ACIP

Danville-Neel Elementary School

Morgan County Board of Education

Ms. Tara P Murphy, Principal
8688 Danville Road
Danville, AL 35619

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Executive Summary

Introduction

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

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

Description of the School

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

Danville-Neel Elementary School is a Title I school, comprised of grades PreK-4th grade and is located in the rural community of Danville, Alabama. This year, we are serving 500 students (289 males and 211 females). The demographic breakdown of Danville Neel-Elementary School students include a 88.2% white population, 5.8% Hispanic or Latino population, 2% Black or African American population, 0.4% American Indian population, 0.6 % Asian population and 3% multi-race population. The population of economically disadvantaged students in our school receiving free and reduced lunch priced meals is 54%. The free lunch population is 46% and the reduced lunch population is 8%.

The entire faculty at Danville-Neel is highly qualified and includes 1 administrator, 32 full time teachers, 2 part time teachers, 1 part time instructional coach, 1 Librarian, 25 support personnel, 1 nurse and 1 counselor.   The demographic composition of the faculty and staff are as follows: 61 females and 3 males; 100% white.

All 37 certified staff members are highly qualified and have been employed for 3 or more years. 66% of our teachers have a master's degree or higher. In addition, we have 2 nationally board certified teachers and 100% of our certified staff were employed by Danville-Neel Elementary School in 2013-2014.
Since Danville is such a rural area, it can be challenging because the area is weak in business stakeholders. Currently, there are only three local businesses in the community; most recently, the community lost its largest business. Since the community is small, it does not have a mayor, police department, or city council. Although Danville-Neel Elementary School is located in a smaller area, the community members and local churches immensely support the school.

In the past couple of years, Danville-Neel Elementary School has undergone many changes. Due to retirements and transfers, we have a new administrator, 2 new teachers and a new secretary. There has also been a major change to the core academic curriculum with a new reading and math series, as well as the implementation of the College and Career Readiness Standards. There have been several new assessments added to the instructional calendar (Global Scholar, STI and ACT Aspire). New to Danville-Neel Elementary School in 2014-2015, will be the creative block scheduling for our 3rd and 4th grade students; enhanced mentoring program; and small group help for students who are struggling in reading. State and school accountability has also been refined this year presenting new challenges to the teaching staff. However, despite the changes and challenges faced by Danville-Neel Elementary School, test data indicates that our students are being prepared to meet the challenges of the future whether they are college or career bound.

A unique feature of Danville-Neel Elementary School is the location. While we have our own campus, we are also only 1.33 miles away from Danville Middle School and Danville High School. This close proximity of schools allows the administrators of each school the opportunity to have vertical team meetings in which they collaborate ideas and goals. This collaboration insures unity in our schools while we work toward a common goal and vision "Every child a graduate…Every graduate prepared to lead".

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Danville-Neel Elementary School Vision: Tomorrow's Leaders, Lead Today.

Danville-Neel Elementary School Mission: "Danville-Neel Elementary…On track to creating lifelong learners and leaders". This mission statement reflects the values of our school and the relationship between students and teachers.   It also goes along with our train theme for our school
Following the Morgan County Schools mission of "Every child a graduate…every graduate prepared to lead" numerous leadership opportunities are presented to the students and teachers.

Danville-Neel Elementary School Motto: Discovering Never Ending Success…Full Steam Ahead

Our beliefs at Danville-Neel are:

1. Every student is a leader.
2. All children can learn and are deserving of respect, love and compassion.
3. All children should be provided a variety of instructional approaches to accommodate various learning styles and be actively engaged in their learning.
4. All children can and will succeed.
5. The school, home and community must share responsibility for the needs and development of children, while fostering an appreciation for individual differences and cultures.
6. Differences in learning styles exist, therefore; students have the right to learn in a way that brings them personal success.
7. The function of education embraces the act of preparing our students for living successfully in an ever-changing society by providing academic, social, emotional, physical, and character developing skills.
8. Students and staff have a right to a safe and secure school environment.
9. Self-discipline is a prerequisite for the development of higher-order thinking skills and lifelong learning.
10. Each student has a responsibility for actively participating in his or her learning and achievement, as well as demonstrating self-management skills.
11. Student learning is the chief priority for the school.
12. Students' learning needs should be the primary focus of all decisions impacting the work of the school.
13. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

Danville-Neel Elementary School utilizes a leadership team, made up of one teacher from each grade level, resource teachers, instructional coach and principal. The team meets regularly to address concerns and provide input and feedback to administration.

DNES engages its students through providing intense, rigorous instruction and classroom technology. Each classroom utilizes a smart board, document camera, digital projector and student computer stations. Additionally, teachers and students have access to laptops or iPads, networked by a wireless, Wi-Fi-network.

We utilize the tiered teaching model (RTI) in order to identify and support our struggling students. Our mission statement, "Discovering Never Ending Success", combined with our Leader In Me program focuses on the 7 Habits of Highly Effective People. These efforts help us live our vision each day. DNES provides many opportunities for students and teachers to be leaders within our school.

   Danville-Neel Elementary School holds high expectations for everyone involved in the school. Academics are a top priority of Danville-Neel Elementary School. Teachers utilize data provided by state assessments, formative assessments, surveys, Global Scholar, STI quarterly assessments, DIBELS, observations, and other assessment tools in order to drive the rigorous instruction in their classrooms. This data helps the teachers differentiate the instruction, so they meet the needs of all learners in their classrooms.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Within the past three years, Danville-Neel Elementary School has focused on building leadership throughout the school by participating in the Leader In Me program.

The number of office referrals has declined each year for the past three years. In 2011-2012, there were 56 office referrals. In 2012-2013, there were 47 office referrals and in 2013-2014, there were 44 office referrals.

The number of tardies declined, drastically, this past year. For the 2012-2013 school year, we had over 6,000 tardies. For the 2013-2014 school year, we had 1,018 tardies.

School-wide Expectations (S.O.A.R.) and Home Communications Notebooks (TRAIN) were created and implemented. By using the school-wide expectations, there is a common language throughout the school. Students know the expectations are the same in regular classrooms, resource classrooms, PE, the cafeteria and the playground. The home communications notebooks provide consistency between grade levels. Each notebook has the same five tabs so that parents know exactly where to look for information.

There has been an increase in parent and community communication (INOW, school/teacher websites, newsletters, parent conferences, family nights, Remind 101, School Messenger, parent phone calls, e-mails, etc.). Each teacher and/or grade level sends home a weekly newsletter to inform parents of important activities, assignments and other information. This information is also shared on our school website, through emails, School Messenger and Remind 101. Each teacher makes contact with each parent once a month. This contact is done by email, text, phone or in person. In addition, a school Facebook page was created for sharing important information.

A Parent Handbook was created and implemented as a resource for parents to find policies and procedures specific to our school. Each parent was asked to sign that the handbook was received.

Teacher Leaders are utilized for each grade level. Our leadership team is comprised of a teacher leader from each grade level and several resource teachers. This leader collects lesson plans, monthly call logs, RTI information, newsletters and weekly data results. This has provided more leadership positions in our school, helped with organization and consistency.

Consistently made AYP (Average Yearly Progress) in all areas.

Resource Teachers serve as mentors for students struggling with reading. The principal, PE teacher, Art/Music teacher, computer aides and other support staff serve as mentors for students who struggle with reading. Each group meets three times a week to work on reading fluency.

Implementation of technology has increased. Both of our computer labs were updated with new computers and each classroom received additional classroom computers. In addition, ipads and Kindles have been added in some classrooms and the library.

Improved student leadership by continuing the implementation of the "7 Habits Leader in Me". Ambassadors were chosen to represent our school. This group participated in several community and school projects, led school tours and served as mentors for struggling students. In addition, other leadership opportunities were formed throughout the school: library leaders, recycling leaders, lunchroom leaders and many others.

Areas of Improvement, Next 3 Years

Over the next three years, we plan to focus on improving reading and math proficiency. For reading, we will continue to use differentiated instruction, additional small groups and supplemental phonics programs. Our small groups will be identified prior to school starting so that immediate help can be provided when the school year begins. For math, we will implement math journals, more hands-on strategies, AMSTI assistance and OGAP strategies. For reading and math, we will continue to use meaningful formative assessment and data review to help inform instruction.

We also plan to further increase parent and community involvement. We will offer opportunities for our parents to be more involved by serving on leadership committees, volunteers and active members of our team. We have a new partner in education and plan to involve our partner a great deal. In addition, we plan to reach out to other organizations in our community for leadership opportunities and partnerships.

