

**2016-2017 Spencer-Westlawn Plan for  
ACIP**

Spencer-Westlawn Elementary School  
Mobile County Board of Education

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## **Overview**

### **Plan Name**

2016-2017 Spencer-Westlawn Plan for ACIP

### **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 core content areas.	Objectives: 3 Strategies: 6 Activities: 27	Academic	\$2709249
2	Prepare and support teachers to graduate College and Career Ready Students.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$20193
3	Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Prepare and support students through student support services.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$125000
5	Third grade students at Spencer-Westlawn will increase their STAR Reading performance from 58% to 60% as evidenced by the Spring 2016 STAR Growth Report the Spring 2017 STAR Growth Report respectively.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

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

Status	Progress Notes	Created On	Created By
N/A	Data indicates that all strategies and activities are working. Data for Goal 1 is as follows: Attendance: 97% STAR Reading: +53 STAR Math: +39 Reading EQT: 87% proficiency rate Math EQT: 86% proficiency rate PST II: 11 referrals (4 behavior, 7 academic) PBIS Data: 7 suspension Although all data is proficient, there were areas in reading and math that are in need of instructional growth/support. The Next Steps: Reading and Math: Provide side-by- side coaching for teachers with low achievement levels. Monitor delivery of instruction for fidelity. Use growth charts (STAR and ACT Aspire) to analyze data during data meetings.	November 01, 2016	LaShondra Johnson

**Measurable Objective 1:**

A 2% increase of Third, Fourth and Fifth grade students will increase student growth 11% in Reading by 06/01/2017 as measured by ACT Aspire (3-5) and one year's growth on STAR/STAR Early Literacy (K-5)..

Status	Progress Notes	Created On	Created By
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<p>Not Met</p>	<p>According to the data from the beginning of the year to the present, Spencer-Westlawn students have shown growth on the ACT Aspire (3-5) and on STAR/STAR Early Literacy. Teachers used a balance literacy approach to develop phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing skills. This strategy was implemented in all k-5 classrooms and was supported through bi-weekly embedded professional development. Activities to support the balance literacy approach included; Close Reads, Vocabulary Development( Power Words, Talk Move, Say It Again Synonyms, context clues bell ringers, fluency journals, sight words and vocabulary homework), Souday Systems, Six Traits of Writing and Quick Writes, Common Formative Assessments, Context Clues Bellringer, Fluency Journals and Instructional Planning. All Students were required to take the STAR/Early STAR Literacy monthly. 3-5 students were also required to take the ACT Aspire Interim bi-weekly. Teachers met weekly for data meetings to analyze, discuss and chart student progress on the assessment wall. The purpose of the assessment wall is for teachers to track and display each child's progression on the STAR/Early STAR. During data meetings teachers would also collaborate with other teachers to develop and/or revise instructional strategies to meet students' needs.</p> <p>Data was compiled from first and second quarter assessments which included Common formative Assessments, EQT's, STAR/Early STAR and DIBELS.</p> <p>After analyzing STAR reading scores from first and second quarter,</p> <table border="0"> <tr> <td>Kindergarten had a gain of +108</td> <td>1st qtr. 475</td> <td>2nd qtr. 583</td> </tr> <tr> <td>1st Grade had a gain of +104</td> <td>1st qtr. 590</td> <td>2nd qtr. 694</td> </tr> <tr> <td>2nd Grade had a gain of +47</td> <td>1st qtr. 155</td> <td>2nd qtr. 202</td> </tr> <tr> <td>3rd Grade had a gain of +71</td> <td>1st qtr. 268</td> <td>2nd qtr. 339</td> </tr> <tr> <td>4th Grade had a gain of +52</td> <td>1st qtr. 355</td> <td>2nd qtr. 407</td> </tr> <tr> <td>5th Grade had a gain of +38</td> <td>1st qtr. 420</td> <td>2nd qtr. 458</td> </tr> </table> <p>The overall STAR gain for the school for first and second quarter was +70. Students who do not score at or above the STAR Reading benchmark will be closely monitored and given support through intervention as well as enrichment opportunities to enhance instruction in the classroom. All grade levels will demonstrate 80% Proficiency on Reading EQT'S.</p> <table border="0"> <tr> <td>Kindergarten</td> <td>1st Qtr. 99%</td> <td>2nd Qtr. 93%</td> </tr> <tr> <td>1st Grade</td> <td>1st Qtr. 86%</td> <td>2nd Qtr. 88%</td> </tr> <tr> <td>2nd Grade</td> <td>1st Qtr. 89%</td> <td>2nd Qtr. 89%</td> </tr> <tr> <td>3rd Grade</td> <td>1st. Qtr. 87%</td> <td>2nd Qtr. 86%</td> </tr> <tr> <td>4th Grade</td> <td>1st. Qtr. 88%</td> <td>2nd Qtr. 82%</td> </tr> <tr> <td>5th Grade</td> <td>1st. Qtr. 73%</td> <td>2nd Qtr. 85%</td> </tr> </table> <p>After reviewing the EQT data, 5th grade fell short of the school's goal of 80% during 1st quarter. It was determined by the Principal to be an instructional gap, so the Principal addressed the issues with the teachers. Classrooms performing below the 80% proficiency were required to create and implement an instructional plan to decrease the amount of students scoring below proficiency.</p>	Kindergarten had a gain of +108	1st qtr. 475	2nd qtr. 583	1st Grade had a gain of +104	1st qtr. 590	2nd qtr. 694	2nd Grade had a gain of +47	1st qtr. 155	2nd qtr. 202	3rd Grade had a gain of +71	1st qtr. 268	2nd qtr. 339	4th Grade had a gain of +52	1st qtr. 355	2nd qtr. 407	5th Grade had a gain of +38	1st qtr. 420	2nd qtr. 458	Kindergarten	1st Qtr. 99%	2nd Qtr. 93%	1st Grade	1st Qtr. 86%	2nd Qtr. 88%	2nd Grade	1st Qtr. 89%	2nd Qtr. 89%	3rd Grade	1st. Qtr. 87%	2nd Qtr. 86%	4th Grade	1st. Qtr. 88%	2nd Qtr. 82%	5th Grade	1st. Qtr. 73%	2nd Qtr. 85%	<p>February 09, 2017</p>	<p>LaShondra Johnson</p>
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**Strategy 1:**

Literacy Framework - Teachers will use a balanced literacy approach to develop phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing skills. This strategy will be implemented in all K-5 classrooms and will be supported through bi-weekly embedded professional development.

**Category:**

Research Cited: Timothy Shanahan (University of Illinois), National Reading Panel, Scholastic Leadership Institute, Daggett's System of Effective Instruction, College and Career Ready Standards

Status	Progress Notes	Created On	Created By
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N/A	Teachers used a balance literacy approach to develop phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing skills. This strategy was implemented in all k-5 classrooms and was supported through bi-weekly embedded professional development. Activities to support the balance literacy approach included; Close Reads, Vocabulary Development( Power Words, Talk Move, Say It Again Synonyms, context clues bell ringers, fluency journals, sight words and vocabulary homework), Souday Systems, Six Traits of Writing and Quick Writes, Common Formative Assessments, Context Clues Bellringer, Fluency Journals and Instructional Planning.	February 09, 2017	LaShondra Johnson
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Activity - Close Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use critical thinking skills to analyze and annotate complex texts to promote comprehension and vocabulary. (State Instructional Materials-\$19,488, State Library Enhancement-\$1056)	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	06/01/2017	\$26144	Title I Part A, State Funds, State Funds	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teacher implement Close Reads daily. Students use critical thinking skill to analyze and annotate complex text to promote comprehension and vocabulary. Mid-year STAR Reading Data is as follows: 3rd Grade +71, 4th Grade +52 and 5th Grade +38. Reading EQT Data: 3rd Grade - 1st. Qtr. 87%, 2nd Qtr. 86%; 4th Grade - 1st. Qtr. 88%, 2nd Qtr. 82%; 5th Grade - 1st. Qtr. 73%, 2nd Qtr. 85%	February 09, 2017	LaShondra Johnson

Activity - Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in school-wide vocabulary development through utilizing two Power Words and two Talk Moves weekly, Say It Again Synonyms, context clues bell ringers, fluency journals, sight words, and vocabulary homework.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers implement vocabulary development through various strategies which include Power Words, Talk Moves, Say It Again Synonyms, context clues bell ringers, fluency journals, sight words and vocabulary homework. Mid-year STAR Reading Data is as follows: 3rd Grade +71, 4th Grade +52 and 5th Grade +38. Reading EQT Data: 3rd Grade - 1st. Qtr. 87% , 2nd Qtr. 86%; 4th Grade - 1st. Qtr. 88%, 2nd Qtr. 82%; 5th Grade - 1st. Qtr. 73%, 2nd Qtr. 85%	February 09, 2017	LaShondra Johnson

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Activity - Sondag Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in Sondag Systems training to develop and reinforce phonemic awareness, phonics, and word study skills.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers implement Sondag Systems daily. Sondag is used to develop and reinforce phonemic awareness, phonics, and word study skills. The program is taught whole group and used for TIER II Intervention.	February 09, 2017	LaShondra Johnson

Activity - Six Traits of Writing and Quick Writes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop students ability to organize their thoughts to create coherent, fluent writing samples using Six Traits of Writing and quick writes.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$5600	Title I Part A	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers will develop students ability to organize their thoughts to create coherent, fluent writing samples using Six Traits of Writing and quick writes. Teachers analyze writings during PST Data meetings using the school-wide rubric.	February 09, 2017	LaShondra Johnson

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in embedded professional development to develop rigorous common formative assessments (CFAs) using the Larry Ainsworth Model which addresses critical thinking.	Academic Support Program, Professional Learning	08/10/2016	06/01/2017	\$5600	Title I Part A	Administrators, Teachers



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Status	Progress Notes	Created On	Created By
In Progress	Teachers collaborate with their grade level colleagues to create district mandated Common Formative Assessments (CFAs). CFAs are constructed using district instructional pacing guides. Required at the local level, assessments must contain these characteristics: higher order thinking skills, rigor, must match the curriculum and daily instruction and be composed of at least 20 test items (2 of those items should be open response). Teachers disaggregate CFA results data to pinpoint specific skills where the students are lacking proficiency and to identify any existing instructional gaps.	February 09, 2017	LaShondra Johnson

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Cycle of Instruction (COI) which will include the bell ringer, essential question, essential vocabulary, modeling, guided practice, and independent practice.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are trained in following the Cycle of Instruction (COI) with fidelity. The COI helps teachers provide explicit, direct instruction through modeling, guided practice, and independent practice. Data meetings provide teachers with professional growth opportunities in all core subject areas.	February 09, 2017	LaShondra Johnson

Activity - Tiered Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, Intervention Personnel, Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	February 09, 2017	LaShondra Johnson

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Activity - Context Clues Bellringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a daily context clues bellringer activity. By participating in this daily activity, students will gain strong reading foundational skills. The context clues bellringer will help students build both comprehension and vocabulary skills, helping students meet the 2016-2017 STAR Reading goal of a 100 point scale score gain and an 11% increase on the ACT Aspire Reading Assessment. This activity will begin on the first day of school and continue through the last day.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	teachers

