

2016-2017 McDavid-Jones Elementary

ACIP

McDavid-Jones Elementary School

Mobile County Board of Education

Mrs. Susan Jill Dickinson, Principal
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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the learner through high-quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.	Objectives: 7 Strategies: 9 Activities: 12	Academic	\$3338107
2	Prepare and Support Teachers to Graduate College- and Career-Ready Students.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$10732
3	Provide digital tools and resources to all educators and students.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$96502
4	Prepare and support students through student support services.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$98305
5	LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$1320

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

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Status	Progress Notes	Created On	Created By
Not Met	testing has not occurred	January 11, 2017	Deborah Snow
Not Met	Objective not yet met. A plan is in place to get additional help for students who have academic/language barriers.	February 09, 2015	Deborah Snow

Strategy 1:

Implementation of Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

Category: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Status	Progress Notes	Created On	Created By
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N/A	<p>Carmen Bounds and Jennifer Rey collaborate with McDavid-Jones in working to achieve its ESL aCIP goal.</p> <p>In McDavid-Jones case, Ms. Bounds serves the English learners twice a week using the pull-out method of small group instruction. A total of 53 hours of direct service to English learners was recorded for first semester. She has met with the classroom teachers of the English learners to discuss language accommodations. The classroom teachers teach grade level content to English learners using sheltered instruction. English learners will be taking the state mandated ACCESS for ELLs in February 2016 to measure language growth.</p> <p>In addition to direct and indirect language instruction, McDavid-Jones also helps meet the needs of English learners by making sure that language is provided to parents in a language they can understand. Interpreters are used for parent meetings, IEPs, etc. Interpreters also make critical phone calls that help facilitate the school/home connection.</p>	March 21, 2016	Deborah Snow
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Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.</p>	Direct Instruction	08/10/2016	06/02/2017	\$2919979	State Funds	content teachers, administrators

Measurable Objective 2:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy 1:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their students. STAR and AR reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

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Status	Progress Notes	Created On	Created By
N/A	Reading EQT scores show an increase for all grades with the exception of Grades 1 and Kindergarten. Reading grades for those two groups showed a decrease. This was contributed to students having to read more material independently.	March 25, 2016	Deborah Snow
N/A	We have completed two rounds of the interim assessments. There was a 14 point gain in Reading scores overall from Interim I to Interim II for grades 3-5 with 5th grade having the biggest gain.	March 25, 2016	Deborah Snow

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	\$408516	District Funding	K-5 Teachers, Resource teachers, Media personnel

Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 • AR progress – School wide participation is 98.5% There were new students enrolled who had not taken any tests yet.	February 06, 2017	Deborah Snow
In Progress	11/02/2016 AR progress – All grade levels are at 99%-100% participation.	February 06, 2017	Deborah Snow
In Progress	AR participation rate is at 100% for all grade levels with the exception of two grade levels who had just received new students. A comparison of STAR Reading reports from the beginning and midyear checkpoints show that students are moving from the two lower percentile ranks to the two higher percentile ranks, which is a sign of progress.	March 21, 2016	Deborah Snow
In Progress	AR scores increased on Early Literacy/STAR Testing as indicated by current report. McDavid-Jones placed well above the district level. Next Steps include implementation of Teacher/Parent/Principal conferences that will be held for students who are in danger of failing.	February 09, 2015	Deborah Snow

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	\$924	Title I Schoolwide	Title 1 Facilitator, Media Specialist

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Status	Progress Notes	Created On	Created By
In Progress	We are currently in the planning stages of promoting our Summer reading program.	March 25, 2016	Deborah Snow

Strategy 2:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading and Language Arts. STAR Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Status	Progress Notes	Created On	Created By
N/A	Extended literacy blocks have been put in place to provide three full hours of literacy instruction for students in grades K-3. This allows teachers to implement literacy instruction across all content areas.	March 21, 2016	Deborah Snow

