

# **Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

Mobile County Board of Education

Ms. Catherine Coxe, Principal  
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Irvington, AL 36544-2415

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## **Overview**

### **Plan Name**

Pearl Haskew 2016-2017 Plan for ACIP

### **Plan Description**

Pearl Haskew ACIP 2016-2017

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Second grade students at Pearl Haskew Elementary will increase reading proficiency.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	Prepare and support students through student support services.	Objectives: 3 Strategies: 3 Activities: 8	Organizational	\$2500418
3	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core areas.	Objectives: 10 Strategies: 7 Activities: 14	Academic	\$84743
4	Prepare and Support Teachers to Graduate College-and-Career-Ready Students.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$49637
5	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Second grade students at Pearl Haskew Elementary will increase reading proficiency.

### Measurable Objective 1:

A 10% increase of Second grade students will demonstrate a proficiency of scoring at/above the Aspire Benchmark on STAR screening from 24% to 34% in Reading by 06/02/2017 as measured by the STAR Aspire benchmark screening report..

Status	Progress Notes	Created On	Created By
Met	49% of 2nd Grade students were proficient (at or above benchmark) on the October STAR Reading ACT Aspire Screening Report.	November 09, 2016	Catherine Coxe
Not Met	Fall Screening for 2nd grade 24% at or above benchmark...Next screening window is Oct. 24th- Nov.4th	October 20, 2016	Catherine Coxe

### Strategy 1:

Increase Reading Proficiency - All second grade students identified as at risk on the Aspire STAR screening report will receive Tier II and Tier III intervention from classroom teachers and Reading Instructional Partner. Teachers will monitor student progress and implement instructional strategies to address areas of need.

Administrators will conduct walkthrough observation of small group instruction. Teachers will progress monitor quarterly.

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

Research Cited: Response to Instruction (RTI) Renaissance Learning Inc. (2011)

Activity - SNAPLearning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the SNAP Learning Program in classroom instruction.	Direct Instruction	08/19/2016	06/02/2017	\$0	No Funding Required	2nd grade teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers were trained in the SNAP Learning program on Oct. 10th and program materials were distributed.	October 17, 2016	Catherine Coxe

Activity - Job Embedded Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2nd grade teachers will participate in Job Embedded workshops to continue training and implementation of additional instructional reading resource. Implementation of instructional strategies will be monitored through walk through observations.	Professional Learning	09/20/2016	03/27/2017	\$0	No Funding Required	2nd grade teachers and Reading Instructional Partner/Administrators
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Status	Progress Notes	Created On	Created By
In Progress	Sept. 15th-20th teachers attended 1/2 day job embedded training including developing CFA's/ Reading Websites; Pacing; and intervention schedules	October 17, 2016	Catherine Coxe

**Goal 2: Prepare and support students through student support services.**

**Measurable Objective 1:**

collaborate to Maintain or increase attendance rate from 95% by 06/02/2017 as measured by ADA/ADM monthly/quarterly reports.

**Strategy 1:**

Increase attendance rate - Faculty, staff, and students will analyze and track attendance data to maintain or increase the attendance rate from 95% for the 2016-2017 school year.

Category: Other - Implement attendance awareness

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track attendance daily in Leadership Binders. Classroom teachers will track and monitor attendance daily. Utilize state funds (0001-special use code) of 39.00 state teachers placed (instruction) 1 principal/.5 assistant principal (administration), 1 counselor ( guidance) and 1 librarian (media services) \$2,179,499. Utilize district ( local funding) for 1 teacher, 2 aides, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$281574	Other - attendance awareness	08/10/2016	06/02/2017	\$2497938	District Funding, Title I Schoolwide, State Funds	Classroom teachers/School LPN

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Status	Progress Notes	Created On	Created By
In Progress	Teachers/students track attendance daily in their Leadership binders.	October 17, 2016	Catherine Coxe

Activity - Analyze Attendance Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education teachers will analyze attendance data and generate a list of students with 4 or more tardies and 3 to 5 unexcused absences to be discussed in PST meetings monthly.	Other - attendance awareness	08/31/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers/Counselor

Status	Progress Notes	Created On	Created By
In Progress	School-wide attendance for 2nd quarter is 95%.	January 19, 2017	Catherine Coxe
In Progress	School-wide attendance for 1st quarter is 96%.	October 17, 2016	Catherine Coxe

Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff will identify and recognize students with perfect attendance each quarter in the classroom and/ or in school assembly.	Other - attendance awareness	10/07/2016	05/31/2017	\$0	No Funding Required	All Faculty and Staff

Status	Progress Notes	Created On	Created By
In Progress	Students with perfect attendance received certificates during 2nd Qtr. Honor's Assembly.	January 19, 2017	Catherine Coxe
In Progress	Students with perfect attendance for 1st quarter were recognized during the Honor's Assembly and given perfect attendance certificates.	October 17, 2016	Catherine Coxe

**Measurable Objective 2:**

collaborate to increase parental involvement by 04/10/2017 as measured by parent sign in sheets.

**Strategy 1:**

Increase Parental Involvement - Increase parental involvement in school events; specifically PTO (Town Hall) Meetings.

Category: Other - Parental Involvement

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Activity - Personal Invitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and students will create and send personal invitations to parents to attend quarterly PTO Town Hall meetings. (Utilize parenting funds)	Parent Involvement	08/30/2016	04/18/2017	\$2480	Title I Schoolwide	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	All K-5 classrooms sent home personal invitations to parents for our Nov. 17th PTO Town Hall Meeting.	January 25, 2017	Catherine Coxe
In Progress	All K-5 classrooms sent home personal invitations to parents for our August 30th PTO Town Hall Meeting.	October 17, 2016	Catherine Coxe

Activity - Tracking Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conference with parents about the importance of attending PTO Town Hall meetings. Tracking the number of parents who attend meetings will be done by each classroom, grade level, and school-wide.	Parent Involvement	08/30/2016	04/11/2017	\$0	No Funding Required	Classroom teachers/ Measurable Goals Action Team Members

Status	Progress Notes	Created On	Created By
In Progress	193 parents attended November 17th Town Hall Meetings. Our goal for the year is 1,000 parents in attendance- Our current total is 468.	January 19, 2017	Catherine Coxe
In Progress	Each classroom tracks the number of parents who attend the Town Hall Meetings. 275 parents attended our first meeting on August, 30th.	October 17, 2016	Catherine Coxe

**Measurable Objective 3:**

collaborate to decrease office referrals from 46 to 38 by 06/02/2017 as measured by INOW discipline statistics reports and Review 360..

**Strategy 1:**

Decrease Office Referrals - Teachers, faculty, and staff will collaborate with students and parents to implement a positive behavioral support system.