Status	Progress Notes	Created On	Created By
In Progress	Students will participate in a daily context clues bellringer activity. By participating in this daily activity, students will gain strong reading foundational skills. The context clues bellringer will help students build both comprehension and vocabulary skills, helping students meet the 2016-2017 STAR Reading goal of a 100 point scale score gain and an 11% increase on the ACT Aspire Reading Assessment. Mid-year STAR Reading Data is as follows: 3rd Grade +71, 4th Grade +52 and 5th Grade +38. Reading EQT Data: 3rd Grade - 1st. Qtr. 87% , 2nd Qtr. 86%; 4th Grade - 1st. Qtr. 88%, 2nd Qtr. 82%; 5th Grade - 1st. Qtr. 73%, 2nd Qtr. 85%	February 09, 2017	LaShondra Johnson

Activity - Fluency Journey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in an oral fluency activity each day. Students will use fluency journals to increase automaticity and build vocabulary. Journals are composed of songs, poetry, and other literary texts.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	teachers

Status	Progress Notes	Created On	Created By
In Progress	All students will participate in an oral fluency activity each day. Students will use fluency journals to increase automaticity and build vocabulary. Journals are composed of songs, poetry, and other literary texts. Mid-year STAR Reading Data is as follows: 3rd Grade +71, 4th Grade +52 and 5th Grade +38. Reading EQT Data: 3rd Grade - 1st. Qtr. 87% , 2nd Qtr. 86%; 4th Grade - 1st. Qtr. 88%, 2nd Qtr. 82%; 5th Grade - 1st. Qtr. 73%, 2nd Qtr. 85%	February 09, 2017	LaShondra Johnson

Activity - Instructional Planning/Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers participate in weekly grade level meetings to plan for instruction. During grade level meetings teachers use pacing guides as a curriculum map to create effective lessons that contain a particular set of skills and objectives.	Other - Instructional Tool, Professional Learning	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, Lead Teachers, Administrators
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Status	Progress Notes	Created On	Created By
In Progress	Teachers participate in instructional planning through weekly grade level and data meeting. Teachers use pacing guides as a road map to drive instruction during lesson planning.	February 09, 2017	LaShondra Johnson

**(shared) Strategy 2:**

Engage & Empower Through Technology - Students effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively.

Category:

Research Cited: (NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79)

Status	Progress Notes	Created On	Created By
N/A	Using digital media to learn real world applications is accomplished daily by using interactive technology such as My Capstone Library, Big Universe and Discovery Education. These eBooks and interactive sites allow students to see things they would otherwise not see. We are in the process of beginning broadcasting morning announcements to enhance communication.	February 09, 2017	LaShondra Johnson

Activity - Office 365	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Office 365 to access school program materials and to share lesson plans and other tools. Students will utilize Office 365 to submit writing samples.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
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In Progress	Teachers and students use Office 365 to carry out and/or complete numerous activities and assignments throughout the school term. Teachers use Office 365 to share lesson plans, SMART activities and other lesson ideas. Office 365 allows teachers efficiently collaborate with their colleagues (even across grade levels) while simultaneously creating and editing lesson plans. Students in grades three through five use Office 365 to share writing samples with their teachers. This allows teachers the ability to proof student assignments and resend to students for revisions.	February 08, 2017	LaShondra Johnson
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Activity - Instructional Websites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enhance instruction through the use of technology. Instructional websites will include typingclub.com in which students will practice typing skills; USA Test Prep in which students will practice common core related items; Discovery Education to reinforce reading and math skills; eBooks, My Capstone Library, Big Universe, etc. to provide reading practice with fictional and non-fictional text.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$5000	Title I Part A	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	In effort to enhance instruction with technology, the teachers employ various instructional websites throughout their daily lessons. Students utilize typing programs such as typingclub.com to practice proper typing skills. USA Test Prep is used daily to assist the teachers with preparing students for ACT Aspire testing. The program also aids in compensating daily lessons with common core related items. To reinforce reading and math skills, lessons are created using Discovery Education. Teachers are able to search for video clip, activities, etc. to illustrate different concepts within daily lessons. In order to expose students to a variety of fictional and non-fictional text teachers and students utilize eBooks, My Capstone Library, Big Universe, etc. within their daily lessons to provide reading practice.	February 08, 2017	LaShondra Johnson

Activity - One-to-One Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student (K-5) will have a laptop to perform instructional tasks. Students will use the one-to-one technology to complete daily responses to develop keyboarding skills. Students will also utilize the one to one technology to complete daily open-ended responses and quick writes. Title I Carryover for Computers-\$9498, State Technology-\$8160	Academic Support Program, Technology	08/10/2016	06/01/2017	\$166658	Title I Part A, State Funds, Title I Part A	teachers, tst

Status	Progress Notes	Created On	Created By
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In Progress	Currently (2016-2017), Spencer-Westlawn Elementary has a total of two hundred eighty-two student laptops (as measured by the Destiny Inventory System). This is a forty-two percent increase in 1:1 usage of digital tools from the previous school term (2015-2016) of zero percent 1:1 usage of digital tools. An additional four hundred seventeen student laptops have been ordered. Once the ordered laptops are received and properly installed, one hundred percent of students will have 1:1 usage of digital tools, which is a one hundred thirty-nine percent increase from the 15-16 school year.	February 07, 2017	LaShondra Johnson
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**(shared) Strategy 3:**

Student Attendance - Teachers will implement daily attendance strategies to promote attendance. All Spencer-Westlawn students are given an Awesome Autobot Point Card. Each point card includes an attendance chart. Students wear their point cards daily. Students receive points for attendance by being in their classroom before the tardy bell rings and the "Best Day of My Life" song (American Authors) concludes. At the conclusion of each month, each teacher tallies a class percentage for attendance. Students are recognized during the Awesome Autobot Friday Character Assembly

Category: Other - Strategies to Increase Student Attendance

Research Cited: Alabama Afterschool Community Network (ALACN) Truman Pierce Institute of the College of Education at Auburn University, Attendance Works Initiative

Status	Progress Notes	Created On	Created By
N/A	All Spencer-Westlawn students participate in the school-wide Awesome Autobot Attendance/Character activity. All students receive a monthly attendance/character point card (attendance on one side, character on the other). Students who are in class by the end of the "tardy" song (8:15 a.m.) receive a sticker for attendance for that day. Monthly attendance for each class is highlighted the first Friday of each month. The Awesome Autobot Attendance/Character activity has had a positive impact on the student attendance at Spencer-Westlawn Elementary. Data shows that attendance is increasing each quarter. The attendance rate for 1st quarter was 97% and the rate for 2nd quarter was 98%. The 2016-2017 school-wide attendance data is as follows: August – 99% September – 99% October – 96% November – 99% September – 99%	February 06, 2017	LaShondra Johnson

Activity - Awesome Autobot Point Card (Attendance)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All Spencer-Westlawn students are given an Awesome Autobot Point Card. Each point card includes an attendance chart. Students wear their point cards daily. Students receive points for attendance by being in their classroom before the tardy bell rings and the "Tardy" song concludes. At the conclusion of each month, each teacher tallies a class percentage for attendance. Students are recognized during the Awesome Autobot Friday Character Assembly. Utilize state funds (0001-special use code) of 44.40 state teachers placed (instruction) 1 principal/.5 assistant principal(administration), 1 counselor (guidance) and 1 librarians (media services) \$2,253,309. Utilize district (local funding) for 2 aides, supplements, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$220,738</p>	Academic Support Program	08/10/2016	06/01/2017	\$2474047	District Funding, State Funds	Administrators, Teachers
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Status	Progress Notes	Created On	Created By
In Progress	<p>All Spencer-Westlawn students participate in the schoolwide Awesome Autobot Attendance/Character activity. All students receive a monthly attendance/character point card (attendance on one side, character on the other). Students who are in class by the end of the "tardy" song (8:15 a.m.) receive a sticker for attendance for that day. Monthly attendance for each class is highlighted the first Friday of each month. The Awesome Autobot Attendance/Character activity has had a positive impact on the student attendance at Spencer-Westlawn Elementary. Data shows that attendance is increasing each quarter. The attendance rate for 1st quarter was 97% and the rate for 2nd quarter was 98%. The 2016-2017 schoolwide attendance data is as follows: August – 99% September – 99% October – 96% November – 99% September – 99%</p>	February 06, 2017	LaShondra Johnson

**Strategy 4:**

Response to Instruction (RTI) - Rtl will promote a well-integrated system connecting general, gifted, supplemental, and special education services by providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. Rtl combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Department of Education (Response to Instruction Manual), RTI Action Network

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N/A	Rtl will promote a well-integrated system connecting general, gifted, supplemental, and special education services by providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. Rtl combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.	February 09, 2017	LaShondra Johnson
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Activity - Tiered Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, Lead Teachers, Administrators, Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	February 09, 2017	LaShondra Johnson

Activity - Tiered Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special education teacher will deliver Tier III instruction.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, Lead Teachers, Administrators, Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	February 09, 2017	LaShondra Johnson

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Activity - Positive Behavior Support (PBS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive behavioral supports (PBS) is a behavior management system containing a set of strategies or procedures designed to improve behavioral success. Positive behavior support offers a holistic approach that considers all factors that impact on a child and the child's behavior. Through the use of PBS teachers and other qualifying staff will be able to understand and resolve problem behaviors to promote social, emotional, and academic success for all students.	Behavioral Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, Counselor, Administrators

Status	Progress Notes	Created On	Created By
In Progress	Teachers and supporting staff exercise positive behavior techniques daily. All classrooms implement individual classroom behavior management plans as well as a school-wide behavior management plan. Spencer-Westlawn has also developed and implements a school-wide Positive Behavior Support (PBS) Checklist. The checklist helps teachers keep track of student interventions. Teachers use all three strategies to understand and resolve problem behaviors. Examples of individual classroom positive behavior activities include Friday Treats, Cool Points, treasure box, behavior contracts, point cards and behavior charts. School-wide activities include daily conduct folders, Class Dojo, Awesome Autobot Character Point Card, Awesome Autobot Character Assemblies, PBS Book Studies and CD of the Day. Implementation of positive student interventions has resulted in the following behavioral data (data is combined from quarters 1 and 2): Problem Solving Team Referrals (Behavior): 3, Second Chance Referrals: 29, ECAPP (Anger Management): 2 and Out of School Suspensions: 12	February 08, 2017	LaShondra Johnson

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team (PST) meets monthly to address student academic and behavioral concerns. The team reviews student strengths and weaknesses, identifies evidence-based instructional interventions, data is collected weekly to monitor student progress, and evaluate the effectiveness of interventions implemented with the student. The purpose of PST is to first solve student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated.	Academic Support Program, Behavioral Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, Lead Teachers, Administrators, PST Committee

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

In Progress	The Problem Solving Team (PST) meets monthly to address student academic and behavioral concerns. The team reviews student strengths and weaknesses, identifies evidence-based instructional interventions, data is collected weekly to monitor student progress, and evaluate the effectiveness of interventions implemented with the student. The purpose of PST is to first solve student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated.	February 09, 2017	LaShondra Johnson
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Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will participate in reading and math enrichment to increase student achievement.	Academic Support Program, Tutoring	10/18/2016	06/01/2017	\$15000	Title I Part A	Extended Day Teachers

Status	Progress Notes	Created On	Created By
In Progress	Extended day tutoring is offered to all students who do not make adequate quarterly progress in reading and math (C or below).	February 09, 2017	LaShondra Johnson

**Measurable Objective 2:**

A 2% increase of Third, Fourth and Fifth grade students will increase student growth 10% in Mathematics by 06/01/2017 as measured by by ACT Aspire (3-5) and one year's growth on STAR Math (1-5)..