An area of need for us is consistency. We plan to work horizontally and vertically to provide more consistency within our school. This will include common language for expectations, 7 Habits, grade level expectations, assignments and assessments. We will also extend this by working to be consistent with our middle and high school.

Student leadership is an area that we need to broaden. We will work on restructuring our mentoring groups, block scheduling and student leadership opportunities.

Additional Information

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

Danville-Neel Elementary School piloted the Global Scholar assessment and the ACT Aspire state assessment during the 2012-2013 school year. This provided our students and teachers the opportunity to become familiar with the format and process of these assessments before they became mandated. This made the transition to these new assessments easier during the 2013-2014 school year. Our teachers are highly focused on teaching the Common Core Standards that are aligned with these assessments. Most importantly, our staff is very caring and dedicated to the overall well-being of each student in our school. Danville-Neel teachers want their students to be successful in academics, leadership, and character. When decisions are made, they are based on what is best for the students.
Quarterly Vertical Team Meetings will allow Danville Neel Elementary School, Danville Middle School, and Danville High School to collaborate together to form unity in the schools and prepare every student for graduation, college or career bound.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Parents, teachers, and administrators serve as Leadership Team Members. Parents are given information about the Continuous Improvement Plan and the opportunity to serve on the Leadership Team at parent meetings and school newsletters. Parents that request to be on the committee are given the opportunity to serve. Some parents are invited to serve on the committee due to their active involvement with the school. Teachers may request to be on the team or are asked to participate by the principal. Meetings are scheduled during and after school to make it possible for all team members to attend.

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

At lease one teacher representative from each grade level, Title I, Special Education, Instructional Coach, Counselor, Principal, Central Office staff and parents are members of the Leadership team. Member responsibilities are to assess needs, develop goals, identify strategies, and develop plans for implementation.

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

The Continuous Improvement Plan is presented at faculty meetings, parent meetings, and is uploaded to the school and system websites. Teachers receive information about the plan at faculty meetings and monthly data meetings. All teachers receive an electronic copy of the plan. Written copies of the plan are located in the library, the Parent Resource Room, and the principals office. The school-wide quarterly newsletter also offers information about the plan.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		K-2 Student Survey 3-4 Student Survey Parent Survey Staff Survey Survey Results Short Version

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Strengths (K-2 Students)

1.) My teacher wants me to do my best.   2.99/3.00

2.) My teacher wants me to learn.   2.98/3.00

3.) My school has books for me to read.   2.98/3.00

Strengths (3-4 Students)

1.) In my school my teachers want to do my best work.   2.99/3.00

2.) In my school my principal and teachers want every student to learn. 2.98/3.00

3.) My school has many places where I can learn, such as the library.   2.97/3.00

Strengths (Staff Survey)

1.) Our school uses multiple assessment measures to determine student

     learning and school performance.   4.59/5.00

2.) Our school has a systematic process for collecting, analyzing, and

     using data.   4.57/5.00

3.) Our school provides qualified staff members to support student

     learning.   4.57/5.00

4.) Our school has a continuous improvement process based on data,

     goals, actions and measures for growth.   4.49/5.00

5.) Our school's purpose statement is clearly focused on student

     success.   4.49/5.00

Strengths (Parent Survery

1.) Our school provides a safe learning environment.   4.49/5.00

2.) My child knows the expectations for learning in all classes.   4.37/5.00

3.) All of my child's teachers work as a team to help my child learn.   4.32/5.00

4.) All of my child's teachers give work that challenges my child.   4.31/5.00

5.) My child has at least one adult advocate in the school.   4.29/5.00

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

1.) Parents and staff feel that expectations are clearly defined and communicated to all stakeholders.

2.) Staff feels that the use of assessments and data is used to determine student learning.

3.) Parents feel that our school provides a safe environment and that our staff works as a team to ensure student learning.

4.) Students know that the teachers want them to learn and do their best.

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

These findings were consistent with feedback provided by parents at our stakeholder meetings, local staff surveys and student interviews from our District Rounds.

Areas in Need of Improvement

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

Weaknesses (K-2 students)

1.) My family likes to come to my school.   2.49/3.00

2.) Other teachers know me.   2.83/3.00

3.) My teacher is fair to me.   2.86/3.00

Weaknesses

1.) My principal and teachers ask me what I think about school. 2.33/3.00

2.) My teachers ask my family to come to school activities.   2.50/3.00

3.) In my school students treat adults with respect.   2.77/3.00

Weaknesses (Staff Survey)

1.) Our school provides high quality student support services (e.g. counseling,

referrals, educational, and career planning).   3.66/5.00

2.) Our school provides opportunities for students to participate in activities

that interest them.   3.82/5.00

3.) In our school, a formal process is in place to support new staff members

in their professional practice.   4.00/5.00

4.) Our school provides protected instructional time.   4.05/5.00

5.) Our school's leaders engage effectively with all stakeholders about

the school's purpose and direction.   4.10/5.00

Weaknesses

1.) Our school's governing body does not interfere with the operation or

leadership of our school of our school.   3.79/5.00

2.) Our school provides excellent support services (e.g., counseling and/or

career planning).   3.80/5.00

3.) Our school provides opportunities for stakeholders to be involved

in the school.   3.84/5.00

4.) Our school's governing body operates responsibly and functions

effectively.   3.85/5.00

5.) Our school provides opportunities for students to participate in

activities that interest them.   3.91/5.00

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

1.) Our staff and parents feel that one area of concern continues to be that our school needs to do a better job of providing high quality student support services (e.g. counseling, referrals, educational, and career planning). I

2.) Our staff and parents continue to feel that children need more activities that are of interest to them.

3.) Our staff and parents continue to feel that stakeholders need more opportunities to be involved in the school and have input in the school's direction and purpose.

4.) Students feel that their families do not want to come to school or that they are not invited to our school.

What are the implications for these stakeholder perceptions?

1.) A stronger parent-school partnership must be cultivated.

2.) Opportunities for all stakeholders to be involved in all areas of the school, purpose and direction must be provided.

3.) Opportunities for students to participate in activities that interest them must be added.

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

These findings were consistent with feedback provided by parents at our stakeholder meetings, local staff surveys and student interviews from our District Rounds.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics   4