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All K-3 teachers

Strategy 3:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will receive small group instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on input from teachers, assessment data, daily progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Status	Progress Notes	Created On	Created By
N/A	Our Extended day program started in January 2016 and will end in May 2016. Classes meet twice weekly for one hour each session. Bus transportation is provided. We are currently reaching 34 students in the target areas of Reading and Math for grades 3-5.	March 25, 2016	Deborah Snow

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Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	\$7750	Title I Schoolwide	Title 1 Facilitator and Administrators

Measurable Objective 3:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy 1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Status	Progress Notes	Created On	Created By
N/A	01/11/2017 Interim I Assessment completed in Nov. 2016. Grade 3 Math 34 Grade 4 Math 40 Grade 5 Math 42 Interim II Assessment completed in January 2017. Grade 3 Math 29 Grade 4 Math 34 Grade 5 Math 25	February 06, 2017	Deborah Snow
N/A	We have completed two rounds of the interim assessments. There was a 1 point gain in Math scores overall from Interim I to Interim II for grades 3-5. Grade 3 dropped 2 points. Grade 4 gained 8 points. Grade 5 dropped 5 points. Teachers believe that it is because some of the skills tested have not been covered yet.	March 25, 2016	Deborah Snow
N/A	EQT reports for Q1 and Q2 Math show that school-wide data indicate scores greater than the 70% Benchmark. Use of Buckle Down books for Math will continued to be used. Interventions will continue for students who are not performing at the desired level of proficiency.	February 09, 2015	Deborah Snow

Activity - Implement PST and Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	\$0	State Funds	Special Education teachers, K-5 teachers

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Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 Totals Academic 147 Attendance 24 Behavior 0 171/160 students Eleven students are in RTI for attendance and academics, so they are actually counted twice. As the year progresses, more students are beginning to have attendance issues. There were several students whose classroom grades are B's and C's without re-teaching/retesting, but their STAR scores are below the 50th PR. Therefore, we kept them in RTI. Our next PST meeting is March 7, 2017.	February 06, 2017	Deborah Snow
In Progress	01/26/2017 Totals for January Academic 147 Attendance 24 Behavior 0 Total 160 students (11 are counted in attendance and academics)	February 06, 2017	Deborah Snow
In Progress	11/02/2016: October Totals: Academics 143 Attendance 13 Behavior 1 Total 157 November Totals: Academics 162 Attendance 8 Behavior 1 Total 171	February 06, 2017	Deborah Snow
In Progress	Using collaboration and data analysis to increase math achievement implementation is in progress. Homeroom teachers and resource teachers communicate with each other about the needs of their students who are being served. All teachers use data analysis to identify the skills on which their students need additional instruction. To address areas of need, teachers use strategies such as finding ways to help students learn multiplication facts, promoting fluency with math operations, practicing problem solving skills, using task cards, and multiplication cards.	March 21, 2016	Deborah Snow

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Measurable Objective 4:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy 1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Status	Progress Notes	Created On	Created By
N/A	11/02/2016 Technology is in use with a variety of programs being used to address Reading/Math skills. Such programs include Moby Max and IXL.	February 06, 2017	Deborah Snow
N/A	To increase reading achievement through the use of technology, teachers are using Learning.com and Accelerated Reader as digital resources to support phonics instruction, reading comprehension, and reading fluency.	March 21, 2016	Deborah Snow
N/A	Teachers will continue re-teaching/re-testing as needed for students who are not making a passing grade on class assessments. Intervention will continue for students who are in need of extra help.	February 09, 2015	Deborah Snow

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	\$0	Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Status	Progress Notes	Created On	Created By
In Progress	Technology software has been acquired to allow students to participate in online learning experiences. A site license for More Star Fall for the younger grades has been acquired and is currently being used. Wonders Online, Learn Zillion, Newsela, and Benchmark Online are also being used.	February 09, 2015	Deborah Snow

Measurable Objective 5:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy 1:

Increase Reading Achievement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Common Core State Standards

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Tutoring, Academic Support Program	10/18/2016	05/16/2017	\$938	Title I Schoolwide	Title 1 Facilitator and classroom teacher