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

<p>Not Met</p>	<p>According to the data from the beginning of the year to the present, Spencer-Westlawn students in grades 3-5 have shown significant growth on the ACT Aspire (3-5) and STAR Math. Teachers addressed mathematic problem solving by utilizing the 5 Practices Method in which students create multiple pathways to solving critical thinking problems without using algorithms. Each math lesson begins with a basic fact bell ringer to promote automaticity and remove interferences when students have to solve more complex tasks. Math lab demonstration lessons are conducted during data meetings where teachers are afforded the opportunity to present 5 Practice lessons and receive constructive feedback from the principal, assistant principal, and teachers in an effort to hone their expertise in the area of solving critical thinking tasks.</p> <p>All 3-5 students were required to take the STAR Math monthly and the ACT Aspire Interim bi-weekly. Teachers met weekly for data meetings to analyze, discuss and chart student progress on the assessment wall. The purpose of the assessment wall is for teachers to track and display each child's progression on the STAR Math and ACT Aspire Interim. During data meetings teachers would also collaborate with other teachers to develop and/or revise instructional strategies to meet students' needs.</p> <p>Data was compiled from first and second quarter assessments which included Star Math and EQT's. After analyzing STAR math scores from first and second quarter,</p> <table border="0"> <tr> <td>3rd Grade had a gain of +66</td> <td>1st qtr. 470</td> <td>2nd qtr. 536</td> </tr> <tr> <td>4th Grade had a gain of +71</td> <td>1st qtr. 541</td> <td>2nd qtr. 612</td> </tr> <tr> <td>5th Grade had a gain of +30</td> <td>1st qtr. 612</td> <td>2nd qtr. 642</td> </tr> </table> <p>The mid-year STAR Math Scale Scores for grades 3-5 also indicates that students are on track to show one year's growth (school-wide gain of +57). Students who do not score at or above the STAR Math benchmark will be closely monitored and given support through intervention as well as enrichment opportunities such as Extended Day Tutoring and Saturday ACT Aspire Boot Camp in an effort to enhance classroom instruction.</p> <p>All grade levels will demonstrate 80% Proficiency on Math EQT'S.</p> <table border="0"> <tr> <td>3rd Grade</td> <td>1st. Qtr. 93%</td> <td>2nd Qtr. 83%</td> </tr> <tr> <td>4th Grade</td> <td>1st. Qtr. 83%</td> <td>2nd Qtr. 82%</td> </tr> <tr> <td>5th Grade</td> <td>1st. Qtr. 68%</td> <td>2nd Qtr. 85%</td> </tr> </table> <p>After reviewing the EQT data, 5th grade fell short of the school's goal of 80% during 1st quarter. After a thorough investigation, classroom observations, and analyzing the data, it was determined by the Principal to be an instructional gap. Classrooms performing below the 80% proficiency were required to create and implement an instructional plan to decrease the amount of students scoring below proficiency.</p>	3rd Grade had a gain of +66	1st qtr. 470	2nd qtr. 536	4th Grade had a gain of +71	1st qtr. 541	2nd qtr. 612	5th Grade had a gain of +30	1st qtr. 612	2nd qtr. 642	3rd Grade	1st. Qtr. 93%	2nd Qtr. 83%	4th Grade	1st. Qtr. 83%	2nd Qtr. 82%	5th Grade	1st. Qtr. 68%	2nd Qtr. 85%	<p>February 09, 2017</p>	<p>LaShondra Johnson</p>
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**(shared) Strategy 1:**

Engage & Empower Through Technology - Students effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively.

Category:

Research Cited: (NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79)

Status	Progress Notes	Created On	Created By
<p>N/A</p>	<p>Using digital media to learn real world applications is accomplished daily by using interactive technology such as My Capstone Library, Big Universe and Discovery Education. These eBooks and interactive sites allow students to see things they would otherwise not see. We are in the process of beginning broadcasting morning announcements to enhance communication.</p>	<p>February 09, 2017</p>	<p>LaShondra Johnson</p>

**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Activity - Office 365	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Office 365 to access school program materials and to share lesson plans and other tools. Students will utilize Office 365 to submit writing samples.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers and students use Office 365 to carry out and/or complete numerous activities and assignments throughout the school term. Teachers use Office 365 to share lesson plans, SMART activities and other lesson ideas. Office 365 allows teachers efficiently collaborate with their colleagues (even across grade levels) while simultaneously creating and editing lesson plans. Students in grades three through five use Office 365 to share writing samples with their teachers. This allows teachers the ability to proof student assignments and resend to students for revisions.	February 08, 2017	LaShondra Johnson

Activity - Instructional Websites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enhance instruction through the use of technology. Instructional websites will include typingclub.com in which students will practice typing skills; USA Test Prep in which students will practice common core related items; Discovery Education to reinforce reading and math skills; eBooks, My Capstone Library, Big Universe, etc. to provide reading practice with fictional and non-fictional text.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$5000	Title I Part A	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	In effort to enhance instruction with technology, the teachers employ various instructional websites throughout their daily lessons. Students utilize typing programs such as typingclub.com to practice proper typing skills. USA Test Prep is used daily to assist the teachers with preparing students for ACT Aspire testing. The program also aids in compensating daily lessons with common core related items. To reinforce reading and math skills, lessons are created using Discovery Education. Teachers are able to search for video clip, activities, etc. to illustrate different concepts within daily lessons. In order to expose students to a variety of fictional and non-fictional text teachers and students utilize eBooks, My Capstone Library, Big Universe, etc. within their daily lessons to provide reading practice.	February 08, 2017	LaShondra Johnson

**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Activity - One-to-One Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student (K-5) will have a laptop to perform instructional tasks. Students will use the one-to-one technology to complete daily responses to develop keyboarding skills. Students will also utilize the one to one technology to complete daily open-ended responses and quick writes. Title I Carryover for Computers-\$9498, State Technology-\$8160	Academic Support Program, Technology	08/10/2016	06/01/2017	\$166658	Title I Part A, Title I Part A, State Funds	teachers, tst

Status	Progress Notes	Created On	Created By
In Progress	Currently (2016-2017), Spencer-Westlawn Elementary has a total of two hundred eighty-two student laptops (as measured by the Destiny Inventory System). This is a forty-two percent increase in 1:1 usage of digital tools from the previous school term (2015-2016) of zero percent 1:1 usage of digital tools. An additional four hundred seventeen student laptops have been ordered. Once the ordered laptops are received and properly installed, one hundred percent of students will have 1:1 usage of digital tools, which is a one hundred thirty-nine percent increase from the 15-16 school year.	February 07, 2017	LaShondra Johnson

**Strategy 2:**

Problem Solving and Conceptual Understanding - Teachers will develop students' critical thinking skills through the use of rigorous mathematical tasks to be conducted during a daily intervention period. This strategy will be reinforced nightly through a homework assignment which will require students to build conceptual understanding by using constructivism to solve one problem multiple ways (at least 3). This will be supported through bi-weekly embedded professional development.

Category:

Research Cited: National Council of Teachers of Mathematics (NCTM), College and Career Ready Standards, Bloom's Taxonomy, Daggett's System of Effective Instruction, "5 Practices" by Stein and Smith

Status	Progress Notes	Created On	Created By
N/A	Teachers will develop students' critical thinking skills through the use of rigorous mathematical tasks to be conducted during a daily intervention period. This strategy will be reinforced nightly through a homework assignment which will require students to build conceptual understanding by using constructivism to solve one problem multiple ways (at least 3). This will be supported through bi-weekly embedded professional development.	February 09, 2017	LaShondra Johnson

Activity - 5 Practices (Critical Thinking/Problem Solving Activity)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Students participate in a daily 45 minute rigorous mathematical task during early morning intervention. The tasks are designed to promote problem solving skills, critical thinking, reasoning, constructing viable arguments, modeling with mathematics, utilizing appropriate tools strategically, attending to precision, making connections and effective communication using talk moves as a strategy. Students will also be able to explain and justify their answers using quick writes.	Direct Instruction	08/10/2016	06/01/2017	\$5600	Title I Part A	Administrators, Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Students will participate in a daily math basic facts bellringer activity. Research (the U.S. Department of Education's National Mathematics Advisory Panel (Core Principles of Math Instruction, 2003) and the Mathematics Education Research Journal ("Improving Basic Multiplication Fact Recall for Primary School Students,"2007)) shows that rapid recall of early math concepts (basic facts) is a significant component of mathematical comprehension and solving complex problems. By participating in this daily activity, students will gain a stronger mathematical foundation and obtain automaticity of math facts helping students meet the 2016-2017 STAR Math goal of a 100 point scale score gain and a 10% increase on the ACT Aspire Math Assessment. First quarter Math EQT Data: Kindergarten 98%, 1st grade 94%, 2nd grade 83%, 3rd grade 93%, 4th grade 83% and 5th 68%. Second quarter Math EQT Data: Kindergarten 95%, 1st grade 90%, 2nd grade 89%, 3rd grade 83%, 4th grade 82% and 5th grade 85% ; Science – 4th grade 83% and 5th grade 94%. The mid-year STAR Math Scale Scores for grades 2-5 also indicates that students are on track to show one year's growth (school-wide gain of +57).	February 09, 2017	LaShondra Johnson
In Progress	Students participate in a daily 45 minute rigorous mathematical task during early morning intervention. The tasks are designed to promote problem solving skills, critical thinking, reasoning, constructing viable arguments, modeling with mathematics, utilizing appropriate tools strategically, attending to precision, making connections and effective communication using talk moves as a strategy. Students will also be able to explain and justify their answers using quick writes. First quarter Math EQT Data: Kindergarten 98%, 1st grade 94%, 2nd grade 83%, 3rd grade 93%, 4th grade 83% and 5th 68%. Second quarter Math EQT Data: Kindergarten 95%, 1st grade 90%, 2nd grade 89%, 3rd grade 83%, 4th grade 82% and 5th grade 85% ; Science – 4th grade 83% and 5th grade 94%. The mid-year STAR Math Scale Scores for grades 2-5 also indicates that students are on track to show one year's growth (school-wide gain of +57).	February 09, 2017	LaShondra Johnson

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in embedded professional development to develop rigorous common formative assessments (CFAs) using the Larry Ainsworth Model which addresses critical thinking (funding allocated for substitutes).	Academic Support Program, Professional Learning	08/10/2016	06/01/2017	\$5600	Title I Part A	Administrators, Teachers