Sections
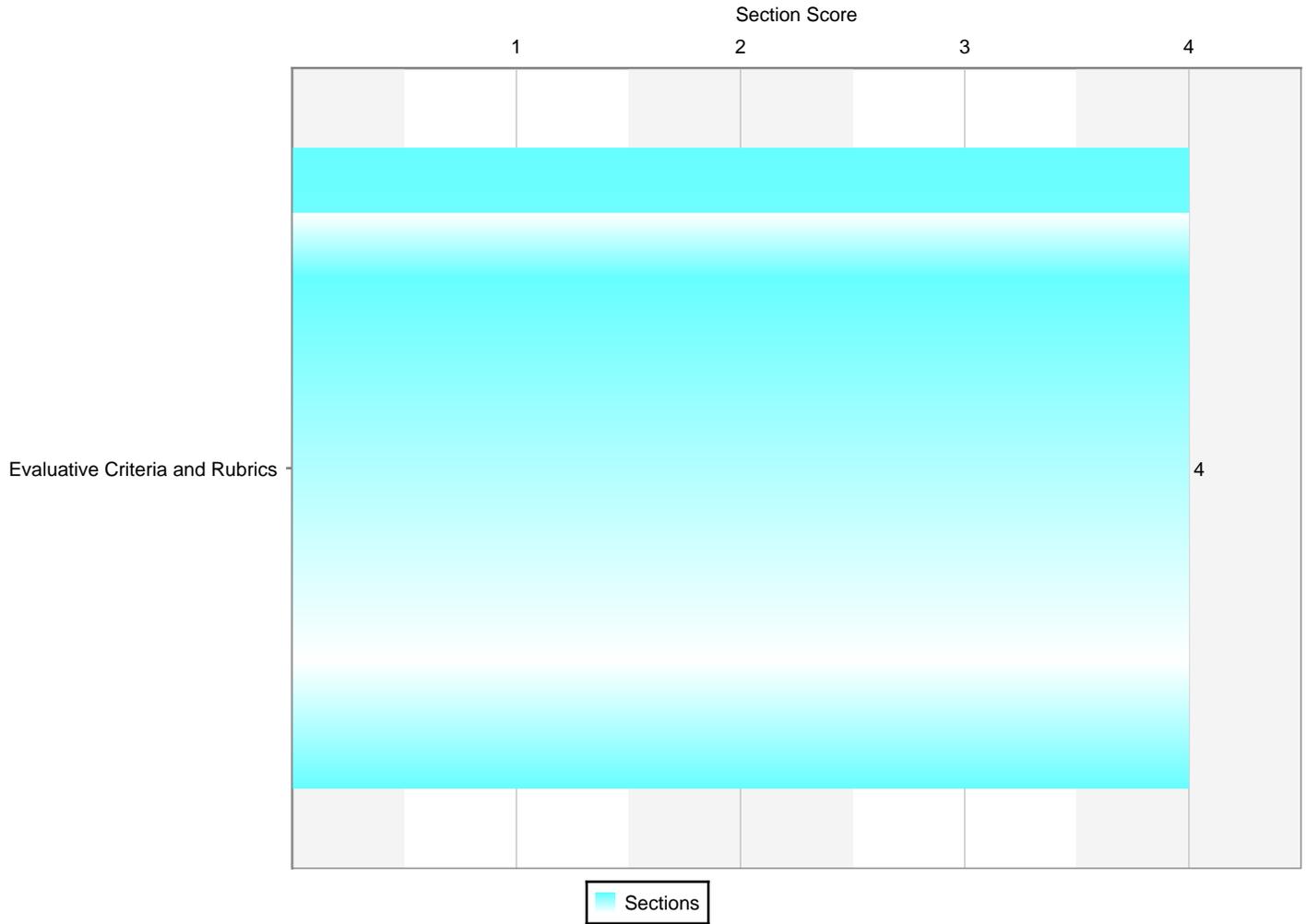
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Report Global Scholar 1st Grade Math Global Scholar 1st Grade Reading Global Scholar 2nd Grade Math Global Scholar 3rd Grade Math Global Scholar 4th Grade Math Global Scholar 4th Grade Reading STI 1st Grade ELA March STI 2nd Grade ELA January STI 1st Grade Math March STI 2nd Grade ELA March STI 2nd Grade Math March STI 3rd Grade ELA January STI 3rd Grade ELA March STI 3rd Grade Math January STI 4th Grade ELA January STI 4th Grade ELA March STI 4th Grade Math January STI Kindergarten ELA January STI Kindergarten ELA March STI Kindergarten January STI 4th Grade Math March DIBELS 1st Grade Results DIBELS 2nd Grade Results DIBELS 2nd Grade Graphs DIBELS Kindergarten Graphs DIBELS 1st Grade Graphs DIBELS Kindergarten Results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

1.) Global Scholar:

First Grade: Reading 91% of students made gains, Math 98% of students made gains

Second Grade: Reading 100% of students made gains, Math 93%

Third Grade: Math 98%

Fourth: Math 91% made gains

2.) DIBELS:

Kinder - LNF up 7% (79%)

PSF up3% (99%)

NWF up 3% (86%)

First - PSF 99%

4.)

STI Achievement:

Kinder - Exceeded the system's goal of 70% in ELA (88% & 89%) and Math (90% & 96%)

First - Exceeded the system's goal in ELA & math

Second - Exceeded the system's goal in math

Third & Fourth - Exceeded the system's goal in ELA

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

1.) All grades continue to show gains in reading and math on Global Scholar.

2.) Kindergarten and First Grade Phoneme Segmentation remains at almost 100% each year.

Which area(s) indicate the overall highest performance?

First Grade Phoneme Segmentation

Kindergarten - STI Achievement Seriers: ELA (88% & 89%) and Math (90% & 96)

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

African American students improved in reading on Global Scholar.

Between which subgroups is the achievement gap closing?

Hispanic Students:

Global Scholar Gains: Mean SS Difference from fall 2013 - spring 2014

Math: Hispanic Students, 15   +201 (The gain for all students was +168)

Reading: Hispanic Students, 15   +195 (The gain for all students was +180)

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

Global Scholar data indicates growth in reading and math that correlates with STI Achievement.

Areas in Need of Improvement

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

1.) Global Scholar:

Second Grade Math - Target Gains - Below 45%, Far Below 14%

Third Grade Reading - Target Gains - Below 42%, Far Below 15%

Fourth Grade Math - Target Gains - Below 58%, Far Below 23%

2.) DIBELS:

First Grade - 7% drop in ORF from 72% to 65%

Second GR.- 21% drop in ORF from 76% to 55%

3.) STI Achievement:

Second Grade did not meet the System's goal in Math on the March assessment

Third grade did not meet the System's goal in Math on the January assessment

Fourth grade did not meet the System's goal in Math on the Jan and Mar assessment

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

Oral Reading Fluency- The amount of students meeting the benchmark has dropped for two years in First grade.

Second grade students meeting the benchmark of 90 wpm on DIBELS ORF has been below 75% 4 out of the last 5 years.

Which area(s) indicate the overall lowest performance?

Second Grade Oral Reading Fluency for DIBELS.

Third and Fourth Grade Math on STI Achievement.

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

EL student learners continue to have low scores in writing on the ACCESS assessment.

Second grade students benchmarking on the DIBELS assessment.

Between which subgroups is the achievement gap becoming greater?

While African American students showed gains on the Reading portion of Global Scholar, only 25% met their targeted gain in math, lower than the other subgroups.

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

Global Scholar gains analysis for 4th grade math is consistent with the decrease in scores on the math portion of STI Achievement.

Report Summary

Scores By Section

Section Score
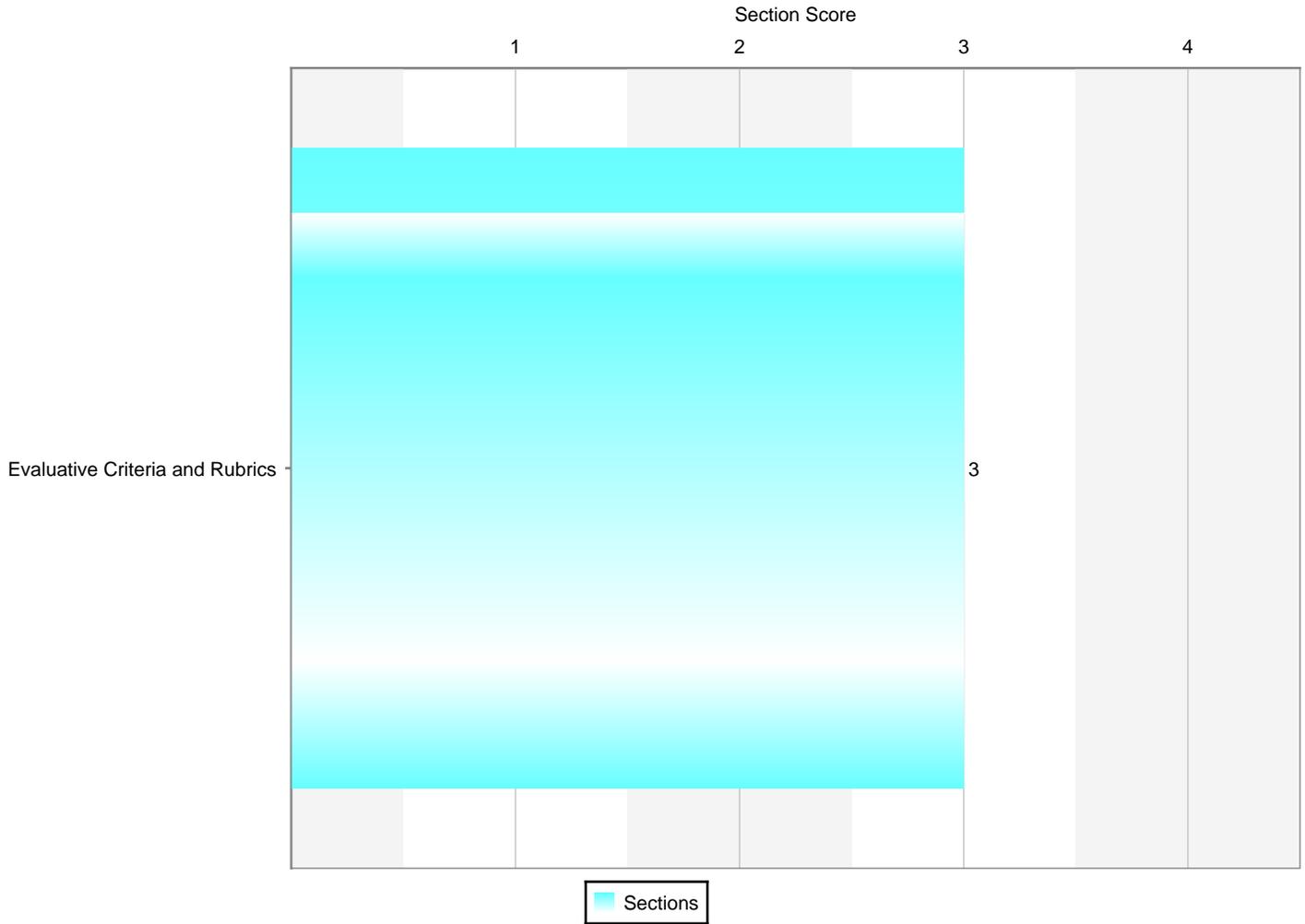
ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Leadership Team Signature Sheet attached.	Team List with Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Principal's signature attached	Principal's Signature