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Category: Other - Behavioral Support Program

Status	Progress Notes	Created On	Created By
N/A	There were 11 total office referrals for 2nd quarter (5 of these were suspensions) This is 5 less referrals than 1st quarter.	January 19, 2017	Catherine Coxe
N/A	There were 16 office referrals for 1st quarter only 1 of which resulted in a suspension.	October 24, 2016	Catherine Coxe

Activity - Behavior Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a behavior plan for identified students (students serving detention twice/6 demerits and or students receiving suspension from school) and provide a daily behavior sheet to track student progress.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers, faculty, and staff

Activity - Analyze Behavior Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST members will analyze students' discipline folders, office referrals and suspension data and will collaborate to develop appropriate behavior management plans.	Behavioral Support Program	08/24/2016	05/31/2017	\$0	No Funding Required	Teachers/staff

Status	Progress Notes	Created On	Created By
In Progress	The current number of students with behavior plans is 20.	January 23, 2017	Catherine Coxe
In Progress	Current number of students on behavior plans: 17	October 26, 2016	Catherine Coxe

Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff, will identify and recognize students who exhibit appropriate behavior and display leadership qualities in their daily actions. Victory shields will be provided throughout the day in all settings. Once a class reaches 50 victory shields they will be awarded a 30 minute period of free play with the "fun box".	Behavioral Support Program	08/26/2016	05/31/2017	\$0	No Funding Required	Teachers/staff

### Goal 3: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core areas.

**Measurable Objective 1:**

A 14% increase of Third grade students will demonstrate a proficiency overall in Reading by 05/12/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**

Increase Comprehension of Reading Standards - Increase achievement of the lowest performing 25% of students on the ACT Aspire. Teachers will monitor student progress through CFA's; STAR ; EQT's, and implement instructional strategies to address areas of need. Administrators will conduct walk through observations to insure quality instruction.

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

Status	Progress Notes	Created On	Created By
N/A	2nd Qtr. Reading EQT Proficiency Averages K-86% 1st-85% 2nd-89% 3rd-80% 4th-80% 5th-88%	January 09, 2017	Catherine Coxe
N/A	2nd Qtr.- Reading CFA Proficiency Averages K-87% 1st-80% 2nd-86% 3rd-70% 4th-80% 5th-96%	January 09, 2017	Catherine Coxe
N/A	CFA's 1st Qtr. 70% proficient K- 66%/63% 1st-72%/63%/75% 2nd-74%/75%/ 77% 3rd-78%/78%/74% 4th-81%/87% 90% 5th-91%/96%/98%	October 26, 2016	Catherine Coxe
N/A	First Quarter Reading EQT's 70% proficient or higher: K- 90% 1st-85% 2nd-92% 3rd-74% 4th-83% 5th- 96%	October 14, 2016	Catherine Coxe

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Activity - Job-Embedded Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education teachers will participate in professional development half day job embedded sessions to develop and create CFA's; Continue training and instruction on the implementation of The Cycle of Instruction; RTI; K-3 Literacy Framework; Souday System; and the Six Traits Writing Program.	Professional Learning	09/20/2016	03/21/2017	\$14816	Title II Part A, State Funds, Title I Schoolwide	Reading Instructional Partner; ARI District Coach;

Status	Progress Notes	Created On	Created By
In Progress	Nov. 29th and Dec. 1st & 2nd teachers attended 1/2 day job embedded training including developing CFA's/EQT's-Reviewing ELEOT observations and observing teaching strategies in classrooms.	January 09, 2017	Catherine Coxe
In Progress	Oct. 25th-teachers participated in The Reading and Writing Strategies Webinar	October 26, 2016	Catherine Coxe
In Progress	September 15th - 20th teachers attended 1/2 day job embedded training including developing CFA's; Intervention Scheduling; Pacing; Reading Websites; Review Writing Rubrics	October 14, 2016	Catherine Coxe

Activity - Performance Coach Reading/SNAP Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Performance Coach Reading Program/SNAP Learning in classroom instruction. State Materials and Supplies-\$17864	Direct Instruction	09/30/2016	04/28/2017	\$37189	Title I Schoolwide, State Funds	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Classroom teachers are implementing the SNAP Learning program in their classrooms and transition to the online portion will begin 2nd Semester. (The company experienced technical difficulties with their online program causing a delay)	January 09, 2017	Catherine Coxe
Completed	October 10th Teachers attended a SNAP Learning training and were provided with program materials as well as the Performance Coach materials.	October 14, 2016	Catherine Coxe

Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All K-5 and Special Education students identified as the lowest performing 25% of students on the ACT Aspire will receive Tier II and Tier III Intervention and will be invited to attend Extended Day Tutoring Program for the fall and spring. Teachers will monitor student progress through daily classroom reports and will conduct Pre and Post assessments to measure program success.	Direct Instruction	08/15/2016	06/02/2017	\$7700	Title I Schoolwide	Classroom Teacher/ Reading Instructional Partner
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Status	Progress Notes	Created On	Created By
In Progress	From the fall to winter STAR screening- tutoring students' overall grade equivalent average in reading increased from 2.7 to 3.6 that is a .9% increase.	February 17, 2017	Catherine Coxe
In Progress	The fall session of tutoring was completed on Nov. 3rd. 40 3rd- 5th grade students participated and 8 teachers tutored. The Triumph Learning Performance Coach Program was used for instruction. Students made a 15% increase in reading over-all from the pre-test to post-test. Our spring tutoring session dates are March 7th-30th.	January 09, 2017	Catherine Coxe
In Progress	Extended Day Tutoring began Oct. 11th. 40 3rd-5th grade students who are in the lowest performing 25% on the ACT Aspire began tutoring using Performance Coach for Reading and Math.	October 14, 2016	Catherine Coxe

Activity - Summer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will receive training from the Reading Instructional Partner on implementation of the newly adopted reading series and collaborate to develop lesson plans and classroom instructional strategies.	Professional Learning	02/17/2017	06/30/2017	\$4000	Title II Part A	Classroom teachers; Reading Instructional Partner

**(shared) Strategy 2:**

Students will increase one grade level on the STAR Reading Test by spring 2017. - students will increase STAR Reading benchmark by .25% on each screening (Fall, Winter, Spring, May). Teachers will monitor student progress on each STAR screening test and implement instructional strategies to address areas of need.

Administrators will conduct observation walkthroughs to ensure quality instruction.