Status	Progress Notes	Created On	Created By
In Progress	Extended Day started on January 17, 2017. We are currently serving 50 students in grades 3 thru 5 in Reading.	February 06, 2017	Deborah Snow

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Tutoring, Academic Support Program	10/18/2016	05/16/2017	\$0	Other	Title 1 Facilitator and classroom teacher

Measurable Objective 6:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy 1:

Increase Math Achievement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Tutoring, Academic Support Program	10/18/2016	05/15/2017	\$0	Other	Title 1 Facilitator and classroom teachers

Measurable Objective 7:

70% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) of scoring at or above the district benchmark in Science by 06/02/2017 as measured by the End-of-Quarter exams..

Strategy 1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study

Status	Progress Notes	Created On	Created By
N/A	01/11/2016 Science scores for interim assessments. Interim I was 60% for grade 5. Interim II was 69% for grade 5.	February 06, 2017	Deborah Snow
N/A	01/11/2016 EQT Science scores for grades 4 and 5 are above 95%.	February 06, 2017	Deborah Snow
N/A	11/02/2016 EQT Science scores for grades 4 and 5 are above 90%.	February 06, 2017	Deborah Snow

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	\$0	District Funding	Administrators and Classroom teachers

Goal 2: Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by classroom observations and walk-throughs.

Strategy 1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards. Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Status	Progress Notes	Created On	Created By
N/A	Literacy training will take place the next two months.	February 09, 2015	Deborah Snow

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	\$10732	Title II Part A, State Funds	Administrators, District Personnel, Faculty

Status	Progress Notes	Created On	Created By
In Progress	11/02/2016 Training for the Digital Literacy Team is on-going. Teachers have received training on the STEMscopes Science initiative. Teachers are using digital based resources to enhance instruction for their students.	February 06, 2017	Deborah Snow
In Progress	11/02/2016 Teachers received Soudy System refresher to help with phonics instruction.	February 06, 2017	Deborah Snow

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In Progress	Teachers at McDavid-Jones have been prepared and supported through professional development opportunities such as training in Sonday, Six Traits of Writing, Common Formative Assessments, Digital Literacy, and Science PLT. Our kindergarten and Pre-K teachers have also received extensive training in the Teaching Strategies GOLD®. Next Steps: We plan to roll out a BYOD initiative in 2106-2017, so onsite training with Ursula Martin has been started with the Digital Literacy team to help us prepare for that initiative.	March 21, 2016	Deborah Snow
In Progress	There is a Math PLT in place that gathers for training once a month. The team consists of one teacher per grade level. The teachers become peer coaches with their grade levels as they share what they have learned as members of the PLT team.	February 09, 2015	Deborah Snow

Measurable Objective 2:

demonstrate a behavior of using technology/digital resources to implement standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation for our students by 06/02/2017 as measured by classroom observations and implementation of lesson plans.

Strategy 1:

Use Technology - Teachers will be encouraged to become more proficient in the use of various digital-based resources available to them to enhance instruction for their students through technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Status	Progress Notes	Created On	Created By
N/A	Teachers are using digital based resources to enhance instruction for their students.	February 06, 2017	Deborah Snow
N/A	Technology in use includes Learn Zillion and Reading A-Z, among others.	February 09, 2015	Deborah Snow

Activity - Use Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multi-media/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/10/2016	06/02/2017	\$0	State Funds	Administrators, District Personnel, Faculty

Status	Progress Notes	Created On	Created By
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In Progress	Teachers are being encouraged to become more proficient in the use of digital resources to enhance instruction for their students. Teachers at McDavid-Jones are using I-pads, SmartBoards, and the computer labs to provide digital lessons as a tool for instruction. Next Steps: The 3-5 media and school TST requested an aide for the 2016-2017 school year.	March 21, 2016	Deborah Snow
In Progress	Training for Office 365 will be taking place before the end of the school year.	February 09, 2015	Deborah Snow
In Progress	There have been 54 computers installed this year; there is still a need for more computers.	February 09, 2015	Deborah Snow

Goal 3: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive digital content and curriculum materials and text aligned with Alabama's College- and Career-Ready standards by 06/02/2017 as measured by classroom/student observations and decreased usage of paper and hard-copy materials.