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tara Murphy Principal 8688 Danville Road Danville, AL 35619 256-773-7183	Principal's Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	DNES Parental Involvement Plan is attached All students were provided a Parents' Right-to-Know document for their child's teacher. A fourth grade multi-teacher example and a single teacher example are attached.	PR2K Example of Multi-grade form 14-15 Parent Involvement Plan PR2K Single Teacher Example

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	DNES 14-15 School-Parent Compact is attached.	School Parent Compact

2014-2015 Danville-Neel Elementary School: Discovering Never Ending Success

Overview

Plan Name

2014-2015 Danville-Neel Elementary School: Discovering Never Ending Success

Plan Description

All teachers and members of the Leadership Team reviewed the 13-14 ACIP in spring of 2014 to assess the degree to which imlemented strategies had been met based on data available at the time. Data meetings were held on August 20, 2014 to analyze testing and survey data presented by the principal. Areas of strength and weaknesses were identified. The leadership team met again on August 21, 2014 to review the data and identify goals and strategies to improve instruction for the 2014-2015 school year. Several components of the ACIP were completed at this meeting. The next meeting was held on August 28, 2014 to complete and analyze further data. The ACIP was shared with all staff members in grade level and facutly meetings. The leadership team met again to review any suggested changes from faculty, staff, and parents. A draft was approved by the principal and submitted to the LEA for approval.

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	All students will achieve academic growth in Mathematics	Objectives: 1 Strategies: 4 Activities: 9	Academic	$23037
2	All students will achieve academic growth in Reading.	Objectives: 2 Strategies: 5 Activities: 11	Academic	$13135
3	LEADERSHIP - Every Child a graduate. Every graduate prepared to lead.	Objectives: 4 Strategies: 7 Activities: 12	Organizational	$4450

Goal 1: All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy 1:

Differentiated Instruction - All teachers will provide differentiated instruction on math standards utilizing a variety of instructional, small group, and assessment

strategies.

Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - Grade Level Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning	10/01/2014	05/01/2015	$2880	Title I Part A	Core Classroom Teachers

Activity - After-school Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring of identified at-risk students.	Tutoring	10/01/2014	05/08/2015	$4158	Title I Part A	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors

Strategy 2:

Utilizing Technology - Students will use various technology sources to improve math proficiency.

Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children

Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), pp. 76-101

Published by: Princeton University

Activity - Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology	10/01/2014	09/30/2015	$1499	Title I Part A	Title I teacher, computer resource teacher, Faculty and Staff

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tablets will be utilized in the classroom for math and reading practice and acceleration. The tablets will be housed in the Library for check-out by teachers.	Technology	10/01/2014	05/21/2015	$11000	Title I Part A	Principal, Title I teachers, Librarian, Classroom teachers

Strategy 3:

Use Formative Assessments - Use formative assessments to guide standards based instruction. Teachers will administer the STI baseline and end-of-year benchmark

assessment, along with two STI formative assessments.

Research Cited: Black and William (1998); William (2007) Teachers' skill with formative assessment is a key factor for improving student learning in mathematics.

Activity - Administer STI Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, classroom teachers

Activity - Analysis of STI Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Instructional Coach, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning	10/01/2014	07/31/2015	$3500	Title I Part A	Principal, Title I teacher, Instructional Coach, Teachers

Strategy 4:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather

information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics.(Bell, greer, grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba & Franklin, 1995).

Activity - Voyager Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyager Math program for reinforcement of standard based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Special Education Director, Special Education Teachers, Instructional Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning	08/11/2014	07/31/2015	$0	General Fund	Principal, Special Education Director, Instructional Coach, Special Education Teachers

Goal 2: All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade English Learners students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy 1:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

English Learner students will receive small group instruction with an emphasis on writing.	Tutoring	10/06/2014	05/14/2015	$0	Title III	Highly qualified teachers that have been board approved for the tutoring program.

Strategy 2:

Focused instruction of EL populations - EL students will recieve core instruction from the regular classroom teacher and intervention with the ESL teacher using

Specially Designed Academic Instruction in English (SDAIE).

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural

Perspectives 5.1 (2003): 18-24. Web. <http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.pdf>.

Activity - Using WIDA Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers of EL students will provide instruction using WIDA standards. Miss Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program	08/11/2014	05/21/2015	$0	Title III	Classroom teachers, ESL teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning	08/11/2014	05/22/2015	$0	Title III	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher

Measurable Objective 2:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy 1:

Reading and Technology - Continued purchase of an Accelerated Reader online subscription to promote time in text and reading comprehension. Additional purchase

of STARFALL.com, Flocabulary, and a free (Grant by Mrs. Murphy) installation of Stride Academy.

Research Cited: © 2013 Renaissance Learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z: Technology in Education. Education

Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/technology-in-education/

Activity - Utilizing Reading Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review. | Technology | 05/21/2015 | 05/21/2015 | $2977 | Title I Part A | The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage. |

Strategy 2:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Administer STI / DIBELS Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program	08/13/2014	05/21/2015	$0	General Fund	Teachers, Administrators

Activity - Analysis of STI Assessments and DIBELS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Instructional Coach, Teachers

Activity - Fluency Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program	09/08/2014	05/21/2015	$0	No Funding Required	Classroom teachers, Principal, All Resource Teachers

Activity - AT-Risk Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

After school tutoring of identified at risk students.	Tutoring	10/06/2014	05/08/2015	$4158	Title I Part A	Title I Teacher, Highly Qualified, Board approved tutors.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning	10/06/2014	07/31/2015	$6000	Title I Part A	Principal, Federal Programs Director, Title I Teacher, Faculty

Strategy 3:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Voyager Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide focused instruction utilizing the Voyager program for reinforcement of standards based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Special Education Director, Special Education Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning	08/11/2014	07/31/2015	$0	General Fund	Principal, Director of Special Education, Special Education Teachers

Goal 3: LEADERSHIP - Every Child a graduate. Every graduate prepared to lead.

Measurable Objective 1:

collaborate to provide adequate transitional support by 05/21/2015 as measured by teacher observation.

Strategy 1:

School-wide Leadership Notebooks - Teachers will collaborate to create School-wide leadership notebook for each student. The notebooks will have the same

components to ease the transition between grades, as well as, provide consistency with parent communications.

Research Cited: The Leader in Me website and Symposium

Activity - Create Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to assemble the TRAIN notebooks for his or her class. Each notebook will contain the agreed upon components.	Other	08/04/2014	05/21/2015	$0	No Funding Required	K- 4 Classroom teachers

Strategy 2:

Middle School Transition - Teachers and administrators will provide transition support for the fourth graders going to the middle school.

Research Cited: Baylor University's Community Mentoring for Adolescent Development;

Transitions To and From Middle School

Activity - Middle School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fourth grade students will visit Danville Middle School in May to eat lunch and tour the school.	Field Trip	05/01/2015	05/21/2015	$50	General Fund	Fourth grade teachers, principal

Activity - Meet the Fifth Grade Teachers Q & A	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fifth grade teachers from Danville Middle School will visit our fourth grades to provide information about the middle school, and to answer questions from the fourth grade students.	Behavioral Support Program	05/01/2015	05/21/2015	$0	No Funding Required	Fourth Grade Lead Teacher

Measurable Objective 2:

demonstrate a behavior of Leadership by 05/21/2015 as measured by 90% of students graduating from high school and being prepared to lead in either college or a career path.

Strategy 1:

Mentoring/Advisory - All advisory teachers will call/contact parents of every student assigned to their advisory class. This contact will be monthly. Call logs will be

submitted to the school principal and principals will check for compliance.