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

Status	Progress Notes	Created On	Created By
N/A	The % of students who increased .25% each quarter so far from their beginning STAR reading bench mark: K-100% 1st-60% 2nd-81% 3rd-62% 4th-70% and 5th-81%- School-wide 76%.	February 17, 2017	Catherine Coxe
N/A	The next STAR assessment window is Jan. 16th - Feb. 17th	January 09, 2017	Catherine Coxe

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N/A	STAR Results from Oct./Nov. screening K-.18 up from fall benchmark .02 1st- 1.19 up from fall benchmark 1.0 2nd- 2.5 up from fall 2.0 3rd-3.1 up from fall 2.6 4th-4.4 up from fall 3.6 5th- 5.5 up from fall 5.0.	November 09, 2016	Catherine Coxe
N/A	STAR benchmarks from Fall screening k-.02% 1st-1.0% 2nd-2.0 3rd-2.6 4th-3.6 5th-5.0 The next screening window is Oct. 24th - Nov. 4th	October 14, 2016	Catherine Coxe

Activity - Meet weekly AR goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will read daily and participate in small group reading instruction 3 times a week.	Direct Instruction	08/22/2016	06/02/2017	\$13518	State Funds, Title I Schoolwide	Classroom Teachers/Media Specialists

Status	Progress Notes	Created On	Created By
In Progress	92% of all K-5 students met/or exceeded 2nd quarter AR goal with 90% accuracy.	January 09, 2017	Catherine Coxe
In Progress	92 % of all K-5 students met/or exceeded 1st quarter AR goal with 90% accuracy.	October 14, 2016	Catherine Coxe

Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk on quarterly Star Reading Benchmark will receive Tier II and Tier III Interventions and will be invited to attend Extended Day Tutoring in the fall and spring.	Tutoring	10/20/2016	03/23/2017	\$0	No Funding Required	Classroom Teacher/ Intervention Teacher/ Tutoring Teacher

**Measurable Objective 2:**

A 5% increase of Fourth grade students will demonstrate a proficiency overall in Reading by 05/12/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**

Increase Comprehension of Reading Standards - Increase achievement of the lowest performing 25% of students on the ACT Aspire. Teachers will monitor student progress through CFA's; STAR ; EQT's, and implement instructional strategies to address areas of need. Administrators will conduct walk through observations to insure quality instruction.

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

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N/A	2nd Qtr. Reading EQT Proficiency Averages K-86% 1st-85% 2nd-89% 3rd-80% 4th-80% 5th-88%	January 09, 2017	Catherine Coxe
N/A	2nd Qtr.- Reading CFA Proficiency Averages K-87% 1st-80% 2nd-86% 3rd-70% 4th-80% 5th-96%	January 09, 2017	Catherine Coxe
N/A	CFA's 1st Qtr. 70% proficient K- 66%/63% 1st-72%/63%/75% 2nd-74%/75%/ 77% 3rd-78%/78%/74% 4th-81%/87% 90% 5th-91%/96%/98%	October 26, 2016	Catherine Coxe
N/A	First Quarter Reading EQT's 70% proficient or higher: K- 90% 1st-85% 2nd-92% 3rd-74% 4th-83% 5th- 96%	October 14, 2016	Catherine Coxe

Activity - Job-Embedded Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education teachers will participate in professional development half day job embedded sessions to develop and create CFA's; Continue training and instruction on the implementation of The Cycle of Instruction; RTI; K-3 Literacy Framework; Souday System; and the Six Traits Writing Program.	Professional Learning	09/20/2016	03/21/2017	\$14816	State Funds, Title II Part A, Title I Schoolwide	Reading Instructional Partner; ARI District Coach;

Status	Progress Notes	Created On	Created By
In Progress	Nov. 29th and Dec. 1st & 2nd teachers attended 1/2 day job embedded training including developing CFA's/EQT's-Reviewing ELEOT observations and observing teaching strategies in classrooms.	January 09, 2017	Catherine Coxe
In Progress	Oct. 25th-teachers participated in The Reading and Writing Strategies Webinar	October 26, 2016	Catherine Coxe
In Progress	September 15th - 20th teachers attended 1/2 day job embedded training including developing CFA's; Intervention Scheduling; Pacing; Reading Websites; Review Writing Rubrics	October 14, 2016	Catherine Coxe

Activity - Performance Coach Reading/SNAP Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Performance Coach Reading Program/SNAP Learning in classroom instruction. State Materials and Supplies-\$17864	Direct Instruction	09/30/2016	04/28/2017	\$37189	Title I Schoolwide, State Funds	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Classroom teachers are implementing the SNAP Learning program in their classrooms and transition to the online portion will begin 2nd Semester. (The company experienced technical difficulties with their online program causing a delay)	January 09, 2017	Catherine Coxe

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Completed	October 10th Teachers attended a SNAP Learning training and were provided with program materials as well as the Performance Coach materials.	October 14, 2016	Catherine Coxe
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Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**(shared) Strategy 2:**

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Administrators will conduct observation walkthroughs to ensure quality instruction.

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**Measurable Objective 3:**

A 21% increase of Fifth grade students will demonstrate a proficiency overall in Reading by 05/12/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**



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Completed	October 10th Teachers attended a SNAPLearning training and were provided with program materials as well as the Performance Coach materials.	October 14, 2016	Catherine Coxe

Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education students identified as the lowest performing 25% of students on the ACT Aspire will receive Tier II and Tier III Intervention and will be invited to attend Extended Day Tutoring Program for the fall and spring. Teachers will monitor student progress through daily classroom reports and will conduct Pre and Post assessments to measure program success.	Direct Instruction	08/15/2016	06/02/2017	\$7700	Title I Schoolwide	Classroom Teacher/ Reading Instructional Partner

Status	Progress Notes	Created On	Created By
In Progress	From the fall to winter STAR screening- tutoring students' overall grade equivalent average in reading increased from 2.7 to 3.6 that is a .9% increase.	February 17, 2017	Catherine Coxe
In Progress	The fall session of tutoring was completed on Nov. 3rd. 40 3rd- 5th grade students participated and 8 teachers tutored. The Triumph Learning Performance Coach Program was used for instruction. Students made a 15% increase in reading over-all from the pre-test to post-test. Our spring tutoring session dates are March 7th-30th.	January 09, 2017	Catherine Coxe
In Progress	Extended Day Tutoring began Oct. 11th. 40 3rd-5th grade students who are in the lowest performing 25% on the ACT Aspire began tutoring using Performance Coach for Reading and Math.	October 14, 2016	Catherine Coxe

Activity - Summer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will receive training from the Reading Instructional Partner on implementation of the newly adopted reading series and collaborate to develop lesson plans and classroom instructional strategies.	Professional Learning	02/17/2017	06/30/2017	\$4000	Title II Part A	Classroom teachers; Reading Instructional Partner

**(shared) Strategy 2:**

Pearl Haskew Elementary School

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**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

Students will increase one grade level on the STAR Reading Test by spring 2017. - students will increase STAR Reading benchmark by .25% on each screening (Fall, Winter, Spring, May). Teachers will monitor student progress on each STAR screening test and implement instructional strategies to address areas of need.

Administrators will conduct observation walkthroughs to ensure quality instruction.