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

In Progress	Teachers collaborate with their grade level colleagues to create district mandated Common Formative Assessments (CFAs). CFAs are constructed using district instructional pacing guides. Required at the local level, assessments must contain these characteristics: higher order thinking skills, rigor, must match the curriculum and daily instruction and be composed of at least 20 test items (2 of those items should be open response). Teachers disaggregate CFA results data to pinpoint specific skills where the students are lacking proficiency and to identify any existing instructional gaps.	February 09, 2017	LaShondra Johnson
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Activity - Daily Homework Tasks (Problem Solving/Critical Thinking)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage in mathematical homework practice using the 5 Practice Model in which students solve problems using multiple pathways. Students will build conceptual understanding by using at least 3 strategies to complete problem solving tasks which include methods such as using arrays, drawing pictures, and using models and manipulatives.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Administrator s, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students engage in daily mathematical homework practice using the 5 Practice Model in which students solve problems using multiple pathways. Students will build conceptual understanding by using at least 3 strategies to complete problem solving tasks which include methods such as using arrays, drawing pictures, and using models and manipulatives. First quarter Math EQT Data: Kindergarten 98%, 1st grade 94%, 2nd grade 83%, 3rd grade 93%, 4th grade 83% and 5th 68%. Second quarter Math EQT Data: Kindergarten 95%, 1st grade 90%, 2nd grade 89%, 3rd grade 83%, 4th grade 82% and 5th grade 85% ; Science – 4th grade 83% and 5th grade 94%. The mid-year STAR Math Scale Scores for grades 2-5 also indicates that students are on track to show one year’s growth (school-wide gain of +57).	February 09, 2017	LaShondra Johnson

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Cycle of Instruction (COI) which will include the bell ringer, essential question, essential vocabulary, modeling, guided practice, and independent practice.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Administrator s, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are trained in following the Cycle of Instruction (COI) with fidelity. The COI helps teachers provide explicit, direct instruction though modeling, guided practice, and independent practice. Data meetings provide teachers with professional growth opportunities in all core subject areas.	February 09, 2017	LaShondra Johnson

**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Activity - Basic Facts Bell Ringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a daily math basic facts bellringer activity. Research (the U.S. Department of Education's National Mathematics Advisory Panel (Core Principles of Math Instruction, 2003) and the Mathematics Education Research Journal ("Improving Basic Multiplication Fact Recall for Primary School Students,"2007)) shows that rapid recall of early math concepts (basic facts) is a significant component of mathematical comprehension and solving complex problems. By participating in this daily activity, students will gain a stronger mathematical foundation and obtain automaticity of math facts helping students meet the 2016-2017 STAR Math goal of a 100 point scale score gain and a 10% increase on the ACT Aspire Math Assessment. This activity will begin on the first day of school and continue through the last day.	Academic Support Program	08/08/2016	06/01/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students participate in a daily math basic facts bellringer activity. Research (the U.S. Department of Education's National Mathematics Advisory Panel (Core Principles of Math Instruction, 2003) and the Mathematics Education Research Journal ("Improving Basic Multiplication Fact Recall for Primary School Students,"2007)) shows that rapid recall of early math concepts (basic facts) is a significant component of mathematical comprehension and solving complex problems. By participating in this daily activity, students will gain a stronger mathematical foundation and obtain automaticity of math facts helping students meet the 2016-2017 STAR Math goal of a 100 point scale score gain and a 10% increase on the ACT Aspire Math Assessment. First quarter Math EQT Data: Kindergarten 98%, 1st grade 94%, 2nd grade 83%, 3rd grade 93%, 4th grade 83% and 5th 68%. Second quarter Math EQT Data: Kindergarten 95%, 1st grade 90%, 2nd grade 89%, 3rd grade 83%, 4th grade 82% and 5th grade 85% ; Science – 4th grade 83% and 5th grade 94%. The mid-year STAR Math Scale Scores for grades 2-5 also indicates that students are on track to show one year's growth (school-wide gain of +57).	February 09, 2017	LaShondra Johnson

Activity - Tiered Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	teachers, intervention personnel

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

In Progress	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	February 09, 2017	LaShondra Johnson
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Activity - Instructional Planning/Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in weekly grade level meetings to plan for instruction. During grade level meetings teachers use pacing guides as a curriculum map to create effective lessons that contain a particular set of skills and objectives.	Other - Instructional Tool, Professional Learning	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, Lead Teachers, Administrators

Status	Progress Notes	Created On	Created By
In Progress	Teachers participate in instructional planning through weekly grade level and data meeting. Teachers use pacing guides as a road map to drive instruction during lesson planning.	February 09, 2017	LaShondra Johnson

**(shared) Strategy 3:**

Student Attendance - Teachers will implement daily attendance strategies to promote attendance. All Spencer-Westlawn students are given an Awesome Autobot Point Card. Each point card includes an attendance chart. Students wear their point cards daily. Students receive points for attendance by being in their classroom before the tardy bell rings and the "Best Day of My Life" song (American Authors) concludes. At the conclusion of each month, each teacher tallies a class percentage for attendance. Students are recognized during the Awesome Autobot Friday Character Assembly

Category: Other - Strategies to Increase Student Attendance

Research Cited: Alabama Afterschool Community Network (ALACN) Truman Pierce Institute of the College of Education at Auburn University, Attendance Works Initiative

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

N/A	<p>All Spencer-Westlawn students participate in the school-wide Awesome Autobot Attendance/Character activity. All students receive a monthly attendance/character point card (attendance on one side, character on the other). Students who are in class by the end of the “tardy” song (8:15 a.m.) receive a sticker for attendance for that day. Monthly attendance for each class is highlighted the first Friday of each month. The Awesome Autobot Attendance/Character activity has had a positive impact on the student attendance at Spencer-Westlawn Elementary. Data shows that attendance is increasing each quarter. The attendance rate for 1st quarter was 97% and the rate for 2nd quarter was 98%. The 2016-2017 school-wide attendance data is as follows:                  August – 99%                  September – 99%                  October – 96%                  November – 99%                  September – 99%</p>	February 06, 2017	LaShondra Johnson
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Activity - Awesome Autobot Point Card (Attendance)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Spencer-Westlawn students are given an Awesome Autobot Point Card. Each point card includes an attendance chart. Students wear their point cards daily. Students receive points for attendance by being in their classroom before the tardy bell rings and the "Tardy" song concludes. At the conclusion of each month, each teacher tallies a class percentage for attendance. Students are recognized during the Awesome Autobot Friday Character Assembly.                  Utilize state funds (0001-special use code) of 44.40 state teachers placed (instruction) 1 principal/.5 assistant principal(administration), 1 counselor (guidance) and 1 librarians (media services) \$2,253,309. Utilize district (local funding) for 2 aides, supplements, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$220,738</p>	Academic Support Program	08/10/2016	06/01/2017	\$2474047	District Funding, State Funds	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	<p>All Spencer-Westlawn students participate in the schoolwide Awesome Autobot Attendance/Character activity. All students receive a monthly attendance/character point card (attendance on one side, character on the other). Students who are in class by the end of the “tardy” song (8:15 a.m.) receive a sticker for attendance for that day. Monthly attendance for each class is highlighted the first Friday of each month. The Awesome Autobot Attendance/Character activity has had a positive impact on the student attendance at Spencer-Westlawn Elementary. Data shows that attendance is increasing each quarter. The attendance rate for 1st quarter was 97% and the rate for 2nd quarter was 98%. The 2016-2017 schoolwide attendance data is as follows:                  August – 99%                  September – 99%                  October – 96%                  November – 99%                  September – 99%</p>	February 06, 2017	LaShondra Johnson

**Measurable Objective 3:**

57% of English Learners students will demonstrate a proficiency on the state APLA and achieve a .5 gain on the state required assessment ACCESS for English Learners in English Language Arts by 06/01/2017 as measured by the state APLA and ACCESS for ELL..

Status	Progress Notes	Created On	Created By
Not Met	English Learners students will demonstrate a proficiency on the state APLA and achieve a .5 gain on the state required assessment ACCESS for English Learners. ACCESS Testing is currently in progress	February 09, 2017	LaShondra Johnson

**Strategy 1:**

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

Category: Develop/Implement Learning Supports

Research Cited: APLA, ACCESS

Status	Progress Notes	Created On	Created By
N/A	English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.	February 09, 2017	LaShondra Johnson

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Learners will receive Tier I, direct instruction in their daily core academic program.	Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, Content Teachers, EL Coordinator

Status	Progress Notes	Created On	Created By
In Progress	All English Learners receive Tier I, direct instruction in their daily core academic program.	February 09, 2017	LaShondra Johnson

**Goal 2: Prepare and support teachers to graduate College and Career Ready Students.**

**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Status	Progress Notes	Created On	Created By
N/A	Currently, all strategies and activities are being implemented with fidelity. Staff will continue to monitor data for effectiveness of strategies and respond by making changes as needed	November 01, 2016	LaShondra Johnson

**Measurable Objective 1:**

demonstrate a behavior to increase cultural awarness among teachers by 06/01/2017 as measured by ACCESS for ELL state mandated assessment.

**Strategy 1:**

Cultural Awarness - Teachers will participate in EL training with the EL Coordinator.

Category:

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - PBS Book Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will participate in quarterly PBS book studies that highlight respect and understanding for differences (cultural awareness).	Behavioral Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, EL Coordinator, Teachers, Media Specialist

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

In Progress	<p>In an effort to increase cultural awareness, students at Spencer-Westlawn participate in quarterly book studies that target topics such as overcoming adversity, embracing differences (cultural, physical disabilities, etc.), compassion, sympathy, humanity and bullying. Teachers coordinate lessons and plan various activities based on the literature. Activities have included “filling buckets” with kind words, creating Kindness Quilts and writing essays. Book study literature along with additional books based on these same topics are readily available for teachers and parents to check out in the media center. The Spencer-Westlawn PBIS Book Study List is as follows: Kindergarten – Q1. “Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud Q2. “Elmer and the Big Bird” by David McKee Q3. “Chester Raccoon and the Big Bad Bully” by Audrey Penn Q4. “Trouble in the Barkers’ Class” by Tomie DePaola 1st Grade – Q1. “Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud Q2. “Leonardo the Terrible Monster” by Mo Willems Q3. “The Ugly Duckling” adapted by Jerry Pinkney Q4. “The Tale of Sir Dragon; Dealing with Bullies for Kids and Dragons” by Jean Pendziwol 2nd Grade – Q1. “Nikki and Deja; Substitute Trouble” by Karen English Q2. “ Jake Drake Bully Buster” by Andrews Clements Q3. “Helen’s Big World; The Life of Helen Keller” by Doreen Rappaport Q4. “Stellaluna” by Janell Cannon 3rd Grade – Q1. “Each Kindness” by Jacqueline Woodson Q2. “STAT – Stand Tall and Talented” by Amar’e Stoudemire Q3. “Captain Nobody” by Dean Pitchford Q4. “Henry Aaron’s Dream” by Matt Tavares 4th Grade – Q1. “Bud Not Buddy” by Christopher Curtis Q2. “Maniac Magee” by Jerry Spinelli Q3. “Feathers” by Jacqueline Woodson Q4. “Seeds of Change” by Jen Cullerton Johnson 5th Grade – Q1. “Wonder” by R.J. Palacio Q2. “The Lemonade Club” by Patricia Polacco Q3. “Out of My Mind” by Sharon Draper Q4. “Bully” by Patricia Polacco</p>	February 08, 2017	LaShondra Johnson
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**Measurable Objective 2:**

demonstrate a proficiency of 80% on End of Quarter Tests (K-5 general education teachers) by 06/01/2017 as measured by EQTs.