Research Cited: Balfanz, R., & Legters, N. (2004) Locating the Dropout Crisis. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns

Hopkins University.

Activity - Call Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program	08/07/2014	05/21/2015	$0	No Funding Required	Principal, All faculty

Activity - Daily Scheduled Advisory Times	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day from 9:30 to 9:40 every class at Danville-Neel will have mentoring/advisory time. This time will be used to establish a more positive, personal, and professional relationship with each students. Students in grades K - 2 will have a resource teacher to provide additional mentoring support.	Behavioral Support Program	08/07/2014	05/21/2015	$0	No Funding Required	Principal, All faculty and staff

Strategy 2:

Leader in Me Signature Training - Continue Seven Habits training (New Hires) and instruction.

Research Cited: Covey, S. (2008). The leader in me: How schools and parents around the world are inspiring greatness, one child at a time. New York: Free Press.

Activity - Seven Habits Signature Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Seven Habits training and instruction for all new employees and other related training.	Behavioral Support Program	08/07/2014	05/22/2015	$0	General Fund	Central Office Directors, Principal, Teachers and Staff

Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Ambassadors chosen by the teachers or principal will attend a leadership workshop and provide assistance during assemblies, greet and assist visitors as needed. Teachers will provide leadership opportunities within the classroom.	Behavioral Support Program	08/07/2014	05/21/2015	$0	No Funding Required	Principal, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will attend training, conferences, and symposium with a focus on leadership.	Professional Learning	10/01/2014	07/31/2015	$4000	Title I Part A	Principal, Title I Teacher, Teachers

Strategy 3:

Learning Earnings - Consistently reward students for appropriate behavior and achievement.

Research Cited: Learning Earnings | AL.com. (n.d.). Retrieved August 28, 2014.

Activity - Digital Behavior Management Account	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed though INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program	08/07/2014	05/21/2015	$0	State Funds	Principal, Teachers

Measurable Objective 3:

demonstrate a behavior of Celebrating Leadership by 05/21/2015 as measured by 100% of all students becoming members of the SOAR Club.

Strategy 1:

Positive Reinforcement - SOAR stands for Safety, Organization, Accountability, and Respect. These desirable character traits will be encouraged and discussed during

mentoring/advisory time. Students will be rewarded for displaying these character traits.

Research Cited: Smith, K. (n.d.). Positive Reinforcement... a proactive intervention for the classroom. Retrieved August 28, 2014, from

http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/posrein.pdf

Activity - SOAR Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SOAR stands for Safety, Organization, Accountability, and Respect. These desirable character traits will be encouraged and discussed during mentoring/advisory time. Faculty and staff are to reward students displaying any of the four traits. Each student has 4 color coded cards, one with an S for Safety, one with an O for Organization, and so on. Once a student has been caught displaying any of the SOAR traits, he or she receives a smile on the corresponding card. Once a student has 10 smile faces, he or she gets to put the card on the SOAR wall. When a student has completed all four cards they are in the SOAR Club. Their picture is made and displayed in the lunchroom.	Behavioral Support Program	08/11/2014	05/21/2015	$0	General Fund	All Faculty and Staff

Activity - Leader of the Week, Leader of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class with have a Leader of the Week. The Leader of the Week will have his or her picture displayed on the Leader of the week wall. A Leader of the month will be chosen from the weekly leaders and have their pictures displayed on the Leader of the Month Wall.	Behavioral Support Program	09/01/2014	05/21/2015	$100	General Fund	Principal, Classroom teachers

Measurable Objective 4:

collaborate to improve parental involvement by 05/21/2015 as measured by providing parent involvement activities once a month during the school year.

Strategy 1:

Parent Activities - Monthly Parent Involvement Activities will be planned and parents will be given the opportunity to become more involved with our school.

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement. (2002, March 1).

Retrieved from http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

Activity - Parent Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
August - Orientation, Title I Annual Parent Meeting; September - Grandparent/Special Friend Lunch, Parent Conference Day & Parenting Fair; October Doughnuts with Dad; November - Pioneer Day, Thanksgiving Lunch; December - Christmas activities; January - Parent Learning Day; February - Lunch with someone you love; March - Muffins with Mom; April - Family Clean-up Day; May - Talent Show, End of Year Activities	Parent Involvement	08/04/2014	05/21/2015	$300	Title I Part A	Principal, Title I teacher, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning	08/11/2014	05/22/2015	$0	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher
Small Group Instruction	English Learner students will receive small group instruction with an emphasis on writing.	Tutoring	10/06/2014	05/14/2015	$0	Highly qualified teachers that have been board approved for the tutoring program.
Using WIDA Standards	All teachers of EL students will provide instruction using WIDA standards. Miss Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program	08/11/2014	05/21/2015	$0	Classroom teachers, ESL teacher
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fluency Intervention	Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program	09/08/2014	05/21/2015	$0	Classroom teachers, Principal, All Resource Teachers
Create Notebooks	Teachers will meet to assemble the TRAIN notebooks for his or her class. Each notebook will contain the agreed upon components.	Other	08/04/2014	05/21/2015	$0	K- 4 Classroom teachers
Meet the Fifth Grade Teachers Q & A	The fifth grade teachers from Danville Middle School will visit our fourth grades to provide information about the middle school, and to answer questions from the fourth grade students.	Behavioral Support Program	05/01/2015	05/21/2015	$0	Fourth Grade Lead Teacher

Daily Scheduled Advisory Times	Each day from 9:30 to 9:40 every class at Danville-Neel will have mentoring/advisory time. This time will be used to establish a more positive, personal, and professional relationship with each students. Students in grades K - 2 will have a resource teacher to provide additional mentoring support.	Behavioral Support Program	08/07/2014	05/21/2015	$0	Principal, All faculty and staff
Student Leadership	Student Ambassadors chosen by the teachers or principal will attend a leadership workshop and provide assistance during assemblies, greet and assist visitors as needed. Teachers will provide leadership opportunities within the classroom.	Behavioral Support Program	08/07/2014	05/21/2015	$0	Principal, Teachers
Call Log	Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program	08/07/2014	05/21/2015	$0	Principal, All faculty
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning	08/11/2014	07/31/2015	$0	Principal, Director of Special Education, Special Education Teachers
Administer STI / DIBELS Assessments	STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program	08/13/2014	05/21/2015	$0	Teachers, Administrators
Leader of the Week, Leader of the Month	Each class with have a Leader of the Week. The Leader of the Week will have his or her picture displayed on the Leader of the week wall. A Leader of the month will be chosen from the weekly leaders and have their pictures displayed on the Leader of the Month Wall.	Behavioral Support Program	09/01/2014	05/21/2015	$100	Principal, Classroom teachers
Voyager Reading	Teachers will provide focused instruction utilizing the Voyager program for reinforcement of standards based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Special Education Director, Special Education Teachers

Analysis of STI Assessments	Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Instructional Coach, Teachers
Seven Habits Signature Training	Provide Seven Habits training and instruction for all new employees and other related training.	Behavioral Support Program	08/07/2014	05/22/2015	$0	Central Office Directors, Principal, Teachers and Staff
SOAR Club	SOAR stands for Safety, Organization, Accountability, and Respect. These desirable character traits will be encouraged and discussed during mentoring/advisory time. Faculty and staff are to reward students displaying any of the four traits. Each student has 4 color coded cards, one with an S for Safety, one with an O for Organization, and so on. Once a student has been caught displaying any of the SOAR traits, he or she receives a smile on the corresponding card. Once a student has 10 smile faces, he or she gets to put the card on the SOAR wall. When a student has completed all four cards they are in the SOAR Club. Their picture is made and displayed in the lunchroom.	Behavioral Support Program	08/11/2014	05/21/2015	$0	All Faculty and Staff
Middle School Visit	The fourth grade students will visit Danville Middle School in May to eat lunch and tour the school.	Field Trip	05/01/2015	05/21/2015	$50	Fourth grade teachers, principal
Voyager Math	Teachers will provide focused instruction, utilizing the Voyager Math program for reinforcement of standard based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Special Education Director, Special Education Teachers, Instructional Coach
Analysis of STI Assessments and DIBELS	Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Instructional Coach, Teachers
Administer STI Assessments	STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, classroom teachers