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

Status	Progress Notes	Created On	Created By
N/A	The % of students who increased .25% each quarter so far from their beginning STAR reading bench mark: K-100% 1st-60% 2nd-81% 3rd-62% 4th-70% and 5th-81%- School-wide 76%.	February 17, 2017	Catherine Coxe
N/A	The next STAR assessment window is Jan. 16th - Feb. 17th	January 09, 2017	Catherine Coxe
N/A	STAR Results from Oct./Nov. screening K-.18 up from fall benchmark .02 1st- 1.19 up from fall benchmark 1.0 2nd- 2.5 up from fall 2.0 3rd-3.1 up from fall 2.6 4th-4.4 up from fall 3.6 5th- 5.5 up from fall 5.0.	November 09, 2016	Catherine Coxe
N/A	STAR benchmarks from Fall screening k-.02% 1st-1.0% 2nd-2.0 3rd-2.6 4th-3.6 5th-5.0 The next screening window is Oct. 24th - Nov. 4th	October 14, 2016	Catherine Coxe

Activity - Meet weekly AR goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will read daily and participate in small group reading instruction 3 times a week.	Direct Instruction	08/22/2016	06/02/2017	\$13518	Title I Schoolwide, State Funds	Classroom Teachers/Media Specialists

Status	Progress Notes	Created On	Created By
In Progress	92% of all K-5 students met/or exceeded 2nd quarter AR goal with 90% accuracy.	January 09, 2017	Catherine Coxe
In Progress	92 % of all K-5 students met/or exceeded 1st quarter AR goal with 90% accuracy.	October 14, 2016	Catherine Coxe

Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk on quarterly Star Reading Benchmark will receive Tier II and Tier III Interventions and will be invited to attend Extended Day Tutoring in the fall and spring.	Tutoring	10/20/2016	03/23/2017	\$0	No Funding Required	Classroom Teacher/ Intervention Teacher/ Tutoring Teacher

**Measurable Objective 4:**

A 5% increase of Third grade students will demonstrate a proficiency overall in Mathematics by 05/12/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**

Increase Math Standards comprehension - Increase achievement of the lowest performing 25% of students on the ACT Aspire. Teachers will monitor student progress through CFA's; EQT's; Fact Drills, and Reflex math reports. Administrators will conduct walkthrough observations to insure quality instruction.

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

Status	Progress Notes	Created On	Created By
N/A	STAR math window Jan. 17th to Feb. 16th	January 19, 2017	Catherine Coxe
N/A	2nd Qtr. Math EQT's % proficient K-89% 1st-99% 2nd-94% 3rd-81% 4th-81% 5th-79%	January 09, 2017	Catherine Coxe
N/A	First Quarter Math EQT 70% proficiency or higher; K-90% 1st-94% 2nd-93% 3rd-81% 4th-88% 5th-81% STAR Math 1st screening at or above benchmark 1st grade-50% 2nd-57% 3rd-63% 4th-62% 5th-58%	October 26, 2016	Catherine Coxe

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education Teachers will participate in professional development sessions to develop and create CFA's as well as to continue training and implementation of Cycle of Instruction ; RTI; as well additional resources including Reflex; LearnZillion; EngageNY; and GeorgiaStandards.org. and Mathematics Design Collaborative (MDC)	Professional Learning	09/20/2016	03/21/2017	\$0	No Funding Required	Teachers/Math Instructional Partner

Status	Progress Notes	Created On	Created By
Completed	Math Instructional Partner reviewed with teachers math "Talk Moves" during 2nd quarter job embedded.	January 09, 2017	Catherine Coxe
In Progress	Teachers attended Math PLT on Sept. 28th	October 17, 2016	Catherine Coxe

Activity - Performance Coach Math/Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

Teachers will implement the Performance Coach Math Program and Reflex Math in classroom instruction.	Direct Instruction	09/30/2016	04/28/2017	\$7520	Title I Schoolwide	Classroom teachers
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Status	Progress Notes	Created On	Created By
In Progress	2nd Qtr. Reflex starting fluency 15% current fluency 36%/ Usage 98.4% (use at least 3 days a week)	January 19, 2017	Catherine Coxe
In Progress	Performance Coach materials were distributed on Oct. 10th Teacher Workday. All 2nd-5th grade students started the math reflex program in September. 1st quarter Reflex report/starting fluency 13% Current fluency 30%-Usage 89.4% of students use reflex at least 3 times a week.	October 26, 2016	Catherine Coxe

Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All k-5 and Special Education students identified as the lowest performing 25% on the ACT Aspire will receive Tier II and Tier III instruction and will be offered the opportunity for extended day tutoring in the fall and spring of the 2016-2017 school year. Teachers will monitor student progress through daily program reports. Pre and Post assessments will be given to measure program success.	Direct Instruction	08/15/2016	05/19/2017	\$0	No Funding Required	Math Intervention Teacher/Tutoring Teacher

Status	Progress Notes	Created On	Created By
In Progress	From the fall to winter STAR screening- tutoring students' overall grade equivalent average in math increased from 2.9 to 3.7 that is an .8% increase	February 17, 2017	Catherine Coxe
In Progress	These same students will be invited to attend the spring tutoring session in March.	January 19, 2017	Catherine Coxe
Completed	Students made a 12% increase in math over-all from the pre-test to post-test.	January 09, 2017	Catherine Coxe
In Progress	Extended day tutoring fall session began Oct. 11th and will end Nov. 3rd.	October 17, 2016	Catherine Coxe

Activity - Math Fact Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education students will participate in a 1 minute fact drill five days a week.	Direct Instruction	08/22/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students who mastered their 2nd quarter fact drills were allowed to attend the faculty volleyball game.	January 19, 2017	Catherine Coxe

**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

In Progress	All K-5 classrooms participate in school-wide daily fact drills immediately following the morning Knightly News. Students and teachers track fact drill goals and progress in their Leadership binders.	October 17, 2016	Catherine Coxe
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**Strategy 2:**

Mathematics Design Collaborative - Mathematics Design Collaborative (MDC) strategies will be used to teach all 4th-5th grade students mathematics concepts during daily instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SRED) that support problem solving and higher order thinking skills.

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all 4th-5th grade mathematics classes will use MDC strategies to complete tasks daily during classroom activities.	Direct Instruction	02/03/2017	05/31/2017	\$0	No Funding Required	4th-5th grade mathematics teachers

Status	Progress Notes	Created On	Created By
In Progress	4th and 5th grade teachers received training on math close read procedures from the Math Instructional Partner during February 17th job embedded workshops.	February 17, 2017	Catherine Coxe

**Measurable Objective 5:**

A 3% increase of Fourth grade students will demonstrate a proficiency overall in Mathematics by 05/12/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**

Increase Math Standards comprehension - Increase achievement of the lowest performing 25% of students on the ACT Aspire. Teachers will monitor student progress through CFA's; EQT's; Fact Drills, and Reflex math reports. Administrators will conduct walkthrough observations to insure quality instruction.

