67.6% English as a Second Language (ESL) - -None The following number of students are participating in extended day: 2nd Grade - 15 students 3rd Grade - 22 Students 4th Grade - 16 Students 5th Grade - 11 Students The largest group of students needing additional academic assistance is 3rd Grade that is 34.3 percent of the students participating.in tutoring. Student progress will be measured by the STAR Universal Screening Report. The STAR is used to help increase student reading and math skills in areas of deficiency decrease the course failure rate.	November 08, 2016	Angela Moore
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	Data meetings take place to analyze academic data (STAR, Aspire Interims, EQTs, etc.) in order to increase student achievement. Title II Funds \$800.00 (substitutes)	Academic Support Program, Direct Instruction, Professional Learning	08/15/2016	06/01/2017	\$800	Administrator s, K-5 teachers, SPED teachers, and resource teachers
Planning and Collaboration	Administrators and members of the leadership team will plan and seek strategies for continuous improvement by analyzing school data, reviewing curriculum, reviewing school culture/climate, and promote parental involvement on a quarterly basis. Members will review the AdvancED requirements in order retain accreditation. Title II funds \$3000.00	Other - AdvancED and Continuous Improvement Planning	03/06/2017	06/30/2017	\$3000	Administrator s and Leadership Team Members
Professional Development	Administrators and K-5 teachers will attend the Alabama Educational Technology Conference in Montgomery, Alabama. Title 1 A funding \$4000	Technology, Academic Support Program, Direct Instruction, Professional Learning	06/13/2017	06/15/2017	\$4000	Administrator s and K-5 Lead Teachers
<b>Total</b>					<b>\$7800</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reteaching and Retesting	Classroom teachers will follow the MCPSS Reteaching/Retesting Policy in which teachers will use weekly assessments, CFAs, and EQTs analysis to reteach standards during small group instruction and retest after standards have been retaught as aligned to the action plan. District Funding \$321,458	Academic Support Program	08/10/2016	06/02/2017	\$321458	Administrator s, Grades K-5 teachers, special education teachers, and intervention teacher



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Tier II and III Interventions	All K-5 students identified as at risk or urgent using the Non-Proficient Matrix will receive Tier II and Tier III intervention daily, to promote learning through high quality K-12 aligned College and Career Ready Standards (CCRS) and instruction. Students in Tier II and Tier III will receive Tier I support from the classroom teacher according to Response to Instruction guidelines (RTI). K-5 students will receive Tier II daily from 8:30 AM -9:00AM from the classroom teacher. Tier III will be provided by the classroom teacher, PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors through push in and pull out. Students will receive intensive and differentiated instruction while in a small groups. Intervention for third grade students identified as needing support and close will also be provided by the ARI literacy coach, as well as the building level reading intervention teacher as aligned to the action plan.	Technology, Academic Support Program, Direct Instruction	08/10/2016	06/02/2017	\$210048	Administrator, K-5 and special education teachers, support staff, intervention teacher, ARI instructional coach, counselor, and college tutors
<b>Total</b>					<b>\$531506</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Walls to Success	Teachers will guide students in setting goals and monitoring their own progress using the Aspire and STAR Walls of Success. Students will track their progress towards proficiency after each STAR progress monitoring, which will be administered monthly as aligned to the action plan.	Academic Support Program	10/17/2016	06/02/2017	\$0	Administrator s, grades 3-5 teachers, and special education teachers
Tiers II and III Intervention	We will implement daily school-wide Tier II interventions from 8:30 AM-9:00 AM which will be provided by the math teachers in grades four and five. Students in third and fourth grades will perform daily math bell ringers. Teachers will use feedback from math bell ringers for whole and small group instruction. In addition, Tier III interventions will be provided by PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors by methods of push in and pull out as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	Administrator s, regular education K-5 teachers, PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors
Reteaching and Retesting	Classroom teachers will follow the MCPSS Reteaching/Retesting Policy in which teachers will use weekly assessments and CFA analysis to reteach standards during small group instruction and retest after standards have been retaught as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	Administrator s, Grades K-5 teachers, and special education teachers