Professional Development	Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning	08/11/2014	07/31/2015	$0	Principal, Special Education Director, Instructional Coach, Special Education Teachers
				Total	$150	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Behavior Management Account	Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed though INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program	08/07/2014	05/21/2015	$0	Principal, Teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning	10/01/2014	07/31/2015	$3500	Principal, Title I teacher, Instructional Coach, Teachers
After-school Tutoring	After school tutoring of identified at-risk students.	Tutoring	10/01/2014	05/08/2015	$4158	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors
Parent Activities	August - Orientation, Title I Annual Parent Meeting; September - Grandparent/Special Friend Lunch, Parent Conference Day & Parenting Fair; October Doughnuts with Dad; November - Pioneer Day, Thanksgiving Lunch; December - Christmas activities; January - Parent Learning Day; February - Lunch with someone you love; March - Muffins with Mom; April - Family Clean-up Day; May - Talent Show, End of Year Activities	Parent Involvement	08/04/2014	05/21/2015	$300	Principal, Title I teacher, Teachers

AT-Risk Tutoring	After school tutoring of identified at risk students.	Tutoring	10/06/2014	05/08/2015	$4158	Title I Teacher, Highly Qualified, Board approved tutors.
Professional Development	Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning	10/06/2014	07/31/2015	$6000	Principal, Federal Programs Director, Title I Teacher, Faculty
Utilizing Reading Software	Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review.	Technology	05/21/2015	05/21/2015	$2977	The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage.
Grade Level Collaboration	Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning	10/01/2014	05/01/2015	$2880	Core Classroom Teachers
Professional Development	Principal and teachers will attend training, conferences, and symposium with a focus on leadership.	Professional Learning	10/01/2014	07/31/2015	$4000	Principal, Title I Teacher, Teachers
Math Software	A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology	10/01/2014	09/30/2015	$1499	Title I teacher, computer resource teacher, Faculty and Staff
Classroom Technology	Tablets will be utilized in the classroom for math and reading practice and acceleration. The tablets will be housed in the Library for check-out by teachers.	Technology	10/01/2014	05/21/2015	$11000	Principal, Title I teachers, Librarian, Classroom teachers
				Total	$40472	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Early in the school year, Danville-Neel Elementary School holds its required annual meeting of Title I parents. Parents are notified of the meeting through notices sent home by students, marquee announcements, School messenger(telephone announcement system), and school website announcements. Interpreters and childcare are provided as needed. Transact software is available for document translations. Topics to be discussed at the annual meeting:

1. What it means to be a Title I School

2. The 1% set aside

3. The LEA Title I Plan

4. Timeline for Parent Involvement Opportunities (Including opportunities to share in decision making)

5. The LEA Parental Involvement Plan

6. The Continuous Improvement Plan (CIP)

7. The School Parental Involvement Plan

8. School-Parent Compacts

9. The process in which all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan

10. The Annual Evaluation of the Parental Involvement Plan

11. Introduction of Parent Leaders/Contacts

12. Requesting the qualifications of your child's teacher

13. Notifications of teachers who are not highly qualified

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1. Danville-Neel Elementary School has a strong belief in the importance of parental involvement and therefore has put measures in place to offer parent meetings on a flexible schedule. Title I parent meetings/activities have been scheduled least once a month throughout the school year. A survey is sent home for all parents at the beginning of the school year. The survey results are used to schedule and plan the format for parent meetings. The parent resource room will be open every school day from 8:00 a.m. until 3:00 for parents to check out materials and information.

2. Danville-Neel Elementary School believes in involving parents in all aspects of its Title I program. Our process for how all parents have the opportunity for involvement in decision-making is as follows: All parents are invited to the annual Title I Parent meeting. At this meeting they are given an opportunity to be involved in the planning, review and improvement of the Title I Program. All parents have the opportunity to discuss and evaluate the Title I program as an individual with the classroom teacher, the Title I Resource Teacher or Principal at any time. We also have parents as members of Danville-Neel Elementary School's Leadership Team. They serve as representatives on decision-making committees and as contact persons for all parents to answer questions about parental involvement and parents' rights. They keep

parents informed of various committee work and receive input from parents for committee decisions. Parents are introduced to the parent leaders at all Title I meetings. Parents are reminded through the Web Site, school newsletters, and classroom newsletters of parent involvement activities. Parents are reminded through the

Web Site, school newsletters, and classroom newsletters of parent involvement activities.

3. Danville-Neel Elementary School uses its parental involvement funds as follows: To fund all materials and supplies for our school's parent meetings, for the parent resource room, to provide transportation and child care as needed to assist Title I parents in participating in our parent meetings/training, and to provide resources and materials to implement and support family literacy activities.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions
related to the education of their children.

Danville-Neel Elementary School presents information about its Title I programs, the curriculum, forms of academic assessment used, and achievement expectations at parent meetings, beginning of the school year orientation, parent conferences, and newsletters. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. Parents also receive a school-wide newsletter every nine weeks. The Faculty and Staff at Danville-Neel believe that parents should be actively involved in their child's education so they are available for parent teacher conferences as needed to discuss questions, concerns, and suggestions that parents may have. Translators are provided when requested and documents are provided, to the extent practicable, in a language they understand.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Danville-Neel's School-Parent Compact is reviewed and revised at the spring parental advisory meeting and also at the Annual Parent Meeting. The compact outlines the shared responsibilities of the teacher, principal, parents, and students in improving student academic achievement. The teacher, principal, student, and parent sign the school-parent compact. The compacts are discussed with teachers at a faculty meeting. The parents and teachers will share the responsibility of explaining the compact to the students and obtaining the students' signatures. The teachers will sign the compacts and house them in their classrooms for use during parent-teacher and/or student-teacher conferences.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

All parents are made aware of the CIP and where copies can be obtained through newsletters, parent meetings, and the school website. We also have four parent representatives on the Leadership team that can answer questions and bring parental concerns to the Leadership Team. Parents who are not satisfied with the plan should contact the principal first, then the Federal Programs Director, and lastly the

Superintendent. Every effort will be made to resolve issues of concern with meaningful collaboration and discussion with all parties.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Danville-Neel Elementary School will accomplish this through its required annual Title I parent meeting, as well as with additional Title I parent meetings held throughout the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Danville-Neel's School Leadership team works to make sure that all parent materials and training is closely aligned with our schools identified goals, as well as the results of the fall parent survey. Danville-Neel has its own parent resource room within the school. The resource room houses materials for parents to use with their children at home to reinforce the skills taught within the classroom. Throughout the year, parent meetings will be held on topics that address identified school goals. Our leadership team identified reading, math, and culture goals; parental involvement meetings will provide parents with related materials and information specific to the goals that have been identified.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Danville-Neel will continue to work with its teachers through faculty meetings and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. Our Leadership Team placed special emphasis on the need to ensure a closer connection between the identified goals and our parent involvement activities. We have added a parental involvement strategy to this ACIP. We have scheduled parent activities for each month. The principal works alongside our PTO and our youth activity members to encourage active participation in all areas of our students' lives. We work with our Middle and High Schools to plan activities that coordinate with events that take place in our community. Each year we host a very large and impressive Veteran's Program, Thanksgiving Lunch, and Pioneer Day. These events bring in a large crowd of parents, grandparents and community leaders. These events are used not only as a way to share the school with stakeholders but also as a recruitment tool for volunteers as well as a way for parents to see the need to be involved with their child's education process. The office personnel help with the management and organization of volunteers. Our Reading Resource teacher will work with classroom teachers to ensure that grade-level meetings include a parental involvement focus.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

The Danville - Neel Parental Involvement Plan includes all parents. Our campus houses Special Needs Pre- k and Head Start Program, which are funded with federal monies. These parents are included in all parental involvement meeting and activities as well. At the present time, Danville-Neel has 25 EL students. Information on all school meetings, parent notices, etc., is available in a language that they can understand. In addition, an ESL teacher is available to assist in meeting the needs of these parents. Resources for homeless and migrant students are available and coordinated through the district office. Our school houses a parent resource room with educational and informational items for parents to use with their children. Information in the parent resource room is in a language parents can understand.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

At the present time, Danville-Neel has 25 EL students. Information on all school meetings, parent notices, etc., is available to parents in a language they understand. In addition, an interpreter is available for all meetings as needed and applicable. We also have a translation service we can call if needed.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.) To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Danville-Neel Elementary School makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. Parents are given the opportunity in the fall to complete a survey indicating which parental involvement activities they would like to see offered. Parental Involvement meetings throughout the year address topics indicated on the survey. The spring survey evaluates the parental involvement for the year and changes are addressed at that meeting.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Danville-Neel Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. We presently have 25 EL students. Parent notifications are available to be sent to parents of these children in Spanish. In addition, an interpreter and an ESL teacher is available to ensure effective communication between the parents, the teacher and the school. At this time, Danville-Neel Elementary School has no migrant students; however, resources are available to provide assistance to migratory students and parents as they are identified. Every effort is made to accommodate parents with disabilities. Danville-Neel Elementary School is a handicapped accessible building and is in compliance with ADA regulations. We currently have several children identified as Homeless in our school. Our LEA provides ongoing updates and webinars through the ALSDE for the entire system of which our counselor participates. Our Federal Programs Department provides all schools with a Homeless Program Manual that outlines our system's Homeless protocol and process for identification according to the McKinney-Vento Law. Funding is available to provide the basic needs for the homeless students which include supplies that will entitle students to participate in and be a part of the same educational opportunities as all children."