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

Status	Progress Notes	Created On	Created By
N/A	STAR math window Jan. 17th to Feb. 16th	January 19, 2017	Catherine Coxe
N/A	2nd Qtr. Math EQT's % proficient K-89% 1st-99% 2nd-94% 3rd-81% 4th-81% 5th-79%	January 09, 2017	Catherine Coxe

**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

N/A	First Quarter Math EQT 70% proficiency or higher; K-90% 1st-94% 2nd-93% 3rd-81% 4th-88% 5th-81% STAR Math 1st screening at or above benchmark 1st grade-50% 2nd-57% 3rd-63% 4th-62% 5th-58%	October 26, 2016	Catherine Coxe
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education Teachers will participate in professional development sessions to develop and create CFA's as well as to continue training and implementation of Cycle of Instruction ; RTI; as well additional resources including Reflex; LearnZillion; EngageNY; and GeorgiaStandards.org. and Mathematics Design Collaborative (MDC)	Professional Learning	09/20/2016	03/21/2017	\$0	No Funding Required	Teachers/Math Instructional Partner

Status	Progress Notes	Created On	Created By
Completed	Math Instructional Partner reviewed with teachers math "Talk Moves" during 2nd quarter job embedded.	January 09, 2017	Catherine Coxe
In Progress	Teachers attended Math PLT on Sept. 28th	October 17, 2016	Catherine Coxe

Activity - Performance Coach Math/Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Performance Coach Math Program and Reflex Math in classroom instruction.	Direct Instruction	09/30/2016	04/28/2017	\$7520	Title I Schoolwide	Classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	2nd Qtr. Reflex starting fluency 15% current fluency 36%/ Usage 98.4% (use at least 3 days a week)	January 19, 2017	Catherine Coxe
In Progress	Performance Coach materials were distributed on Oct. 10th Teacher Workday. All 2nd-5th grade students started the math reflex program in September. 1st quarter Reflex report/starting fluency 13% Current fluency 30%-Usage 89.4% of students use reflex at least 3 times a week.	October 26, 2016	Catherine Coxe

Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

All k-5 and Special Education students identified as the lowest performing 25% on the ACT Aspire will receive Tier II and Tier III instruction and will be offered the opportunity for extended day tutoring in the fall and spring of the 2016-2017 school year. Teachers will monitor student progress through daily program reports. Pre and Post assessments will be given to measure program success.	Direct Instruction	08/15/2016	05/19/2017	\$0	No Funding Required	Math Intervention Teacher/Tutoring Teacher
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Status	Progress Notes	Created On	Created By
In Progress	From the fall to winter STAR screening- tutoring students' overall grade equivalent average in math increased from 2.9 to 3.7 that is an .8% increase	February 17, 2017	Catherine Coxe
In Progress	These same students will be invited to attend the spring tutoring session in March.	January 19, 2017	Catherine Coxe
Completed	Students made a 12% increase in math over-all from the pre-test to post-test.	January 09, 2017	Catherine Coxe
In Progress	Extended day tutoring fall session began Oct. 11th and will end Nov. 3rd.	October 17, 2016	Catherine Coxe

Activity - Math Fact Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education students will participate in a 1 minute fact drill five days a week.	Direct Instruction	08/22/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students who mastered their 2nd quarter fact drills were allowed to attend the faculty volleyball game.	January 19, 2017	Catherine Coxe
In Progress	All K-5 classrooms participate in school-wide daily fact drills immediately following the morning Knightly News. Students and teachers track fact drill goals and progress in their Leadership binders.	October 17, 2016	Catherine Coxe

**Measurable Objective 6:**

A 9% increase of Fifth grade students will demonstrate a proficiency overall in Mathematics by 05/12/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**

Increase Math Standards comprehension - Increase achievement of the lowest performing 25% of students on the ACT Aspire. Teachers will monitor student progress through CFA's; EQT's; Fact Drills, and Reflex math reports. Administrators will conduct walkthrough observations to insure quality instruction.

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



**Pearl Haskew 2016-2017 Plan for ACIP**

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Status	Progress Notes	Created On	Created By
N/A	STAR math window Jan. 17th to Feb. 16th	January 19, 2017	Catherine Coxe
N/A	2nd Qtr. Math EQT's % proficient K-89% 1st-99% 2nd-94% 3rd-81% 4th-81% 5th-79%	January 09, 2017	Catherine Coxe
N/A	First Quarter Math EQT 70% proficiency or higher; K-90% 1st-94% 2nd-93% 3rd-81% 4th-88% 5th-81% STAR Math 1st screening at or above benchmark 1st grade-50% 2nd-57% 3rd-63% 4th-62% 5th-58%	October 26, 2016	Catherine Coxe

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education Teachers will participate in professional development sessions to develop and create CFA's as well as to continue training and implementation of Cycle of Instruction ; RTI; as well additional resources including Reflex; LearnZillion; EngageNY; and GeorgiaStandards.org. and Mathematics Design Collaborative (MDC)	Professional Learning	09/20/2016	03/21/2017	\$0	No Funding Required	Teachers/Math Instructional Partner

Status	Progress Notes	Created On	Created By
Completed	Math Instructional Partner reviewed with teachers math "Talk Moves" during 2nd quarter job embedded.	January 09, 2017	Catherine Coxe
In Progress	Teachers attended Math PLT on Sept. 28th	October 17, 2016	Catherine Coxe

Activity - Performance Coach Math/Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Performance Coach Math Program and Reflex Math in classroom instruction.	Direct Instruction	09/30/2016	04/28/2017	\$7520	Title I Schoolwide	Classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	2nd Qtr. Reflex starting fluency 15% current fluency 36%/ Usage 98.4% (use at least 3 days a week)	January 19, 2017	Catherine Coxe
In Progress	Performance Coach materials were distributed on Oct. 10th Teacher Workday. All 2nd-5th grade students started the math reflex program in September. 1st quarter Reflex report/starting fluency 13% Current fluency 30%-Usage 89.4% of students use reflex at least 3 times a week.	October 26, 2016	Catherine Coxe

Activity - Student Intervention/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

All k-5 and Special Education students identified as the lowest performing 25% on the ACT Aspire will receive Tier II and Tier III instruction and will be offered the opportunity for extended day tutoring in the fall and spring of the 2016-2017 school year. Teachers will monitor student progress through daily program reports. Pre and Post assessments will be given to measure program success.	Direct Instruction	08/15/2016	05/19/2017	\$0	No Funding Required	Math Intervention Teacher/Tutoring Teacher
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Status	Progress Notes	Created On	Created By
In Progress	From the fall to winter STAR screening- tutoring students' overall grade equivalent average in math increased from 2.9 to 3.7 that is an .8% increase	February 17, 2017	Catherine Coxe
In Progress	These same students will be invited to attend the spring tutoring session in March.	January 19, 2017	Catherine Coxe
Completed	Students made a 12% increase in math over-all from the pre-test to post-test.	January 09, 2017	Catherine Coxe
In Progress	Extended day tutoring fall session began Oct. 11th and will end Nov. 3rd.	October 17, 2016	Catherine Coxe

Activity - Math Fact Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education students will participate in a 1 minute fact drill five days a week.	Direct Instruction	08/22/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students who mastered their 2nd quarter fact drills were allowed to attend the faculty volleyball game.	January 19, 2017	Catherine Coxe
In Progress	All K-5 classrooms participate in school-wide daily fact drills immediately following the morning Knightly News. Students and teachers track fact drill goals and progress in their Leadership binders.	October 17, 2016	Catherine Coxe

**Measurable Objective 7:**

A 57% increase of English Learners students will demonstrate a proficiency overall in English Language Arts by 05/26/2017 as measured by ACT Aspire.