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Awards and Recognition	Students will be recognized for citizenship, good behavior, strong academics and perfect attendance during announcements, honors day ceremonies and in the classroom.	Behavioral Support Program	10/17/2016	04/14/2017	\$0	Administrator Teachers counselor
College Week	During "college week", students in grades 3 - 5 will have a chance to engage in college exploration. They will learn, first hand, what college life is like from college students (our STAY students). They will also fill out a mock college application. To build excitement, teachers will be asked to wear their college/university paraphernalia.	Career Preparation/Orientation	10/11/2016	12/16/2016	\$0	April Reed, School Counselor
Coaching and Modeling for Grade 3 Teachers	The ARI literacy coach will provide modeling and coaching for third grade teachers to increase instructional effectiveness and student proficiency as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	ARI Literacy Coach and third grade teachers
Multiple Intelligence Surveys	Students in grades 3 - 5 will complete a modified multiple intelligence survey. After analyzing the data, results will be shared with teachers. In this way, classroom teachers will have a better understanding of their students' learning styles. Also, students will be able to capitalize on the benefits of their learning styles, thus making better life-long learners.	Academic Support Program	10/11/2016	12/16/2016	\$0	April Reed, School Counselor
Close Read	Teachers will utilize Close Read strategies to help students understand how to solve word problems in mathematics.	Academic Support Program, Direct Instruction	08/08/2016	06/02/2017	\$0	Administrators Teachers
Reteaching and Retesting	Classroom teachers will follow the MCPSS Reteaching/Retesting Policy in which teachers will use weekly assessments and CFAs analysis to reteach standards during small group instruction and retest after standards have been retaught as aligned to the action plan.	Academic Support Program	08/10/2016	06/02/2017	\$0	Administrators, Grades K-5 teachers, special education teachers, and intervention teacher
DIBELS Monitoring	Since DIBELS is an early indicator of reading success, the K - 2 teachers will review DIBELS baseline data, receive materials necessary for progress monitoring, discuss cut points (ranges for how students are grouped), and develop a routine for regular progress monitoring. Periodical data collection of the progress monitoring checklists will be carried out by the principal and reading intervention teacher.	Professional Learning	08/24/2016	05/19/2017	\$0	K - 2 Teachers, Reading Intervention Teacher, Principal
Walls to Success	Teachers will guide students in setting goals and monitoring their own progress using the Aspire and STAR Walls of Success. Students will track their progress towards proficiency after each STAR progress monitoring, which will be administered monthly as aligned to the action plan.	Academic Support Program	10/17/2016	06/02/2017	\$0	Administrators, grades 3-5 teachers, and special education teachers

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Mathematical Design Collaboration (MDC)	Collaboration	Professional Learning	08/08/2016	06/02/2017	\$0	Administrators Teachers
Sunday System	Teachers will actively engage students in multiple learning opportunities to improve phonics and phonemic awareness. Sunday System will be implemented daily during Tier I-whole group instruction. If needed, this system may be used during Tier II-small group instruction as well. Since a great deal of the Sunday System focuses on phonics and phonemic awareness, progress monitoring is the optimal tool for tracking progress. The results of regular progress monitoring will be reviewed during data meetings.	Direct Instruction	08/15/2016	06/02/2017	\$0	K - 2 teachers, reading intervention teacher, principal
<b>Total</b>					\$0	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stride	Students will have weekly computer lab opportunities to practice skills as aligned with Will's action plan. Stride is an Internet-based academic program that gives students the opportunity to enhance their Math, Reading, Science and Language Arts skills while working on their tablet or computer. Because it combines learning with exciting online games, students see Stride as a fun way to master skills that are required for their grade level. Stride's activities are based on Common Core State Standards and, therefore, are closely linked to the content students will study here at school. Stride presents questions and problems in a manner that is similar to the ACT Aspire so this is another benefit of the program in preparing students for testing. State Funds \$6970.00	Technology	09/05/2016	06/02/2017	\$6970	Classroom Teachers, Reading Intervention Teacher
Tier II and III Interventions	Students in Tier II and Tier III will receive Tier I support from the classroom teacher according to Response to Instruction guidelines (RTI). K-5 students will receive Tier II daily from 8:30 AM -9:00AM from the classroom teacher. Tier III will be provided by the classroom teacher, PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors through push in and pull out. Students will receive intensive and differentiated instruction while in a small groups. Intervention for third grade students identified as needing support and close will also be provided by the ARI literacy coach, as well as the building level reading intervention teacher as aligned to the action plan. Title I Part A Copies State Funds \$1,837,546	Academic Support Program	08/10/2016	06/02/2017	\$1837546	Teachers, support staff, intervention teacher, ARI instructional coach, counselor, and college tutors