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Data reports from academic testing, surveys, school demographics, School Incident Reports, the Technology Plan and Educate Alabama are collected and analyzed by the leadership team. The Leadership team identified strengths and weaknesses in academics and school culture. The data was presented to grade levels by leadership team representatives and was also presented and discussed at faculty meetings. Goals and strategies were developed by the teachers and leadership team members in grade level, faculty, and leadership team meetings.

2. What were the results of the comprehensive needs assessment?

Students at Danville-Neel showed strengths in the following areas:
Each grade level showed gains in reading and math in Global Scholar from fall to spring.
First grade continues to Score close to 100% on the DIBELS Phoneme Segmentation Fluency(PSF).
Kindergarten has scored above 95% on PSF for the last 5 years.
Kindergarten - STI Achievement Series: ELA (Jan. 88% & Mar. 89%) and Math (Jan. 90% & Mar. 96%)

Areas of weakness:
First and Second Grades had a decline in students meeting the Oral Reading Fluency Benchmark.
EL student learners did not meet the writing goal for 13-14.
STI Achievement Assessment:
Second Grade did not meet the System's goal in Math on the March assessment
Third grade did not meet the System's goal in Math on the January assessment
Fourth grade did not meet the System's goal in Math on the Jan and Mar assessment

3. What conclusions were drawn from the results?

We need to strive to improve writing instruction for our EL students. The lower scores we feel is, in part, due to the language barrier.
Math continues to be an area of focus for the whole school. We feel this is due to the shift in math instruction from traditional to OGAP and a possible gap in the objectives learned due to the change to College and Career Ready Standards.
Oral Reading Fluency, accuracy and automaticity, needs to improve for first and second grades. This is an ongoing effort.
Disaggregated data shows that while EL students struggle with the reading portion of Global Scholar, Lower income and African American students show greater gains in meeting their target. We feel this also may be due to the language barrier.

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

Most assessment data results were correlated to academic grades for classroom work and tests.

Demographic data in the past has shown lower scores for African American and Low Socioeconomic students, but this year's data indicates our African American and Low Socioeconomic students are progressing, for the most part, with the other students.

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

The schools goals are directly connected to priority needs and the needs assessment because the data is reviewed and analyzed, and all planning, goals, strategies, and activities are based upon the results. Areas needing improvement drive our goals and instruction.

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

Our goals are based upon STI Achievement Assessments, DIBELS, and individual classroom assessments. Our staff is encouraged to analyze all types of data results to improve their instruction and not focus on one assessment.

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

All students at Danville-Neel Elementary School, including those identified as migrant, English Learners, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services, and counseling services. Also, Danville-Neel Elementary School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and EL students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and EL students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Our school-wide goals for academics, behavior, and school culture provide the opportunity for all students to show growth for success.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL

Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI

Achievement end-of-year benchmark assessments.

Strategy1:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline

and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-

2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Administer STI / DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program			08/13/2014	05/21/2015	$0 - General Fund	Teachers, Administrators

Activity - Fluency Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program			09/08/2014	05/21/2015	$0 - No Funding Required	Classroom teachers, Principal, All Resource Teachers

Activity - Analysis of STI Assessments and DIBELS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning			10/06/2014	07/31/2015	$6000 - Title I Part A	Principal, Federal Programs Director, Title I Teacher, Faculty

Activity - AT-Risk Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at risk students.	Tutoring			10/06/2014	05/08/2015	$4158 - Title I Part A	Title I Teacher, Highly Qualified, Board approved tutors.

Strategy2:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Voyager Reading / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided focused instruction utilizing the Voyager / Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Director of Special Education, Special Education Teachers

Strategy3:

Reading and Technology - Continued purchase of an Accelerated Reader online subscription to promote time in text and reading

comprehension. Additional purchase of STARFALL.com, Flocabulary, and a free (Grant by Mrs. Murphy) installation of Stride Academy.

Research Cited: © 2013 Renaissance Learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z:

Technology in Education. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/technology-in-education/

Activity - Utilizing Reading Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review.	Technology			05/21/2015	05/21/2015	$2977 - Title I Part A	The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage.

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy1:

Focused instruction of EL populations - EL students will recieve core instruction from the regular classroom teacher and intervention with the ESL teacher using Specially Designed Academic Instruction in English (SDAIE).

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. <http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.pdf>.

Activity - Using WIDA Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using WIDA standards. Mrs. Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program			08/11/2014	05/21/2015	$0 - Title III	Classroom teachers, ESL teacher

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning			08/11/2014	05/22/2015	$0 - Title III	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher

Strategy2:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learner students will receive small group instruction with an emphasis on writing.	Tutoring			10/06/2014	05/14/2015	$0 - Title III	Highly qualified teachers that have been board approved for the tutoring program.

Goal 2:

All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI

Achievement end-of-year benchmark assessments.

Strategy1:

Utilizing Technology - Students will use various technology sources to improve math proficiency.

Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children

Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), pp. 76-101

Published by: Princeton University

Activity - Math Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology			10/01/2014	09/30/2015	$1499 - Title I Part A	Title I teacher, computer resource teacher, Faculty and Staff

Strategy2:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current individual math

performance goal. Instruction will be focused in order to address these specific, individual needs.

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive

demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking

in mathematics.(Bell, greer, grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba & Franklin, 1995).

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Special Education Director, Instructional Coach, Special Education Teachers

Activity - Voyager Math / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyage Math/Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers, Instructional Coach

Strategy3:

Use Formative Assessments - Use formative assessments to guide standards based instruction. Teachers will administer the STI baseline and end-of-year benchmark assessment, along with two STI formative assessments.

Research Cited: Black and William (1998); William (2007) Teachers' skill with formative assessment is a key factor for improving student learning in mathematics.

Activity - Analysis of STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Activity - Administer STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, classroom teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning			10/01/2014	07/31/2015	$3500 - Title I Part A	Principal, Title I teacher, Instructional Coach, Teachers

Strategy4:

Differentiated Instruction - All teachers will provide differentiated instruction on math standards utilizing a variety of instructional, small group, and assessment strategies.

Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning			10/01/2014	05/01/2015	$2880 - Title I Part A	Core Classroom Teachers

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at-risk students.	Tutoring			10/01/2014	05/08/2015	$4158 - Title I Part A	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics.(Bell, greer, grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba & Franklin, 1995).

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Special Education Director, Instructional Coach, Special Education Teachers

Activity - Voyager Math / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyage Math/Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers, Instructional Coach

Strategy2:

Utilizing Technology - Students will use various technology sources to improve math proficiency.

Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children

Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), pp. 76-101

Published by: Princeton University

Activity - Math Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology			10/01/2014	09/30/2015	$1499 - Title I Part A	Title I teacher, computer resource teacher, Faculty and Staff

Strategy3:

Differentiated Instruction - All teachers will provide differentiated instruction on math standards utilizing a variety of instructional, small group, and assessment strategies.

Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning			10/01/2014	05/01/2015	$2880 - Title I Part A	Core Classroom Teachers

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at-risk students.	Tutoring			10/01/2014	05/08/2015	$4158 - Title I Part A	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors

Strategy4:

Use Formative Assessments - Use formative assessments to guide standards based instruction. Teachers will administer the STI baseline and end-of-year benchmark assessment, along with two STI formative assessments.

Research Cited: Black and William (1998); William (2007) Teachers' skill with formative assessment is a key factor for improving student learning in mathematics.

Activity - Administer STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, classroom teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning			10/01/2014	07/31/2015	$3500 - Title I Part A	Principal, Title I teacher, Instructional Coach, Teachers

Activity - Analysis of STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Goal 2:

All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI

Achievement end-of-year benchmark assessments.