**Strategy 1:**

Personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all EL's are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - Direct Instruction

Research Cited: WIDA World-Class Instructional Design and Assessment

**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Coordinator will provide instructional strategies for teachers to facilitate comprehension of the content for EL students.	Professional Learning	10/03/2016	10/17/2016	\$0	No Funding Required	Teachers of EL students/EL Coordinator

Status	Progress Notes	Created On	Created By
Completed	Teachers received Tier I Classroom and Content Area Teacher Accommodations & Alternative Assessments for ESL students in their classrooms.	January 19, 2017	Catherine Coxe

**Measurable Objective 8:**

A 7% increase of Fourth grade students will demonstrate a proficiency overall in Science by 05/12/2017 as measured by ACT Aspire.

**(shared) Strategy 1:**

Increase Comprehension of Science Standards - Teachers will use direct explicit instruction to fully implement Science CCSS and follow district pacing guides to increase achievement of the lowest performing 25% of students on the Science ACT Aspire. Teachers will monitor students progress through EQT's and other informal assessments throughout each quarter. Administrators will conduct walkthrough observation to insure quality instruction.

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

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 4th and 5th grade teachers will participate in collaboration and preparation of lessons using instructional resources such as Discovery Education, Moodle Science Library, STEMscopes, Picture Perfect Science, Close Reading Strategy, Kahoot, and Readworks.org.	Professional Learning	09/09/2016	05/02/2017	\$0	No Funding Required	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	93% of fifth grade students scored 70% proficient or higher on 2nd Qtr. Science EQT.	January 19, 2017	Catherine Coxe
In Progress	89% of 4th graders and 92% of 5th graders scored 70% proficient or higher on 1st quarter EQT's.	October 17, 2016	Catherine Coxe

**Measurable Objective 9:**

A 24% increase of Fifth grade students will demonstrate a proficiency overall in Science by 05/12/2017 as measured by ACT Aspire..

**(shared) Strategy 1:**

Increase Comprehension of Science Standards - Teachers will use direct explicit instruction to fully implement Science CCSS and follow district pacing guides to increase achievement of the lowest performing 25% of students on the Science ACT Aspire. Teachers will monitor students progress through EQT's and other informal assessments throughout each quarter. Administrators will conduct walkthrough observation to insure quality instruction.

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

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 4th and 5th grade teachers will participate in collaboration and preparation of lessons using instructional resources such as Discovery Education, Moodle Science Library, STEMscopes, Picture Perfect Science, Close Reading Strategy, Kahoot, and Readworks.org.	Professional Learning	09/09/2016	05/02/2017	\$0	No Funding Required	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	93% of fifth grade students scored 70% proficient or higher on 2nd Qtr. Science EQT.	January 19, 2017	Catherine Coxe
In Progress	89% of 4th graders and 92% of 5th graders scored 70% proficient or higher on 1st quarter EQT's.	October 17, 2016	Catherine Coxe

**Measurable Objective 10:**

A 35% increase of Fifth grade students will demonstrate a proficiency overall in Writing by 05/15/2017 as measured by ACT Aspire.

**Strategy 1:**

Increase expectations in Traits Writing - Teachers will use direct explicit instruction to fully implement the Traits Writing Program. Teachers will monitor student progress through weekly writing conferences, students' published writings, and quarterly writing reports. Administrators will conduct observations walkthroughs to insure quality instruction.

Category: Other - Direct Instruction

**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

Status	Progress Notes	Created On	Created By
N/A	80% of 5th grade students met or exceeded writing expectations for 2nd quarter.	January 19, 2017	Catherine Coxe
N/A	62% of 5th grade students met or exceeded writing expectations for 1st quarter.	October 17, 2016	Catherine Coxe

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job embedded trainings with a focus on Traits Writing. Administrators will conduct observation walkthroughs to insure instruction of traits writing is being implemented. Writing progress will be monitored by quarterly writing reports.	Professional Learning	09/30/2016	03/31/2017	\$0	No Funding Required	5th grade teachers/Reading Instructional Partner/Administrators

Status	Progress Notes	Created On	Created By
In Progress	September Job Embedded included Traits Writing/rubric review	October 17, 2016	Catherine Coxe

**Goal 4: Prepare and Support Teachers to Graduate College-and-Career-Ready Students.****Measurable Objective 1:**

collaborate to use technology and digital resources to utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/31/2017 as measured by final student products/performance that demonstrate mastery of State Course of Study Standards..

**Strategy 1:**

Collaboration and Planning - Utilize a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement College and Career Ready Standards

**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

Activity - Rolling Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 classroom teachers and students will utilize the Rolling Lab to enhance classroom instruction.	Technology	09/30/2016	05/26/2017	\$36665	State Funds, Title I Schoolwide, Title I Schoolwide	Classroom Teachers/TST

Status	Progress Notes	Created On	Created By
In Progress	15 laptops were purchased and installed and have been received by classroom teachers	January 19, 2017	Catherine Coxe
In Progress	A rotating schedule has been set up for the Rolling Lab to be used to enhance classroom instruction as well as student learning and participation.	October 17, 2016	Catherine Coxe

Activity - ELEOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use the Effective Learning Environments Observation Tool (ELEOT) to obtain evidence of classroom environments that are conducive to student learning.	Academic Support Program	09/01/2016	05/29/2017	\$3000	Title I Schoolwide	Administrators/Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Administrators have completed 189 total observations so far for this school year.	January 25, 2017	Catherine Coxe
In Progress	Administrators have completed 180 classroom observations so far.	October 21, 2016	Catherine Coxe

**Measurable Objective 2:**

collaborate to develop leadership skills in students by participating in and implementing actions and strategies to achieve personal as well as school-wide goals by 06/02/2017 as measured by daily and quarterly goal tracking results.

**Strategy 1:**

Accountability Partners - Increase the number of classes with cross grade level accountability partners from 4 in 2016 to 31 in 2017.