Status	Progress Notes	Created On	Created By
Met	<p>First quarter EQT data shows that grades K-4 met proficiency on both the Reading and Math EQTs. Data Results are as follows: Reading – Kindergarten 99%, 1st grade 86%, 2nd grade 89%, 3rd grade 87% and 4th grade 88%; Math – Kindergarten 98%, 1st grade 94%, 2nd grade 83%, 3rd grade 93% and 4th grade 83%. Fourth and fifth grade student exceeded the 80% proficiency mark on the Science EQT, scoring 93% (4th grade) and 91% (5th grade). However, fifth grade students did not meet proficiency on first quarter Reading and Math EQTs. The proficiency rate for reading was 73% and the proficiency rate for math was 68%. It was determined by the principal that there was an instructional gap. Classrooms scoring below the 80% proficiency mark were required to create and implement an instructional plan to decrease the amount of students scoring below proficiency.</p> <p>Second quarter EQT data shows that all grade levels met proficiency on all End of Quarter Tests (Reading, Math and Science). Second quarter data results are as follows: Reading – Kindergarten 93%, 1st grade 88%, 2nd grade 89%, 3rd grade 86%, 4th grade 82% and 5th grade 85% ; Math – Kindergarten 95%, 1st grade 90%, 2nd grade 89%, 3rd grade 83%, 4th grade 82% and 5th grade 85% ; Science – 4th grade 83% and 5th grade 94%.</p>	February 09, 2017	LaShondra Johnson

**Strategy 1:**

Embedded Professional Development - Teachers will participate in weekly job embedded professional development to analyze students' achievement data and work samples.

Category: Develop/Implement Professional Learning and Support

Spencer-Westlawn Elementary School

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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Research Cited: Research used to support this strategy is derived from that conducted by Timothy Shanahan (University of Illinois), Scholastic Leadership Institute, Renaissance Learning, the National Reading Panel, Bloom's New Taxonomy, College and Career Ready Standards

Status	Progress Notes	Created On	Created By
N/A	Teachers engage in embedded professional development to create rigorous Common Formative Assessments using the Larry Ainsworth Model which addresses critical thinking. Teachers also participate in embedded professional development (at the school level) through weekly data meetings and are trained in following the Cycle of Instruction (COI) with fidelity. The COI helps teachers provide explicit, direct instruction through modeling, guided practice, and independent practice. Data meetings provide teachers with professional growth opportunities in all core subject areas. Teachers participate in reading labs and math labs where they hone their crafts in teaching effective reading and math skills/strategies with an emphasis on comprehension skills, critical thinking skills, reasoning, constructing viable arguments, problem solving skills, and higher order thinking skills. Teachers and paraprofessionals may register for other professional development opportunities offered at the district level through STI PD.	February 09, 2017	LaShondra Johnson

Activity - PST Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in monthly PST Data Meetings which will include vertical teams (K-2 and 3-5). Student achievement data and student work samples using rubrics will be analyzed. They will include common formative assessments, STAR, EQTs, ACT Aspire Interims, and writing assessments. (State PD \$3072)	Professional Learning	08/10/2016	06/01/2017	\$15672	Title I Part A, State Funds	Administrators, Lead Teachers, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers participate in monthly PST Data Meetings which will include vertical teams (K-2 and 3-5). Teachers disaggregate student achievement data which includes STAR, EQT and ACT Aspire Interim (Reading and Math) results. Teachers analyze writing assessments and student work samples using school-wide rubrics. Weekly PST Data Meetings also includes creating and editing common formative assessments for reading and math.	February 09, 2017	LaShondra Johnson

Activity - Math Lab/Math Lab Demonstration Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**2016-2017 Spencer-Westlawn Plan for ACIP**

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Teachers will participate in Math Lab PD throughout the year. During labs, teachers engage in math professional development that focuses on daily math lessons and 5 Practices (Anticipation, Monitoring, Selection, Sequencing, Connecting) lessons and enhance critical thinking and problem solving skills. Teachers will engage in presenting math demonstration lessons during math lab sessions. Demonstration lessons will help teachers refine their craft in following the Cycle of Instruction (bellringer, essential question, essential vocabulary, model, guided practice, independent practice), teach using explicit, direct, and differentiated instruction, use multiple methods to solve problems (conceptual understanding), and utilize a variety of manipulatives. Teachers will have the opportunity to analyze different delivery methods and provide professional feedback to enhance effective and meaningful mathematics lessons.	Professional Learning	08/10/2016	06/01/2017	\$2261	Title I Part A	Administrator s, Lead Teachers, Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Teachers participate in reading labs and math labs where they hone their crafts in teaching effective reading and math skills/strategies with an emphasis on comprehension skills, critical thinking skills, reasoning, constructing viable arguments, problem solving skills, and higher order thinking skills. Teachers and paraprofessionals may register for other professional development opportunities offered at the district level through STI PD.	February 09, 2017	LaShondra Johnson

Activity - Reading Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in reading labs (action based research) to provide professional development that focuses on Close Reads to promote critical thinking skills to analyze and annotate complex texts, vocabulary strategies, and multiple delivery of reading instruction.	Professional Learning	08/10/2016	06/01/2017	\$2260	Title I Part A	Administrator s, Lead Teachers, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers participate in reading labs and math where they hone their crafts in teaching effective reading skills/strategies with an emphasis on comprehension skills, critical thinking skills, reasoning, constructing viable arguments, problem solving skills, and higher order thinking skills.	February 09, 2017	LaShondra Johnson

**Goal 3: Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it)**

**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Status	Progress Notes	Created On	Created By
N/A	Spencer-Westlawn is making adequate progress towards reaching goal 3, "Provide digital tools and resources to all educators and students." Spencer-Westlawn currently has 18 classrooms with one-to-one technology. Four hundred seventeen more digital tools have been purchased to equip all classrooms with a 1:1 ratio usage of digital tools. Teachers and students at Spencer-Westlawn use digital tools to access a variety of resources such as Office 365, Dojo Messaging, and instructional websites. Teachers use Dojo Messaging daily to communicate the academic and behavioral progress/needs of students along with informing parents of any forthcoming events. Dojo Messaging can be accessed using any digital device, including cellular phones. Students use student desktops, laptops, Kindles, and Galaxy Tabs to access assignments via Office 365, access eBooks, USA Test Prep, My Capstone Library, Big Universe, Discovery Education, Brain Pop and Brain Pop Jr., Starfall, etc.	November 01, 2016	LaShondra Johnson
N/A	Spencer-Westlawn is making adequate progress towards reaching goal 3, "Provide digital tools and resources to all educators and students." Spencer-Westlawn currently purchased 51 (27% increase in student digital tool usage) Galaxy Tab Tablets for student use, surpassing its goal for Measurable Objective 1, "Demonstrate a behavior by students that shows an increase in their 1:1 ratio usage of digital tools by 20% by June 1, 2016." Teachers and students at Spencer-Westlawn use digital tools to access a variety of resources such as Office 365, Dojo Messaging, and instructional websites. Teachers use Dojo Messaging daily to communicate the academic and behavioral progress/needs of students along with informing parents of any forthcoming events. Dojo Messaging can be accessed using any digital device, including cellular phones. Students use student desktops, laptops, Kindles, and Galaxy Tabs to access assignments via Office 365, access eBooks, US Test Prep, My Capstone Library, Big Universe, Discovery Education, Brain Pop and Brain Pop Jr., Starfall, etc.	December 17, 2015	LaShondra Johnson

**Measurable Objective 1:**

demonstrate a behavior by students that shows an increase in their 1:1 ratio usage of digital tools by 20% by 06/01/2017 as measured by the Destiny Inventory System.

Status	Progress Notes	Created On	Created By
Met	Currently (2016-2017), Spencer-Westlawn Elementary has a total of two hundred eighty-two student laptops (as measured by the Destiny Inventory System). This is a forty-two percent increase in 1:1 usage of digital tools from the previous school term (2015-2016) of zero percent 1:1 usage of digital tools. An additional four hundred seventeen student laptops have been ordered. Once the ordered laptops are received and properly installed, one hundred percent of students will have 1:1 usage of digital tools, which is a one hundred thirty-nine percent increase from the 15-16 school year.	February 06, 2017	LaShondra Johnson

**Strategy 1:**

Equitable Access to Digital Tools - Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career-Ready Standards.

Category:

**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org., Horizon Report. (2012). Retrieved from http://www.educause.edu/library/resources/2012-horizon-report, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Status	Progress Notes	Created On	Created By
N/A	Spencer-Westlawn is making adequate progress towards reaching goal 3, "Provide digital tools and resources to all educators and students." Spencer-Westlawn currently has 18 classrooms with one-to-one technology. Four hundred seventeen more digital tools have been purchased to equip all classrooms with a 1:1 ratio usage of digital tools. Teachers and students at Spencer-Westlawn use digital tools to access a variety of resources such as Office 365, Dojo Messaging, and instructional websites. Teachers use Dojo Messaging daily to communicate the academic and behavioral progress/needs of students along with informing parents of any forthcoming events. Dojo Messaging can be accessed using any digital device, including cellular phones. Students use student desktops, laptops, Kindles, and Galaxy Tabs to access assignments via Office 365, access eBooks, USA Test Prep, My Capstone Library, Big Universe, Discovery Education, Brain Pop and Brain Pop Jr., Starfall, etc	February 08, 2017	LaShondra Johnson

Activity - Office 365	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Office 365 to access school program materials and to share lesson plans and other tools. Students will utilize Office 365 to submit writing samples.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers and students use Office 365 to carry out and/or complete numerous activities and assignments throughout the school term. Teachers use Office 365 to share lesson plans, SMART activities and other lesson ideas. Office 365 allows teachers efficiently collaborate with their colleagues (even across grade levels) while simultaneously creating and editing lesson plans. Students in grades three through five use Office 365 to share writing samples with their teachers. This allows teachers the ability to proof student assignments and resend to students for revisions.	February 08, 2017	LaShondra Johnson

Activity - Class Dojo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Teachers will use Class Dojo to communicate with parents in reference to students' academic and behavioral endeavors. Students will also be able to access any classwork and/or homework along with communicate with the teacher via Class Dojo.	Academic Support Program, Technology, Behavioral Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Administrator s, Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Communication with parents at Spencer-Westlawn Elementary is of the utmost importance. Teachers at Spencer-Westlawn Elementary communicate daily with parents concerning behavior by assigning points. Teachers also post classroom news about homework, fieldtrips, programs as well as assignments in classroom dojo.	February 08, 2017	LaShondra Johnson

Activity - Instructional Websites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enhance instruction through the use of technology. Instructional websites will include typingclub.com in which students will practice typing skills; US Test Prep in which students will practice common core related items; Discovery Education to reinforce reading and math skills; and, eBooks, My Capstone Library, Big Universe, etc. to provide reading practice with fictional and non-fictional text.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$0	No Funding Required	Administrator s, Teachers

Status	Progress Notes	Created On	Created By
In Progress	In effort to enhance instruction with technology, the teachers employ various instructional websites throughout their daily lessons. Students utilize typing programs such as typingclub.com to practice proper typing skills. USA Test Prep is used daily to assist the teachers with preparing students for ACT Aspire testing. The program also aids in compensating daily lessons with common core related items. To reinforce reading and math skills, lessons are created using Discovery Education. Teachers are able to search for video clip, activities, etc. to illustrate different concepts within daily lessons. In order to expose students to a variety of fictional and non-fictional text teachers and students utilize eBooks, My Capstone Library, Big Universe, etc. within their daily lessons to provide reading practice.	February 08, 2017	LaShondra Johnson

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

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

N/A	All strategies and activities are being implemented with fidelity. Currently, 21st CCLC has 74 students enrolled ( 11 short of goal) and are currently working to increase enrollment.	November 01, 2016	LaShondra Johnson
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**Measurable Objective 1:**

demonstrate a behavior to increase cultural awarness among teachers by 06/01/2017 as measured by ACCESS for ELL state mandated assessment.