Strategy 1:

Use of Digital Resources - Administrator will seek to procure digital resources including web-based applications, site licenses, and interactive software that teachers can use to enhance digital-based instruction for all students. The strategy will be measured by observations in classrooms, computer-generated data reports, PST reports, and evidence of student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Status	Progress Notes	Created On	Created By
N/A	01/11/2016 Teachers and students are using digital based resources to enhance the learning experience. Four stationary labs with a total of 99 stations are now in use. One mobile lab with twenty I-Pads is being used by kindergarten. Using fund sources from Title 1 and State Allocation for Technology we will begin replacing computer stations in the 4-5 lab. We received a \$12, 000 grant from the Mobile County Commission that will be used to purchase 18 student laptops for classrooms. Usage reports and data reports from digital-based sites were used to monitor progress.	February 06, 2017	Deborah Snow
N/A	We have purchased 44 laptops for teachers with Title 1 funds.	February 06, 2017	Deborah Snow

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N/A	11/02/2016 Teachers and students are using digital based resources to enhance the learning experience. Four stationary labs with a total of 99 stations are now in use. One mobile lab with twenty I-Pads is being used by kindergarten. Computers in the lab used by grades 4 and 5 are out of warranty and will soon need to be replaced.	February 06, 2017	Deborah Snow
N/A	With the addition of 54 computers and 5 tablets, along with the future purchase of IPads, there will still be a need for more technology hardware. Teachers' laptops were purchased in 2010 and are beginning to die out. There is a need to replace them.	February 09, 2015	Deborah Snow

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Technology	08/10/2016	06/02/2017	\$0	Other	Administrators, K-5 teachers, Special Education teachers, Intervention teachers

Status	Progress Notes	Created On	Created By
In Progress	All faculty and staff at McDavid-Jones are encouraged to make use of the digital resources that are available to them as a means of decreasing the use of paper based materials. Teachers are using programs such as Starfall and More Starfall, Lumio Education, Reading Wonders online and Learning.com as resources for increasing digital learning. With the implementation of Digital Literacy, teachers are becoming more proficient at using a wider variety of digital resources.	March 21, 2016	Deborah Snow
In Progress	There is a need to purchase more devices for students and for labs. Training for Office 365 is needed. Wonders Training will be provided by the representative in February 2015.	February 09, 2015	Deborah Snow
In Progress	Learn Zillion, Wonders, Discovery Ed, Learning A-Z, Alex Diagnostic Reports, Star Fall Math, and Lymboo Math are currently being used.	February 09, 2015	Deborah Snow

Measurable Objective 2:

demonstrate a behavior of ensuring that every teacher and student has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by survey results, documented interviews with students, teachers, and administrators, and by inventory reports.

Strategy 1:

Increase ICD Access - Work to provide funding that will increase access to ICDs for every student and educator in our school through district, school, and other funding and also seek BYOD options for student use.

Category:

Research Cited: Transform 2020 Plan

Status	Progress Notes	Created On	Created By
N/A	<ol style="list-style-type: none"> 1. Applied for and received a \$12,000 grant from Mobile County Commissioners to purchase student laptops and headsets. Waiting for funds to be released. 2. Purchased 44 Teacher Laptops/32 Docking stations with Title 1 Funds. 3. Will continue to encourage teachers to use the Donor's Choose program as a fund source to acquire additional devices for their students. 4. Continue to consider the long term plan for replacing computers that will be out of warranty soon. 5. A request for completion of wiring updates to our school that were needed to increase wireless capabilities on our campus has been completed. 6. We will be pulling all available classroom computers to set up a lab for 5th grade. This will give each grade level their own lab, and will greatly increase access to internet connected devices for all students. The room location has been selected, cleaned out, painted, waxed, and tables have been ordered and received. We are in need of twenty five 18-inch chairs for students and the district has none available at this time. Wiring has been requested and is expected to be complete the week of 02/13/17. 	February 10, 2017	Deborah Snow
N/A	<p>Prior to this year, we had two computer labs with a combined total of 52 computers that were shared by 900+ students from Pre-K to 5th grade. With STAR testing 4 times a year, Interim Assessments 4 times a year and the ASPIRE Summative assessment, we knew we had to come up with a plan to increase access to internet connected devices for our students. This year we have purchased 200 I-Pad minis with Title 1 funds. This allowed us to place 4 devices in each regular classroom and 2 devices in each resource classroom. Also with Title 1 funds, we have purchased 25 desktop computers and used those to set up an additional lab. We have purchased 12 laptops to distribute to teachers whose computers were completely inoperable. Three of those laptops have been set up with SmartBoards in the computer labs to provide teachers with available access to digital lessons when they are working with students in the computer labs. Additionally, we have written a grant to DuPont to provide funding for an I-Pad lab for Kindergarten. We have received the grant and are waiting on funds to be released.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Applied for and received a \$20,000 grant from Mobile County Commissioners to establish an additional computer lab that will be designated for Second grade. Waiting on funds to be released. 2. Work with the district to find ways to replace approximately 40 laptops for teachers whose current devices are no longer working and are out of warranty. 3. Encourage teachers to use the Donor's Choose program as a fund source to acquire additional devices for their students. 4. Consider the long term plan for replacing computers that will be out of warranty soon. 5. Make a request for completion of wiring updates to our school that are needed to increase wireless capabilities on our campus. 6. Purchase I-Pads for the Kindergarten lab as soon as we receive funds. 	March 21, 2016	Deborah Snow

Activity - Increase ICD Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	\$96502	State Funds, Other, Title I Schoolwide	Administrator s, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional
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Status	Progress Notes	Created On	Created By
In Progress	11/02/2016 Four stationary labs with a total of 99 stations are now in use. One mobile lab with twenty I-Pads is being used by kindergarten. Computers in the lab used by grades 4 and 5 are out of warranty and will soon need to be replaced.	February 06, 2017	Deborah Snow
In Progress	3/25/16 We submitted a requisition for the purchase of two teacher laptops with docking stations. One will be assigned to a new PE teacher who has no working computer. The other unit will be placed in the new lab that is being established with funds received through a grant from the Mobile County Commission. This unit will be shared by 8 classroom teachers in the new lab.	March 25, 2016	Deborah Snow

Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 06/02/2017 as measured by attendance data reports from INow.

Strategy 1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Status	Progress Notes	Created On	Created By
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N/A	01/11/2017 Attendance for the week of Q2 EQT's was 97-98%. Some grade levels had perfect attendance the week of EQT's. The Polar Express event was a great success! Attendance is a daily challenge and the Leadership team continues to try to find ways to get our kids to come to school.	February 06, 2017	Deborah Snow
N/A	11/02/2016 Kid Cash store and event will be in December. Polar Express tickets will be used to promote attendance in December.	February 06, 2017	Deborah Snow
N/A	11/02/2016 Interventions such as mentoring, Kid Cash incentives and other incentives are on-going. Attendance for the first 20 days was 96%. Attendance for the 20-day post-Labor Day period was 95%. Attendance is a daily challenge and the Leadership team continues to try to find ways to get our kids to school.	February 06, 2017	Deborah Snow
N/A	MO 1: Currently, we have 9 families going to court because they will not make sure their kids are in school. Although we are currently have 94.75% for the yearly average as of date of the review, there is a daily struggle to meet our attendance goal. We have about five families with multiple children who are the main ones who are have excessive absences. We have implemented the Kid Cash program to increase attendance. 3/25/16 Update: Our ADA for Month 6 was 93.52%. The yearly average is now 94.50%	March 25, 2016	Deborah Snow
N/A	As of January 28, 2015 our attendance for the year was 93%, 3 points below the desired benchmark. Currnet plans include incentives on a weekly and monthly basis with a special event held for the students who had perfect attendance for the first 100 days of school. Communications about attendance include notes that are sent home with students, the school website, school messenger, and the school Facebook page. Next Steps include incentives for Aspire attendance and EQT attendance. Procedures will continue with PST referrals for students with excessive absences. The Title 1 Attendance clerk will work closely with the Attendance officer assigned to our school to make sure documentation is in order should any of our students are sent to court for truancy.	February 09, 2015	Deborah Snow