Category: Other - Leadership

**Pearl Haskew 2016-2017 Plan for ACIP**

Pearl Haskew Elementary School

Activity - Monthly Partner Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will meet with cross grade level accountability partners to facilitate in the area of leadership binders each month. Leader In Me Activity books will be used to reinforce instruction in the 7 Habits.	Other - Leadership	09/16/2016	05/19/2017	\$3377	Title I Schoolwide	Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	100 of classes participated in cross grade level accountability partner meetings for October and November.	January 19, 2017	Catherine Coxe
In Progress	All K-5 classrooms met with their cross grade level accountability partner for the month on September.	October 17, 2016	Catherine Coxe

Activity - Leader In Me Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pearl Haskew will serve as a host school for/and attend The Leader In Me Symposium.	Other - Leadership	02/22/2017	02/23/2017	\$1645	Title I Schoolwide	All Faculty and Staff

Status	Progress Notes	Created On	Created By
In Progress	5 teachers are registered for the 2 day Symposium Feb. 23rd and 24th. Covey Clubs/and practice are held once a month to prepare our school for Symposium Host.	January 19, 2017	Catherine Coxe

Activity - Leader In Me Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4DX (Four Dimensions of Execution) Training	Professional Learning	01/02/2017	01/02/2017	\$4950	Title I Schoolwide	Faculty/Staff/Administrators

Status	Progress Notes	Created On	Created By
In Progress	The LIM coach reviewed with each grade level their current status with 4DX. They discussed the true purpose of 4DX-to align our academic success and The Leader in Me process/Each grade level chose a method that would match their students' current ability.	January 25, 2017	Catherine Coxe

## Goal 5: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

### Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/26/2017 as measured by Transform2020 Survey Results.

### Strategy 1:

MiDevice - Provide all K-5 students and parents with procedures and policies for student use of both district-owned and mobile devices belonging to the student.

Category: Other - Technology

Activity - BYOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Students and faculty will have access to school owned devices throughout the day which have access to Internet, as well as being allowed to bring personal devices to school.	Technology	09/23/2016	06/02/2017	\$0	Title I Schoolwide	Classroom Teachers/TST

Status	Progress Notes	Created On	Created By
Completed	Bring Your Own Device guidelines and parent/student user agreements were distributed during Open House.	October 20, 2016	Catherine Coxe



## 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
Job-Embedded Workshops	All K-5 and Special Education teachers will participate in professional development half day job embedded sessions to develop and create CFA's; Continue training and instruction on the implementation of The Cycle of Instruction; RTI; K-3 Literacy Framework; Souday System; and the Six Traits Writing Program.	Professional Learning	09/20/2016	03/21/2017	\$6000	Reading Instructional Partner; ARI District Coach;
Rolling Lab	All K-5 classroom teachers and students will utilize the Rolling Lab to enhance classroom instruction.	Technology	09/30/2016	05/26/2017	\$5717	Classroom Teachers/TST
Rolling Lab	All K-5 classroom teachers and students will utilize the Rolling Lab to enhance classroom instruction.	Technology	09/30/2016	05/26/2017	\$23468	Classroom Teachers/TST
Leader In Me Coaching	4DX (Four Dimensions of Execution) Training	Professional Learning	01/02/2017	01/02/2017	\$4950	Faculty/Staff/Administrators
Attendance Tracking	Students will track attendance daily in Leadership Binders. Classroom teachers will track and monitor attendance daily.Utilize state funds (0001-special use code) of 39.00 state teachers placed (instruction) 1 principal/.5 assistant principal (administration), 1 counselor ( guidance) and 1 librarian (media services) \$2,179,499. Utilize district ( local funding) for 1 teacher, 2 aides, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$281574	Other - attendance awareness	08/10/2016	06/02/2017	\$36865	Classroom teachers/School LPN
Student Intervention/Extended Day Tutoring	All K-5 and Special Education students identified as the lowest performing 25% of students on the ACT Aspire will receive Tier II and Tier III Intervention and will be invited to attend Extended Day Tutoring Program for the fall and spring. Teachers will monitor student progress through daily classroom reports and will conduct Pre and Post assessments to measure program success.	Direct Instruction	08/15/2016	06/02/2017	\$7700	Classroom Teacher/ Reading Instructional Partner
Performance Coach Reading/SNAP Learning	Teachers will implement the Performance Coach Reading Program/SNAP Learning in classroom instruction. State Materials and Supplies-\$17864	Direct Instruction	09/30/2016	04/28/2017	\$19325	Classroom Teachers
BYOD	All Students and faculty will have access to school owned devices throughout the day which have access to Internet, as well as being allowed to bring personal devices to school.	Technology	09/23/2016	06/02/2017	\$0	Classroom Teachers/TST

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Monthly Partner Meetings	Teachers and students will meet with cross grade level accountability partners to facilitate in the area of leadership binders each month. Leader In Me Activity books will be used to reinforce instruction in the 7 Habits.	Other - Leadership	09/16/2016	05/19/2017	\$3377	Classroom Teachers
Leader In Me Symposium	Pearl Haskew will serve as a host school for/and attend The Leader In Me Symposium.	Other - Leadership	02/22/2017	02/23/2017	\$1645	All Faculty and Staff
Performance Coach Math/Reflex Math	Teachers will implement the Performance Coach Math Program and Reflex Math in classroom instruction.	Direct Instruction	09/30/2016	04/28/2017	\$7520	Classroom teachers
Personal Invitation	Classroom teachers and students will create and send personal invitations to parents to attend quarterly PTO Town Hall meetings. (Utilize parenting funds)	Parent Involvement	08/30/2016	04/18/2017	\$2480	Classroom Teachers
Meet weekly AR goal	Teachers and students will read daily and participate in small group reading instruction 3 times a week.	Direct Instruction	08/22/2016	06/02/2017	\$12550	Classroom Teachers/Media Specialists
ELEOT	Administrators will use the Effective Learning Environments Observation Tool (ELEOT) to obtain evidence of classroom environments that are conducive to student learning.	Academic Support Program	09/01/2016	05/29/2017	\$3000	Administrators/Classroom Teachers
<b>Total</b>					<b>\$134597</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Tracking	Students will track attendance daily in Leadership Binders. Classroom teachers will track and monitor attendance daily. Utilize state funds (0001-special use code) of 39.00 state teachers placed (instruction) 1 principal/.5 assistant principal (administration), 1 counselor (guidance) and 1 librarian (media services) \$2,179,499. Utilize district (local funding) for 1 teacher, 2 aides, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$281574	Other - attendance awareness	08/10/2016	06/02/2017	\$281574	Classroom teachers/School LPN
<b>Total</b>					<b>\$281574</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Collaboration	All 4th and 5th grade teachers will participate in collaboration and preparation of lessons using instructional resources such as Discovery Education, Moodle Science Library, STEMscopes, Picture Perfect Science, Close Reading Strategy, Kahoot, and Readworks.org.	Professional Learning	09/09/2016	05/02/2017	\$0	Classroom Teachers