**Strategy 1:**

Cultural Awarness - Teachers will participate in EL training with the EL Coordinator.

Category:

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - PBS Book Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will participate in quarterly book studies targeting differences (cultural awareness).	Behavioral Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Administrators, EL Coordinator, Teachers, Media Specialist

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

<p>In Progress</p>	<p>In an effort to increase cultural awareness, students at Spencer-Westlawn participate in quarterly book studies that target topics such as overcoming adversity, embracing differences (cultural, physical disabilities, etc.), compassion, sympathy, humanity and bullying. Teachers coordinate lessons and plan various activities based on the literature. Activities have included “filling buckets” with kind words, creating Kindness Quilts and writing essays. Book study literature along with additional books based on these same topics are readily available for teachers and parents to check out in the media center. The Spencer-Westlawn PBIS Book Study List is as follows:</p> <p>Kindergarten –</p> <p>Q1. “Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud</p> <p>Q2. “Elmer and the Big Bird” by David McKee</p> <p>Q3. “Chester Raccoon and the Big Bad Bully” by Audrey Penn</p> <p>Q4. “Trouble in the Barkers’ Class” by Tomie DePaola</p> <p>1st Grade –</p> <p>Q1. “Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud</p> <p>Q2. “Leonardo the Terrible Monster” by Mo Willems</p> <p>Q3. “The Ugly Duckling” adapted by Jerry Pinkney</p> <p>Q4. “The Tale of Sir Dragon; Dealing with Bullies for Kids and Dragons” by Jean Pendziwol</p> <p>2nd Grade –</p> <p>Q1. “Nikki and Deja; Substitute Trouble” by Karen English</p> <p>Q2. “ Jake Drake Bully Buster” by Andrews Clements</p> <p>Q3. “Helen’s Big World; The Life of Helen Keller” by Doreen Rappaport</p> <p>Q4. “Stellaluna” by Janell Cannon</p> <p>3rd Grade –</p> <p>Q1. “Each Kindness” by Jacqueline Woodson</p> <p>Q2. “STAT – Stand Tall and Talented” by Amar’e Stoudemire</p> <p>Q3. “Captain Nobody” by Dean Pitchford</p> <p>Q4. “Henry Aaron’s Dream” by Matt Tavares</p> <p>4th Grade –</p> <p>Q1. “Bud Not Buddy” by Christopher Curtis</p> <p>Q2. “Maniac Magee” by Jerry Spinelli</p> <p>Q3. “Feathers” by Jacqueline Woodson</p> <p>Q4. “Seeds of Change” by Jen Cullerton Johnson</p> <p>5th Grade –</p> <p>Q1. “Wonder” by R.J. Palacio</p> <p>Q2. “The Lemonade Club” by Patricia Polacco</p> <p>Q3. “Out of My Mind” by Sharon Draper</p> <p>Q4. “Bully” by Patricia Polacco</p>	<p>February 07, 2017</p>	<p>LaShondra Johnson</p>
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**Measurable Objective 2:**

demonstrate a behavior in students' participation in the 21st Century Community Learning Center (CCLC) Afterschool Program by 2% by 06/01/2017 as measured by the State of Alabama EZ Reporting System.

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Met	According to the State of Alabama EZ Reporting System, in 2015-2016, there was a total of 64 students participating in the 21st CCLC Afterschool Program for more than 30 consecutive days. This year (2016-2017) there are at total of 73 students participating in the 21st CCLC Program for more than 30 consecutive days. This is a 14% increase from the previous year which exceeds the goal of 2 percent.	February 06, 2017	LaShondra Johnson
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**Strategy 1:**

Prime Time 21st CCLC - The Spencer-Westlawn Prime Time 21st CCLC Afterschool Program will increase its course offerings to participants in the 21st CCLC Program.

Category:

Research Cited: US Department of Education, Afterschool Alliance, You for Youth

Status	Progress Notes	Created On	Created By
N/A	In an effort to increase participants in the program and to remain competitive in implementing the 21st CCLC Grant, we have increased our course offerings in the area of STEM Activities and physical movement. We are offering a computer coding class which allows students to be in control of the computer and lets them learn through experimentation, mastering concepts such as logic and consequences. We will be adding a Bicycle Club to promote physical fitness and a healthy lifestyle. During bicycling, students will exercise hand-eye coordination, explore bicycle safety, complete bicycle obstacle courses and attend monthly field trips to a local park. Edible Math Club will also be added to the class roster. Edible Math will focus on using edible items to help students build conceptual understanding such as using M&M's for problem solving or Graham Crackers to teach fractions.	February 07, 2017	LaShondra Johnson

Activity - Reading and Math Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in a 30 minute homework period to enhance reading and math. Reading and math activities will also be a part of other club activities to include technology and "Book Cooks."	Academic Support Program, Community Engagement	08/10/2016	06/01/2017	\$10000	Title IV Part A	Administrator s, 21st CCLC Program Director, 21st CCLC Teachers

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

In Progress	<p>Program activities for the 21st CCLC Prime Time Program targets the following priorities: “academic enrichment to improve academic progress through the implementation of mathematics and language arts activities; healthy lifestyles; family literacy; STEM; Arts and physical activities; and specific local needs.” Goal one is to improve reading and math achievement among all students through enrichment activities and homework assistance. Activities for this goal will include the Book Cooks Club (grades K-2) which will operate twice a week. Teachers will bring books to life with literature activities that make real world connections. Students will enhance skills such as listening, following directions, measurement, counting, sorting, etc. by preparing food items to highlight various stories. Spencer-Westlawn has over 800 eBooks on a variety of topics. Mid-year STAR Reading Scale Scores for grades k-5 indicates that all 21st CCLC students are on target to show one year’s growth (+70). The mid-year STAR Math Scale Scores for grades 2-5 also indicates that all 21st CCLC students are on target to show one year’s growth (+57). All grade levels met proficiency on the Reading and Math EQTs for 1st and 2nd quarters with a proficiency rate of eighty-two percent or above.</p>	February 09, 2017	LaShondra Johnson
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Activity - Arts Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in the arts such as dance (rhythm and movement, step, and Xbox Fitness), piano/keyboarding, arts and crafts, and gardening.	Academic Support Program, Community Engagement	08/10/2016	06/01/2017	\$15000	Title IV Part A	Administrator s, 21st CCLC Program Director, 21st CCLC Teachers

Status	Progress Notes	Created On	Created By
In Progress	<p>Students will have an opportunity to participate in music instruction to become familiar with the keyboard, guitar, and the flute. Spencer-Westlawn has already purchased instruments for students’ use. The type of music instruction will alternate from year to year and possibly by semester depending on students’ interest. Dance lessons will be offered at least once a week throughout the year. Spencer-Westlawn has worked with a local art vendor, Paint Pals (contracted) to involve students in artistic creations. An Arts and Craft Club will be a part of the program. Students will have an opportunity to showcase their talents during parent meetings. Physical activities will include tennis, golf, archery, etc. The school works with the Mobile Tennis Association (contracted) to provide tennis instruction for students in the 21st CCLC. We have also partnered with the First Tee program which is a non-profit organization that will train teachers in golf instruction to be used in the program. This program will provide equipment free of charge. Character education will be offered to students and parents from 3:00-6:00 p.m. (Wednesdays). At this time the school counselor will offer sessions on bullying, conflict resolution, and good decision-making. Spencer-Westlawn has a library section that addresses Positive Behavior Intervention and Support (PBIS). Parents will be provided literature that may be used to assist in their children’s social development. Behavioral data indicates that students who participate in the 21st CCLC Program have not received any office referrals or suspensions.</p>	February 09, 2017	LaShondra Johnson

**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Activity - Science Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in hands-on STEM activities during SECME and EYE classes to promote math, science, engineering, and technology.	Academic Support Program, Community Engagement	08/10/2016	06/01/2017	\$20000	Title IV Part A	Administrators, 21st CCLC Program Director, 21st CCLC Teachers

Status	Progress Notes	Created On	Created By
In Progress	Goal two is to increase science and math achievement among 2nd-5th grade students through STEM enrichment activities including SECME, E.Y.E. and technology. Spencer-Westlawn will offer a SECME Club to students in grades K-3 and E.Y.E. Club (Engaging Youth in Engineering) to students in grades 4-5. Each club will focus on hands-on activities that will allow students to build on College and Career Ready Standards through group exploratory activities such as testing hypotheses and theories. Funds from the local school and the 21st CCLC Grant will be coordinated to purchase STEM kits to implement activities. The SECME and E.Y.E. clubs will meet once a week. Technology will be an integral part of each club as students will use computers for research and virtual learning. Face Time and Skype will be used as a tool to help students engage with other entities to enhance their studies. A separate Technology Club will also be offered once a week. Students will develop skills to include Microsoft Office 365, Microsoft Word, PowerPoint, Instant Messaging, Edmodo, FaceTime, Skype, etc. To further support STEM, we will continue to sponsor our Gardening Club once a week through our partnership with Mobile Urban Growers. Grades four and five met proficiency on the Science EQT for 1st (92% proficiency rate) and 2nd (89% proficiency rate) quarters.	February 09, 2017	LaShondra Johnson

Activity - Character Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in character development activities based on The Six Pillars of Character (trustworthiness, citizenship, respect, responsibility, fairness, and caring).	Behavioral Support Program	08/10/2016	06/01/2017	\$5000	Title IV Part A	Counselor

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

In Progress	Spencer-Westlawn students participate in various character development activities throughout the year. Activities target The Six Pillars of Character (trustworthiness, citizenship, respect, responsibility, fairness, and caring) and highlight areas of conflict resolution, peer relationships, bullying and decision making. Character activities include individual, small and whole group counseling (Awesome Audobot Assemblies), the Spencer-Westlawn Second Chance Program, MCPSS CAPP (Anger Management) Program, the Mobile Police Department's Gang Resistance Education and Training (G.R.E.A.T) Program, All for Kidz Kindness Adventure Assembly, Penelope House (personal safety) and the District Attorney's Office (Bullying), etc. Data shows that the implemented activities have had a positive impact on student behavior. From August to December there have been a total of 29 Second Chance Referrals, 5 ECAPP (Anger Management) Referrals, and 13 suspensions.	February 06, 2017	LaShondra Johnson
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Activity - 21st CCLC Summer Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spencer-Westlawn Elementary offers a four week, community-wide summer enrichment camp. The camp offers reading and math enrichment, extracurricular activities (technology, arts and crafts, STEM activities, physical fitness activities (tennis), etc.), and educational field trips.	Academic Support Program, Extra Curricular, Community Engagement, Technology	06/05/2017	06/30/2017	\$65000	Title IV Part A	21st CCLC Staff