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Professional Development	Administrators and K-5 teachers will attend the Alabama Educational Technology Conference in Montgomery, Alabama. Title 1 A funding \$4000	Technology, Academic Support Program, Direct Instruction, Professional Learning	06/13/2017	06/15/2017	\$2624	Administrators and K-5 Lead Teachers
Sunday System	Whole group Sunday System instruction will be provided for at least 20 minutes daily in all K-5 classrooms as aligned to the action plan. State Funds \$902	Academic Support Program	08/10/2016	06/02/2017	\$902	Responsible staff includes administrators, K-5 regular education teachers, and special education teachers.
STAR Walls	Teachers will guide students in setting goals and monitoring their own progress using the STAR Walls. Students will track their progress towards proficiency after each STAR progress monitoring, which will be administered monthly as aligned to the action plan.	Academic Support Program	10/17/2016	06/02/2017	\$16646	Administrators, grades 3-5 teachers, and special education teachers
<b>Total</b>					<b>\$1864688</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyzing Data/Professional Development	During data meetings, teachers were taught how to analyze STAR Math data in order to create groups for small group instruction. Title I Part A Funding Amount - \$9472	Academic Support Program	08/08/2016	06/02/2017	\$9472	Responsible staff included administrators and K-5 teachers.
Analyzing Data/Professional Development	During data meetings, teachers were taught how to analyze STAR Math data in order to create groups for small group instruction. Title I Part A Funding Amount - \$9472	Academic Support Program	08/08/2016	06/02/2017	\$3603	Responsible staff included administrators and K-5 teachers.
Attendance Celebrations	During the month of September the teachers will challenge the student to come to school on time each day and maintain perfect attendance. The class at the end of the month with 100% attendance and the class with no more than 1-3 absences will be randomly selected to win a gift card and/or classroom celebration.	Behavioral Support Program	09/01/2016	09/30/2016	\$500	Administrator Teachers Registrar

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Tier II and III Interventions	All K-5 students identified as at risk or urgent using the Non-Proficient Matrix will receive Tier II and Tier III intervention daily, to promote learning through high quality K-12 aligned College and Career Ready Standards (CCRS) and instruction. Students in Tier II and Tier III will receive Tier I support from the classroom teacher according to Response to Instruction guidelines (RTI). K-5 students will receive Tier II daily from 8:30 AM -9:00AM from the classroom teacher. Tier III will be provided by the classroom teacher, PE teacher, SPED teachers, art and music teachers, paraprofessionals, and USA College tutors through push in and pull out. Students will receive intensive and differentiated instruction while in a small groups. Intervention for third grade students identified as needing support and close will also be provided by the ARI literacy coach, as well as the building level reading intervention teacher as aligned to the action plan.	Technology, Academic Support Program, Direct Instruction	08/10/2016	06/02/2017	\$64918	Administrator, K-5 and special education teachers, support staff, intervention teacher, ARI instructional coach, counselor, and college tutors
Extended Day Tutoring	To address the needs of our lowest performing 25% of students (Selected from Course Failures), extended day tutoring will be offered and begins October 20, on Tuesdays and Thursdays, from 3:30 PM until 4:30 PM with targeted skills guiding instruction as aligned with Will's action plan. Title I Part A (Tutoring, Bus Driver, Mileage) Funding Amount \$15025 Other Funding \$5000	Academic Support Program	10/20/2016	05/25/2017	\$14596	Extended Day coordinator and 2-5 grades tutoring teachers
Accelerated Reader	Students will use the media center and classroom to gain access to books that are grade level appropriate for reading. Students will complete one (1) book or more per week and take the Accelerated Reader (AR) assessment in the technology lab. Title I Part A Funding Amount \$77,256 (computers).	Technology, Academic Support Program	08/10/2016	06/02/2017	\$77256	Media Specialist Reading Specialist/Lite racy Coach Techers
Communication	The school will communicate with parents through variety of methods of communication to maintain parent involvement.	Parent Involvement	08/10/2016	06/02/2017	\$140	Administrator s, K-5 teachers, and special education teachers
Extended Day Tutoring	To address the needs of our lowest performing 25% of students (Selected from Course Failures), extended day tutoring will be offered and begins October 20, on Tuesdays and Thursdays, from 3:30 PM until 4:30 PM with targeted skills guiding instruction as aligned with Will's action plan. Title I Part A (Tutoring, Bus Driver, Mileage) Funding Amount \$15025 Other Funding \$5000	Academic Support Program	10/20/2016	05/25/2017	\$429	Extended Day coordinator and 2-5 grades tutoring teachers
Problem Solving Team	Referrals will be made to the PST for struggling students. Teachers will attend monthly meetings with the committee to discuss data and receive additional researched-based strategies as needed. PST students will be progress monitored every 3 to 4 weeks to determine their level of progress as aligned to the action plan. Title I Part Funding Amount \$5000	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$5000	Administrator s, PST Committee members, K-5 teachers

**Total**      \$175914

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Tutoring	To address the needs of our lowest performing 25% of students (Selected from Course Failures), extended day tutoring will be offered and begins October 20, on Tuesdays and Thursdays, from 3:30 PM until 4:30 PM with targeted skills guiding instruction as aligned with Will's action plan. Title I Part A (Tutoring, Bus Driver, Mileage) Funding Amount \$15025 Other Funding \$5000	Academic Support Program	10/20/2016	05/25/2017	\$5000	Extended Day coordinator and 2-5 grades tutoring teachers
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$5000</span>	