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/10/2016	06/02/2017	\$98305	Title I Schoolwide	Administrators, Resource Staff, Teachers, Support Personnel

Measurable Objective 2:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases of problem behavior by 06/02/2017 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy 1:

Increase Positive Behaviors - A Positive Behavior Interventions and Supports team (PBIS) will be put in place to plan and coordinate events and incentives that will help reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS/OSEP

Status	Progress Notes	Created On	Created By
N/A	01/11/2017 11 total discipline infractions for Nov-Dec. 1 in-school suspension There were no out-of-school suspensions for the period of Nov-Dec. Interventions such as mentoring, Kid Cash incentives and other incentives are on-going. Due to behavior problems on the outside sidewalks in the mornings the breakfast duty roster was revamped and some personnel were moved to the sidewalks and bus unloading areas.	February 06, 2017	Deborah Snow
N/A	11/02/2016 35 total discipline infractions for Aug-Oct 19 in-school suspensions There were no out-of-school suspensions for the period of Aug-Oct. Interventions such as mentoring, Kid Cash incentives and other incentives are on-going.	February 06, 2017	Deborah Snow
N/A	To increase positive behaviors for our students, the PBIS team and the Leadership team have collaborated on finding ways to encourage our students to make better choices with regard to behavior. We have implemented the Kid Cash program where students can earn Kid Cash dollars by making good choices and being responsible. The Kid Cash can be spent at the Kid Cash store once per quarter. We also planned a major event where students can use \$25 in Kid Cash to participate. First quarter was a Black Light party and second quarter was Reindeer Games. Both events have proved to be very popular with students. In addition to earning Kid cash, students who demonstrate responsible and positive attitudes are asked to help with morning announcements and the pledge. Some are also asked to serve on the Breakfast Patrol where they assist the younger students at breakfast. Those times when students must be reprimanded, we try to use in-house suspensions whenever possible to prevent loss of instruction. Next Steps: Invite faculty and staff to serve as mentors to students who are repeat offenders in the office because of things that may be going on at home. Our hope is that perhaps with some positive attention these students will be less likely to disrupt class and exhibit other negative behaviors.	March 21, 2016	Deborah Snow
N/A	The PBIS team meets each month to review discipline data from Review 360 and INow. Events are planned and carried out by the team to reward students who are "Caught Being Good" because they are following school and class rules. There are weekly drawings, monthly events, and quarterly activities that students have the opportunity to participate in as a reward for positive behaviors. At the beginning of the year, a Top Ten list is established based on the data (repeat offenders) from the previous year. The counselor and assistant principal conference with these students about expectations for the new school year. It is hopeful that the students will be encouraged to take advantage of the clean slate.	February 09, 2015	Deborah Snow

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Other	PBIS, Administrator s, Faculty and Staff

Goal 5: LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going from 13.4% to 14.07% in Reading by 06/01/2017 as measured by STAR Reading results..

Strategy 1:

Book Study - All teachers will participate in a book study using "What Great Teachers Do Differently". Participation in the book study is expected to promote and encourage beliefs, behaviors, attitudes and interactions that model what great teachers do. The book study will take place during faculty meetings with reading assignments, small group discussions, and follow-up activities.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	\$1320	Booster Fund	Principal, Assistant Principal, All Teachers

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Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 • “What Great Teachers do Differently “ by Todd Whitaker (Book Study) The book study is in progress via professional development sessions and via Padlet.	February 06, 2017	Deborah Snow

Strategy 2:

Use Sondag Phonics and Close Reads - All teachers will use Sondag Phonics as an intervention tool to help below-level students become more proficient readers. Close Reads will be used to help students use the critical examination of a text that focuses on significant details or patterns in order to develop an in-depth understanding of the text's form, craft, and meanings.