Status	Progress Notes	Created On	Created By
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**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Completed	<p>The 2015-2016 21st CCLC summer program extended the school year with engaging learning activities that helped to alleviate the typical academic learning loss during summer months. The 21st CCLC Summer Camp began June 4, 2016. The hours of the program will be 8:00 a.m.-3:00 p.m. Monday – Thursday, four days a week, seven hours a day. Transportation and safety protocol that is used during the school year will be used during the summer program. Staffing will include one program director, nine teachers, one paraprofessional, one clerk and one custodian. The purpose of the summer program will be to expound on the goals that are implemented throughout the year by increasing reading and math achievement, attendance, self-esteem, positive social skills, emotional wellness, STEM awareness, and parental involvement. Extensive and purposeful planning will ensure that the summer program will not be a “glorified baby-sitting service.” Instead, we give new meaning to “summer enrichment” by put together an amazing summer program that students and parents enjoy and appreciate so much that they often asked if the program could be extended for the entire summer. Thematic unit lesson plans will be utilized to provide interdisciplinary teaching. Activities will be designed to enhance the school’s CIP goals. Since students have limited experiences, a wide range of field trips will be scheduled to provide opportunities to broaden their horizons. In 2014, technology (Tech Trek) was the focus of the program. The following activities were included; Stennis Space Center, McWane Science Center, EBooks/iBook, using iPads, Photography, Facetime/Skype, Email, Instant Messaging, Creating Videos, Google Docs, Story Book (Little Story Creator), Paint Pals, Pump It Up!, Tennis, Laser Tag/Bowling, and the New Orleans Aquarium/Imax. Students took weekly trips to the Mobile Public Library. They also utilized a vast collection of eBooks and iBooks. All experiences enabled students to make real world applications and increased their overall knowledge. According to the Google Doc surveys completed by students, the activities also boosted their overall outlook and well-being.</p>	February 08, 2017	LaShondra Johnson
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 21st CCLC staff will participate in monthly professional training (handbook, safety, curriculum, etc.). 21st CCLC staff members also participate in health and first aid training. In addition, the program's director and site coordinator will participate in yearly professional development.	Professional Learning	08/10/2016	06/30/2017	\$10000	Title IV Part A	Program Director, Site Coordinator

Status	Progress Notes	Created On	Created By
In Progress	<p>All staff members will receive a minimum of ten hours of supervised training and professional development. As specified in the timeline, planning and collaboration is scheduled each month to ensure that everyone who provides academic support and supervisory guidance are prepared and knowledgeable of tools necessary to make the program a success. Professional development planned to support the 21st CCLC Program are as follows: safety protocol; building conceptual understanding of mathematics; utilizing technology effective as it relates to the STEM initiative; implementing Engaging Youth in Engineering (EYE) to encourage more students in the areas of science and engineering; developing motivational activities to inspire and boost students’ self-esteem by reaching into other intelligences such as art and music; and planning and collaborating for implementation of activities and lessons, etc. Each staff member will also be privy to professional development activities throughout the year through MCPSS staff development office. To guarantee quality professional development is available to all staff, a percentage of grant funds are designated to accomplish required staff training/travel for program supervisors and/or teachers. Documentation of all professional development for this grant will be kept on file at the local school for this grant.</p>	February 08, 2017	LaShondra Johnson



**Goal 5: Third grade students at Spencer-Westlawn will increase their STAR Reading performance from 58% to 60% as evidenced by the Spring 2016 STAR Growth Report the Spring 2017 STAR Growth Report respectively.**

Status	Progress Notes	Created On	Created By
N/A	Currently, most grade levels are on track to showing one year's growth in reading with the exception of grade 2 with a 0.2 grade level equivalency. All grade levels (2-5) are on track to showing one year's growth in math. More small group instruction will be provided on fluency for struggling readers. Also, use ARI strategies to remove interferences which will include phonics instruction.	November 01, 2016	LaShondra Johnson

**Measurable Objective 1:**

A 2% increase of Third grade students will demonstrate a proficiency (from 58% to 60%) on STAR in Reading by 06/01/2017 as measured by the STAR Reading Growth Report..

**Strategy 1:**

Student Monitoring and Enrichment - Third grade students who do not score at or above the STAR Reading benchmark will be closely monitored and given support through intervention as well as enrichment opportunities to enhance instruction done in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole>

Status	Progress Notes	Created On	Created By
N/A	Third grade students who do not score at or above the STAR Reading benchmark will be closely monitored and given support through intervention as well as enrichment opportunities such as Extended Day Tutoring to enhance instruction done in the classroom. Mid-year data shows that third grade students are on track to showing a 2% increase on STAR Reading with a gain of +71.	February 09, 2017	LaShondra Johnson

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students who do not score at or above benchmark on the STAR Reading assessment will be monitored closely through the PST process	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Third grade classroom teachers, lead teachers, administrators

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Status	Progress Notes	Created On	Created By
In Progress	Third grade students who do not score at or above benchmark on the STAR Reading assessment will be monitored closely through the PST process. Currently no 3rd grade students have been referred to PST. Third grade students are on track to showing a 2% increase on STAR Reading. Mid-year data shows that students in third grade have shown a gain of +71.	February 09, 2017	LaShondra Johnson

Activity - AR/Technology Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students will use ebooks via one-to-one digital devices to enhance reading through instruction and Accelerated Reader.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Third grade teachers, administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title IV Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st CCLC Summer Camp	Spencer-Westlawn Elementary offers a four week, community-wide summer enrichment camp. The camp offers reading and math enrichment, extracurricular activities (technology, arts and crafts, STEM activities, physical fitness activities (tennis), etc.), and educational field trips.	Academic Support Program, Extra Curricular, Community Engagement, Technology	06/05/2017	06/30/2017	\$65000	21st CCLC Staff
Science Enrichment	Students will engage in hands-on STEM activities during SECME and EYE classes to promote math, science, engineering, and technology.	Academic Support Program, Community Engagement	08/10/2016	06/01/2017	\$20000	Administrators, 21st CCLC Program Director, 21st CCLC Teachers
Character Development	Students will participate in character development activities based on The Six Pillars of Character (trustworthiness, citizenship, respect, responsibility, fairness, and caring).	Behavioral Support Program	08/10/2016	06/01/2017	\$5000	Counselor
Professional Development	All 21st CCLC staff will participate in monthly professional training (handbook, safety, curriculum, etc.). 21st CCLC staff members also participate in health and first aid training. In addition, the program's director and site coordinator will participate in yearly professional development.	Professional Learning	08/10/2016	06/30/2017	\$10000	Program Director, Site Coordinator
Arts Enrichment	Students will engage in the arts such as dance (rhythm and movement, step, and Xbox Fitness), piano/keyboarding, arts and crafts, and gardening.	Academic Support Program, Community Engagement	08/10/2016	06/01/2017	\$15000	Administrators, 21st CCLC Program Director, 21st CCLC Teachers
Reading and Math Enrichment	Students will engage in a 30 minute homework period to enhance reading and math. Reading and math activities will also be a part of other club activities to include technology and "Book Cooks."	Academic Support Program, Community Engagement	08/10/2016	06/01/2017	\$10000	Administrators, 21st CCLC Program Director, 21st CCLC Teachers
<b>Total</b>					<b>\$125000</b>	

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**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Awesome Autobot Point Card (Attendance)	All Spencer-Westlawn students are given an Awesome Autobot Point Card. Each point card includes an attendance chart. Students wear their point cards daily. Students receive points for attendance by being in their classroom before the tardy bell rings and the "Tardy" song concludes. At the conclusion of each month, each teacher tallies a class percentage for attendance. Students are recognized during the Awesome Autobot Friday Character Assembly. Utilize state funds (0001-special use code) of 44.40 state teachers placed (instruction) 1 principal/.5 assistant principal(administration), 1 counselor ( guidance) and 1 librarians (media services) \$2,253,309. Utilize district ( local funding) for 2 aides, supplements, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$220,738	Academic Support Program	08/10/2016	06/01/2017	\$220738	Administrator s, Teachers
<b>Total</b>					<b>\$220738</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cycle of Instruction	Teachers will implement the Cycle of Instruction (COI) which will include the bell ringer, essential question, essential vocabulary, modeling, guided practice, and independent practice.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	Administrator s, Teachers
Context Clues Bellringer	Students will participate in a daily context clues bellringer activity. By participating in this daily activity, students will gain strong reading foundational skills. The context clues bellringer will help students build both comprehension and vocabulary skills, helping students meet the 2016-2017 STAR Reading goal of a 100 point scale score gain and an 11% increase on the ACT Aspire Reading Assessment. This activity will begin on the first day of school and continue through the last day.	Academic Support Program	08/10/2016	06/01/2017	\$0	teachers
Office 365	Teachers will utilize Office 365 to access school program materials and to share lesson plans and other tools. Students will utilize Office 365 to submit writing samples.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$0	Administrator s, Teachers

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Tiered Math Intervention	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special education teacher will deliver Tier III instruction.	Academic Support Program	08/10/2016	06/01/2017	\$0	Teachers, Lead Teachers, Administrators, Special Education Teachers
PBS Book Studies	Teachers and students will participate in quarterly book studies targeting differences (cultural awareness).	Behavioral Support Program	08/10/2016	06/01/2017	\$0	Administrator s, EL Coordinator, Teachers, Media Specialist
Office 365	Teachers will utilize Office 365 to access school program materials and to share lesson plans and other tools. Students will utilize Office 365 to submit writing samples.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$0	Administrator s, Teachers
PST	Third grade students who do not score at or above benchmark on the STAR Reading assessment will be monitored closely through the PST process	Academic Support Program	08/10/2016	06/01/2017	\$0	Third grade classroom teachers, lead teachers, administrators
Tiered Reading Intervention	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	Academic Support Program	08/10/2016	06/01/2017	\$0	Teachers, Lead Teachers, Administrators, Special Education Teachers
Instructional Planning/Pacing Guides	Teachers participate in weekly grade level meetings to plan for instruction. During grade level meetings teachers use pacing guides as a curriculum map to create effective lessons that contain a particular set of skills and objectives.	Other - Instructional Tool, Professional Learning	08/10/2016	06/01/2017	\$0	Teachers, Lead Teachers, Administrators
Class Dojo	Teachers will use Class Dojo to communicate with parents in reference to students' academic and behavioral endeavors. Students will also be able to access any classwork and/or homework along with communicate with the teacher via Class Dojo.	Academic Support Program, Technology, Behavioral Support Program	08/10/2016	06/01/2017	\$0	Administrator s, Teachers
Daily Homework Tasks (Problem Solving/Critical Thinking)	Engage in mathematical homework practice using the 5 Practice Model in which students solve problems using multiple pathways. Students will build conceptual understanding by using at least 3 strategies to complete problem solving tasks which include methods such as using arrays, drawing pictures, and using models and manipulatives.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	Administrator s, Teachers