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Professional Development	Teachers will participate in job embedded trainings with a focus on Traits Writing. Administrators will conduct observation walkthroughs to insure instruction of traits writing is being implemented. Writing progress will be monitored by quarterly writing reports.	Professional Learning	09/30/2016	03/31/2017	\$0	5th grade teachers/Reading Instructional Partner/Administrators
Analyze Behavior Data	PST members will analyze students' discipline folders, office referrals and suspension data and will collaborate to develop appropriate behavior management plans.	Behavioral Support Program	08/24/2016	05/31/2017	\$0	Teachers/staff
Job Embedded Workshops	2nd grade teachers will participate in Job Embedded workshops to continue training and implementation of additional instructional reading resource. Implementation of instructional strategies will be monitored through walk through observations.	Professional Learning	09/20/2016	03/27/2017	\$0	2nd grade teachers and Reading Instructional Partner/Administrators
Student Intervention/Extended Day Tutoring	All k-5 and Special Education students identified as the lowest performing 25% on the ACT Aspire will receive Tier II and Tier III instruction and will be offered the opportunity for extended day tutoring in the fall and spring of the 2016-2017 school year. Teachers will monitor student progress through daily program reports. Pre and Post assessments will be given to measure program success.	Direct Instruction	08/15/2016	05/19/2017	\$0	Math Intervention Teacher/Tutoring Teacher
Student Intervention/Extended Day Tutoring	Students identified as at risk on quarterly Star Reading Benchmark will receive Tier II and Tier III Interventions and will be invited to attend Extended Day Tutoring in the fall and spring.	Tutoring	10/20/2016	03/23/2017	\$0	Classroom Teacher/Intervention Teacher/Tutoring Teacher
SNAP Learning	Teachers will implement the SNAP Learning Program in classroom instruction.	Direct Instruction	08/19/2016	06/02/2017	\$0	2nd grade teachers
Behavior Intervention	Teachers will develop a behavior plan for identified students (students serving detention twice/6 demerits and or students receiving suspension from school) and provide a daily behavior sheet to track student progress.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Teachers, faculty, and staff
Tracking Participation	Students will conference with parents about the importance of attending PTO Town Hall meetings. Tracking the number of parents who attend meetings will be done by each classroom, grade level, and school-wide.	Parent Involvement	08/30/2016	04/11/2017	\$0	Classroom teachers/Measurable Goals Action Team Members
Analyze Attendance Data	All K-5 and Special Education teachers will analyze attendance data and generate a list of students with 4 or more tardies and 3 to 5 unexcused absences to be discussed in PST meetings monthly.	Other - attendance awareness	08/31/2016	05/31/2017	\$0	Classroom Teachers/Counselor
Student Incentives	All faculty and staff will identify and recognize students with perfect attendance each quarter in the classroom and/ or in school assembly.	Other - attendance awareness	10/07/2016	05/31/2017	\$0	All Faculty and Staff

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Math Fact Drills	All K-5 and Special Education students will participate in a 1 minute fact drill five days a week.	Direct Instruction	08/22/2016	05/31/2017	\$0	Classroom Teachers
Mathematics Design Collaborative	Students in all 4th-5th grade mathematics classes will use MDC strategies to complete tasks daily during classroom activities.	Direct Instruction	02/03/2017	05/31/2017	\$0	4th-5th grade mathematics teachers
Student Incentives	All faculty and staff, will identify and recognize students who exhibit appropriate behavior and display leadership qualities in their daily actions. Victory shields will be provided throughout the day in all settings. Once a class reaches 50 victory shields they will be awarded a 30 minute period of free play with the "fun box".	Behavioral Support Program	08/26/2016	05/31/2017	\$0	Teachers/staff
Professional Development	All K-5 and Special Education Teachers will participate in professional development sessions to develop and create CFA's as well as to continue training and implementation of Cycle of Instruction ; RTI; as well additional resources including Reflex; LearnZillion; EngageNY; and GeorgiaStandards.org. and Mathematics Design Collaborative (MDC)	Professional Learning	09/20/2016	03/21/2017	\$0	Teachers/Math Instructional Partner
Professional Development	ESL Coordinator will provide instructional strategies for teachers to facilitate comprehension of the content for EL students.	Professional Learning	10/03/2016	10/17/2016	\$0	Teachers of EL students/EL Coordinator
<b>Total</b>					<b>\$0</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Training	Classroom teachers will receive training from the Reading Instructional Partner on implementation of the newly adopted reading series and collaborate to develop lesson plans and classroom instructional strategies.	Professional Learning	02/17/2017	06/30/2017	\$4000	Classroom teachers; Reading Instructional Partner
Job-Embedded Workshops	All K-5 and Special Education teachers will participate in professional development half day job embedded sessions to develop and create CFA's; Continue training and instruction on the implementation of The Cycle of Instruction; RTI; K-3 Literacy Framework; Souday System; and the Six Traits Writing Program.	Professional Learning	09/20/2016	03/21/2017	\$6000	Reading Instructional Partner; ARI District Coach;
<b>Total</b>					<b>\$10000</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Pearl Haskew 2016-2017 Plan for ACIP**

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Attendance Tracking	Students will track attendance daily in Leadership Binders. Classroom teachers will track and monitor attendance daily. Utilize state funds (0001-special use code) of 39.00 state teachers placed (instruction) 1 principal/.5 assistant principal (administration), 1 counselor (guidance) and 1 librarian (media services) \$2,179,499. Utilize district (local funding) for 1 teacher, 2 aides, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$281574	Other - attendance awareness	08/10/2016	06/02/2017	\$2179499	Classroom teachers/School LPN
Meet weekly AR goal	Teachers and students will read daily and participate in small group reading instruction 3 times a week.	Direct Instruction	08/22/2016	06/02/2017	\$968	Classroom Teachers/Media Specialists
Performance Coach Reading/SNAP Learning	Teachers will implement the Performance Coach Reading Program/SNAP Learning in classroom instruction. State Materials and Supplies-\$17864	Direct Instruction	09/30/2016	04/28/2017	\$17864	Classroom Teachers
Job-Embedded Workshops	All K-5 and Special Education teachers will participate in professional development half day job embedded sessions to develop and create CFA's; Continue training and instruction on the implementation of The Cycle of Instruction; RTI; K-3 Literacy Framework; Souday System; and the Six Traits Writing Program.	Professional Learning	09/20/2016	03/21/2017	\$2816	Reading Instructional Partner; ARI District Coach;
Rolling Lab	All K-5 classroom teachers and students will utilize the Rolling Lab to enhance classroom instruction.	Technology	09/30/2016	05/26/2017	\$7480	Classroom Teachers/TST
<b>Total</b>					<b>\$2208627</b>	