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

Research Cited: Windsor Learning (2008): Reading Research and the Sondag System

Activity - Use Sondag Phonics and Close Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Sondag Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, All teachers

Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 Walk-throughs, observations, and lesson plans indicate that Close Reading and Sondag phonics are in progress.	February 06, 2017	Deborah Snow

Strategy 3:

Extended Day - We will implement an extended day session to provide research-based instruction for students in the 3rd percentile rank (Close Range) on the Star Reading Screening Report (Universal Screening 1) administered in August, 2016.

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

Research Cited: Renaissance Learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	\$0	Other	Classroom teachers who are willing to stay for afternoon sessions.
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Status	Progress Notes	Created On	Created By
In Progress	02/06/2017 Extended Day began on January 17, 2017. We are currently serving 50 students in grades 3 thru 5 for reading intervention after school.	February 06, 2017	Deborah Snow
In Progress	01/11/2017 Extended day letters have been sent out for students in grades 3 thru 5 in need of reading interventions.	February 06, 2017	Deborah Snow

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day	Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	\$7750	Title 1 Facilitator and Administrators
Summer Reading Program	The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	\$924	Title 1 Facilitator, Media Specialist
Increase Attendance	Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/10/2016	06/02/2017	\$98305	Administrators, Resource Staff, Teachers, Support Personnel
Increase ICD Inventory	We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	\$74812	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional
Extended Day Lab	Provide opportunities for extended day learning to address areas of weakness in Reading.	Tutoring, Academic Support Program	10/18/2016	05/16/2017	\$938	Title 1 Facilitator and classroom teacher
Total					\$182729	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Implement Reading Strategies	Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	\$2919979	content teachers, administrators
Implement PST and Rtl	K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	\$0	Special Education teachers, K-5 teachers
Use Technology	Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multi-media/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/10/2016	06/02/2017	\$0	Administrators, District Personnel, Faculty
PD Opportunities	The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	\$3732	Administrators, District Personnel, Faculty
Increase ICD Inventory	We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	\$9690	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional
Total					\$2933401	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Use Digital Resources	Students will use digital-based resources to enhance learning experiences in all content areas.	Technology	08/10/2016	06/02/2017	\$0	Administrator s, K-5 teachers, Special Education teachers, Intervention teachers
PBIS	The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	PBIS, Administrator s, Faculty and Staff
Moby Max and IXL	We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Tutoring, Academic Support Program	10/18/2016	05/16/2017	\$0	Title 1 Facilitator and classroom teacher
Extended Day	Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	\$0	Classroom teachers who are willing to stay for afternoon sessions.
Extended Day Lab	Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Tutoring, Academic Support Program	10/18/2016	05/15/2017	\$0	Title 1 Facilitator and classroom teachers
Increase ICD Inventory	We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	\$12000	Administrator s, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional
Use Computer-based resources	Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	\$0	K-5 teachers, Special Education teachers, intervention teachers, media personnel
Total					\$12000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Increase Reading Time	All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	\$408516	K-5 Teachers, Resource teachers, Media personnel
Use Science Resources	Use available resources provided by the district and the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	\$0	Administrators and Classroom teachers
Total					\$408516	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	\$1320	Principal, Assistant Principal, All Teachers
Total					\$1320	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Opportunities	The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	\$7000	Administrators, District Personnel, Faculty
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use Souday Phonics and Close Reads	Use Souday Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	\$0	Principal, Assistant Principal, All teachers
Data Meetings	All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	\$0	All K-5 teachers and all SpEd teachers, school administrators

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Extended Literacy Block for K-3	This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	\$0	All K-3 teachers
					Total	\$0