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Basic Facts Bell Ringer	Students will participate in a daily math basic facts bellringer activity. Research (the U.S. Department of Education's National Mathematics Advisory Panel (Core Principles of Math Instruction, 2003) and the Mathematics Education Research Journal ("Improving Basic Multiplication Fact Recall for Primary School Students,"2007)) shows that rapid recall of early math concepts (basic facts) is a significant component of mathematical comprehension and solving complex problems. By participating in this daily activity, students will gain a stronger mathematical foundation and obtain automaticity of math facts helping students meet the 2016-2017 STAR Math goal of a 100 point scale score gain and a 10% increase on the ACT Aspire Math Assessment. This activity will begin on the first day of school and continue through the last day.	Academic Support Program	08/08/2016	06/01/2017	\$0	Teachers
Cycle of Instruction	Teachers will implement the Cycle of Instruction (COI) which will include the bell ringer, essential question, essential vocabulary, modeling, guided practice, and independent practice.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	Administrators, Teachers
AR/Technology Enhancement	Third grade students will use ebooks via one-to-one digital devices to enhance reading through instruction and Accelerated Reader.	Academic Support Program	08/10/2016	06/01/2017	\$0	Third grade teachers, administrators
Fluency Journey	All students will participate in an oral fluency activity each day. Students will use fluency journals to increase automaticity and build vocabulary. Journals are composed of songs, poetry, and other literary texts.	Academic Support Program	08/10/2016	06/01/2017	\$0	teachers
Problem Solving Team	The Problem Solving Team (PST) meets monthly to address student academic and behavioral concerns. The team reviews student strengths and weaknesses, identifies evidence-based instructional interventions, data is collected weekly to monitor student progress, and evaluate the effectiveness of interventions implemented with the student. The purpose of PST is to first solve student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated.	Academic Support Program, Behavioral Support Program	08/10/2016	06/01/2017	\$0	Teachers, Lead Teachers, Administrators, PST Committee
Sunday Systems	Teachers will engage in Sunday Systems training to develop and reinforce phonemic awareness, phonics, and word study skills.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	Administrators, Teachers
PBS Book Studies	Teachers and students will participate in quarterly PBS book studies that highlight respect and understanding for differences (cultural awareness).	Behavioral Support Program	08/10/2016	06/01/2017	\$0	Administrators, EL Coordinator, Teachers, Media Specialist

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Direct Instruction	All English Learners will receive Tier I, direct instruction in their daily core academic program.	Direct Instruction	08/10/2016	06/01/2017	\$0	Administrators, Content Teachers, EL Coordinator
Instructional Planning/Pacing Guides	Teachers participate in weekly grade level meetings to plan for instruction. During grade level meetings teachers use pacing guides as a curriculum map to create effective lessons that contain a particular set of skills and objectives.	Other - Instructional Tool, Professional Learning	08/10/2016	06/01/2017	\$0	Teachers, Lead Teachers, Administrators
Positive Behavior Support (PBS)	Positive behavioral supports (PBS) is a behavior management system containing a set of strategies or procedures designed to improve behavioral success. Positive behavior support offers a holistic approach that considers all factors that impact on a child and the child's behavior. Through the use of PBS teachers and other qualifying staff will be able to understand and resolve problem behaviors to promote social, emotional, and academic success for all students.	Behavioral Support Program	08/10/2016	06/01/2017	\$0	Teachers, Counselor, Administrators
Tiered Math Intervention	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills.	Academic Support Program	08/10/2016	06/01/2017	\$0	teachers, intervention personnel
Tiered Reading Intervention	Identified students will participate daily in Tier II and Tier III interventions. The goal of this activity is to decrease the amount of students scoring at the lowest quartile. Students will receive daily, intervention from intervention teachers. Instruction will be delivered in a small group setting and focus on deficient areas/skills. Special Education teachers will deliver Tier III instruction.	Academic Support Program	08/10/2016	06/01/2017	\$0	Teachers, Intervention Personnel, Special Education Teachers
Instructional Websites	Teachers will enhance instruction through the use of technology. Instructional websites will include typingclub.com in which students will practice typing skills; US Test Prep in which students will practice common core related items; Discovery Education to reinforce reading and math skills; and, eBooks, My Capstone Library, Big Universe, etc. to provide reading practice with fictional and non-fictional text.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$0	Administrators, Teachers
Vocabulary Development	Students will participate in school-wide vocabulary development through utilizing two Power Words and two Talk Moves weekly, Say It Again Synonyms, context clues bell ringers, fluency journals, sight words, and vocabulary homework.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$0	Administrators, Teachers
<b>Total</b>					<b>\$0</b>	

**State Funds**

**2016-2017 Spencer-Westlawn Plan for ACIP**

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Close Reads	Use critical thinking skills to analyze and annotate complex texts to promote comprehension and vocabulary. (State Instructional Materials-\$19,488, State Library Enhancement-\$1056)	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	06/01/2017	\$1056	Administrators, Teachers
PST Data Meetings	Teachers will participate in monthly PST Data Meetings which will include vertical teams (K-2 and 3-5). Student achievement data and student work samples using rubrics will be analyzed. They will include common formative assessments, STAR, EQTs, ACT Aspire Interims, and writing assessments. (State PD \$3072)	Professional Learning	08/10/2016	06/01/2017	\$3072	Administrators, Lead Teachers, Teachers
Close Reads	Use critical thinking skills to analyze and annotate complex texts to promote comprehension and vocabulary. (State Instructional Materials-\$19,488, State Library Enhancement-\$1056)	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	06/01/2017	\$19488	Administrators, Teachers
One-to-One Technology	Every student (K-5) will have a laptop to perform instructional tasks. Students will use the one-to-one technology to complete daily responses to develop keyboarding skills. Students will also utilize the one to one technology to complete daily open-ended responses and quick writes. Title I Carryover for Computers-\$9498, State Technology-\$8160	Academic Support Program, Technology	08/10/2016	06/01/2017	\$8160	teachers, tst
Awesome Autobot Point Card (Attendance)	All Spencer-Westlawn students are given an Awesome Autobot Point Card. Each point card includes an attendance chart. Students wear their point cards daily. Students receive points for attendance by being in their classroom before the tardy bell rings and the "Tardy" song concludes. At the conclusion of each month, each teacher tallies a class percentage for attendance. Students are recognized during the Awesome Autobot Friday Character Assembly. Utilize state funds (0001-special use code) of 44.40 state teachers placed (instruction) 1 principal/.5 assistant principal(administration), 1 counselor ( guidance) and 1 librarians (media services) \$2,253,309. Utilize district ( local funding) for 2 aides, supplements, benefits, property services (waste management), and utilities to maintain an environment conducive to learning \$220,738	Academic Support Program	08/10/2016	06/01/2017	\$2253309	Administrators, Teachers
<b>Total</b>					<b>\$2285085</b>	

**Title I Part A**



**2016-2017 Spencer-Westlawn Plan for ACIP**

Spencer-Westlawn Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Lab/Math Lab Demonstration Lessons	Teachers will participate in Math Lab PD throughout the year. During labs, teachers engage in math professional development that focuses on daily math lessons and 5 Practices (Anticipation, Monitoring, Selection, Sequencing, Connecting) lessons and enhance critical thinking and problem solving skills. Teachers will engage in presenting math demonstration lessons during math lab sessions. Demonstration lessons will help teachers refine their craft in following the Cycle of Instruction (bellringer, essential question, essential vocabulary, model, guided practice, independent practice), teach using explicit, direct, and differentiated instruction, use multiple methods to solve problems (conceptual understanding), and utilize a variety of manipulatives. Teachers will have the opportunity to analyze different delivery methods and provide professional feedback to enhance effective and meaningful mathematics lessons.	Professional Learning	08/10/2016	06/01/2017	\$2261	Administrators, Lead Teachers, Teachers
One-to-One Technology	Every student (K-5) will have a laptop to perform instructional tasks. Students will use the one-to-one technology to complete daily responses to develop keyboarding skills. Students will also utilize the one to one technology to complete daily open-ended responses and quick writes. Title I Carryover for Computers-\$9498, State Technology-\$8160	Academic Support Program, Technology	08/10/2016	06/01/2017	\$149000	teachers, tst
One-to-One Technology	Every student (K-5) will have a laptop to perform instructional tasks. Students will use the one-to-one technology to complete daily responses to develop keyboarding skills. Students will also utilize the one to one technology to complete daily open-ended responses and quick writes. Title I Carryover for Computers-\$9498, State Technology-\$8160	Academic Support Program, Technology	08/10/2016	06/01/2017	\$9498	teachers, tst
Six Traits of Writing and Quick Writes	Teachers will develop students ability to organize their thoughts to create coherent, fluent writing samples using Six Traits of Writing and quick writes.	Academic Support Program, Direct Instruction	08/10/2016	06/01/2017	\$5600	Administrators, Teachers
Reading Lab	Teachers will engage in reading labs (action based research) to provide professional development that focuses on Close Reads to promote critical thinking skills to analyze and annotate complex texts, vocabulary strategies, and multiple delivery of reading instruction.	Professional Learning	08/10/2016	06/01/2017	\$2260	Administrators, Lead Teachers, Teachers
Common Formative Assessments	Teachers will engage in embedded professional development to develop rigorous common formative assessments (CFAs) using the Larry Ainsworth Model which addresses critical thinking.	Academic Support Program, Professional Learning	08/10/2016	06/01/2017	\$5600	Administrators, Teachers

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Instructional Websites	Teachers will enhance instruction through the use of technology. Instructional websites will include typingclub.com in which students will practice typing skills; USA Test Prep in which students will practice common core related items; Discovery Education to reinforce reading and math skills; eBooks, My Capstone Library, Big Universe, etc. to provide reading practice with fictional and non-fictional text.	Academic Support Program, Technology	08/10/2016	06/01/2017	\$5000	Administrator s, Teachers
PST Data Meetings	Teachers will participate in monthly PST Data Meetings which will include vertical teams (K-2 and 3-5). Student achievement data and student work samples using rubrics will be analyzed. They will include common formative assessments, STAR, EQTs, ACT Aspire Interims, and writing assessments. (State PD \$3072)	Professional Learning	08/10/2016	06/01/2017	\$12600	Administrator s, Lead Teachers, Teachers
Extended Day Tutoring	At risk students will participate in reading and math enrichment to increase student achievement.	Academic Support Program, Tutoring	10/18/2016	06/01/2017	\$15000	Extended Day Teachers
5 Practices (Critical Thinking/Problem Solving Activity)	Students participate in a daily 45 minute rigorous mathematical task during early morning intervention. The tasks are designed to promote problem solving skills, critical thinking, reasoning, constructing viable arguments, modeling with mathematics, utilizing appropriate tools strategically, attending to precision, making connections and effective communication using talk moves as a strategy. Students will also be able to explain and justify their answers using quick writes.	Direct Instruction	08/10/2016	06/01/2017	\$5600	Administrator s, Teachers
Close Reads	Use critical thinking skills to analyze and annotate complex texts to promote comprehension and vocabulary. (State Instructional Materials-\$19,488, State Library Enhancement-\$1056)	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	06/01/2017	\$5600	Administrator s, Teachers
Common Formative Assessments	Teachers will engage in embedded professional development to develop rigorous common formative assessments (CFAs) using the Larry Ainsworth Model which addresses critical thinking (funding allocated for substitutes).	Academic Support Program, Professional Learning	08/10/2016	06/01/2017	\$5600	Administrator s, Teachers
<b>Total</b>					<b>\$223619</b>	