Strategy1:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual,

reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Director of Special Education, Special Education Teachers

Activity - Voyager Reading / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided focused instruction utilizing the Voyager / Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers

Strategy2:

Reading and Technology - Continued purchase of an Accelerated Reader online subscription to promote time in text and reading comprehension. Additional purchase of STARFALL.com, Flocabulary, and a free (Grant by Mrs. Murphy) installation of Stride Academy.

Research Cited: © 2013 Renaissance Learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z: Technology in Education. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/technology-in-education/

Activity - Utilizing Reading Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review.	Technology			05/21/2015	05/21/2015	$2977 - Title I Part A	The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage.

Strategy3:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Fluency Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program			09/08/2014	05/21/2015	$0 - No Funding Required	Classroom teachers, Principal, All Resource Teachers

Activity - Analysis of STI Assessments and DIBELS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning			10/06/2014	07/31/2015	$6000 - Title I Part A	Principal, Federal Programs Director, Title I Teacher, Faculty

Activity - AT-Risk Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at risk students.	Tutoring			10/06/2014	05/08/2015	$4158 - Title I Part A	Title I Teacher, Highly Qualified, Board approved tutors.

Activity - Administer STI / DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program			08/13/2014	05/21/2015	$0 - General Fund	Teachers, Administrators

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy1:

Focused instruction of EL populations - EL students will recieve core instruction from the regular classroom teacher and intervention with the ESL teacher using Specially Designed Academic Instruction in English (SDAIE).

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. <http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.pdf>.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning			08/11/2014	05/22/2015	$0 - Title III	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher

Activity - Using WIDA Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using WIDA standards. Mrs. Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program			08/11/2014	05/21/2015	$0 - Title III	Classroom teachers, ESL teacher

Strategy2:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learner students will receive small group instruction with an emphasis on writing.	Tutoring			10/06/2014	05/14/2015	$0 - Title III	Highly qualified teachers that have been board approved for the tutoring program.

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Utilizing Technology - Students will use various technology sources to improve math proficiency.

Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children

Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), pp. 76-101

Published by: Princeton University

Activity - Math Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology			10/01/2014	09/30/2015	$1499 - Title I Part A	Title I teacher, computer resource teacher, Faculty and Staff

Strategy2:

Differentiated Instruction - All teachers will provide differentiated instruction on math standards utilizing a variety of instructional, small group,

and assessment strategies.

Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning			10/01/2014	05/01/2015	$2880 - Title I Part A	Core Classroom Teachers

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at-risk students.	Tutoring			10/01/2014	05/08/2015	$4158 - Title I Part A	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors

Strategy3:

Use Formative Assessments - Use formative assessments to guide standards based instruction. Teachers will administer the STI baseline and end-of-year benchmark assessment, along with two STI formative assessments.

Research Cited: Black and William (1998); William (2007) Teachers' skill with formative assessment is a key factor for improving student learning in mathematics.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning			10/01/2014	07/31/2015	$3500 - Title I Part A	Principal, Title I teacher, Instructional Coach, Teachers

Activity - Administer STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, classroom teachers

Activity - Analysis of STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Strategy4:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics.(Bell, greer, grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba & Franklin, 1995).

Activity - Voyager Math / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyage Math/Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers, Instructional Coach

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Special Education Director, Instructional Coach, Special Education Teachers

Goal 2:

All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Fluency Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program			09/08/2014	05/21/2015	$0 - No Funding Required	Classroom teachers, Principal, All Resource Teachers

Activity - AT-Risk Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at risk students.	Tutoring			10/06/2014	05/08/2015	$4158 - Title I Part A	Title I Teacher, Highly Qualified, Board approved tutors.

Activity - Administer STI / DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program			08/13/2014	05/21/2015	$0 - General Fund	Teachers, Administrators

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning			10/06/2014	07/31/2015	$6000 - Title I Part A	Principal, Federal Programs Director, Title I Teacher, Faculty

Activity - Analysis of STI Assessments and DIBELS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Strategy2:

Reading and Technology - Continued purchase of an Accelerated Reader online subscription to promote time in text and reading comprehension. Additional purchase of STARFALL.com, Flocabulary, and a free (Grant by Mrs. Murphy) installation of Stride Academy.

Research Cited: © 2013 Renaissance Learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z: Technology in Education. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/technology-in-education/

Activity - Utilizing Reading Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review.	Technology			05/21/2015	05/21/2015	$2977 - Title I Part A	The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage.

Strategy3:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Director of Special Education, Special Education Teachers

Activity - Voyager Reading / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided focused instruction utilizing the Voyager / Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy1:

Focused instruction of EL populations - EL students will recieve core instruction from the regular classroom teacher and intervention with the ESL teacher using Specially Designed Academic Instruction in English (SDAIE).

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. <http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.pdf>.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning			08/11/2014	05/22/2015	$0 - Title III	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher

Activity - Using WIDA Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using WIDA standards. Mrs. Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program			08/11/2014	05/21/2015	$0 - Title III	Classroom teachers, ESL teacher

Strategy2:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learner students will receive small group instruction with an emphasis on writing.	Tutoring			10/06/2014	05/14/2015	$0 - Title III	Highly qualified teachers that have been board approved for the tutoring program.

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy1:

Focused instruction of EL populations - EL students will recieve core instruction from the regular classroom teacher and intervention with the ESL teacher using Specially Designed Academic Instruction in English (SDAIE).

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. <http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.pdf>.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning			08/11/2014	05/22/2015	$0 - Title III	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher

Activity - Using WIDA Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using WIDA standards. Mrs. Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program			08/11/2014	05/21/2015	$0 - Title III	Classroom teachers, ESL teacher

Strategy2:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learner students will receive small group instruction with an emphasis on writing.	Tutoring			10/06/2014	05/14/2015	$0 - Title III	Highly qualified teachers that have been board approved for the tutoring program.

Measurable Objective 2:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI

Achievement end-of-year benchmark assessments.

Strategy1:

Reading and Technology - Continued purchase of an Accelerated Reader online subscription to promote time in text and reading

comprehension. Additional purchase of STARFALL.com, Flocabulary, and a free (Grant by Mrs. Murphy) installation of Stride Academy.

Research Cited: © 2013 Renaissance Learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z:

Technology in Education. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/technology-in-education/

Activity - Utilizing Reading Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review.	Technology			05/21/2015	05/21/2015	$2977 - Title I Part A	The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage.

Strategy2:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline

and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-

2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Administer STI / DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program			08/13/2014	05/21/2015	$0 - General Fund	Teachers, Administrators

Activity - Fluency Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program			09/08/2014	05/21/2015	$0 - No Funding Required	Classroom teachers, Principal, All Resource Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning			10/06/2014	07/31/2015	$6000 - Title I Part A	Principal, Federal Programs Director, Title I Teacher, Faculty

Activity - AT-Risk Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at risk students.	Tutoring			10/06/2014	05/08/2015	$4158 - Title I Part A	Title I Teacher, Highly Qualified, Board approved tutors.

Activity - Analysis of STI Assessments and DIBELS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Strategy3:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual,

reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Director of Special Education, Special Education Teachers

Activity - Voyager Reading / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided focused instruction utilizing the Voyager / Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers

Goal 2:

All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Differentiated Instruction - All teachers will provide differentiated instruction on math standards utilizing a variety of instructional, small group, and assessment strategies.

Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning			10/01/2014	05/01/2015	$2880 - Title I Part A	Core Classroom Teachers

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at-risk students.	Tutoring			10/01/2014	05/08/2015	$4158 - Title I Part A	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors

Strategy2:

Utilizing Technology - Students will use various technology sources to improve math proficiency.

Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children

Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), pp. 76-101

Published by: Princeton University

Activity - Math Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology			10/01/2014	09/30/2015	$1499 - Title I Part A	Title I teacher, computer resource teacher, Faculty and Staff

Strategy3:

Use Formative Assessments - Use formative assessments to guide standards based instruction. Teachers will administer the STI baseline and end-of-year benchmark assessment, along with two STI formative assessments.

Research Cited: Black and William (1998); William (2007) Teachers' skill with formative assessment is a key factor for improving student learning in mathematics.

Activity - Administer STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, classroom teachers

Activity - Analysis of STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning			10/01/2014	07/31/2015	$3500 - Title I Part A	Principal, Title I teacher, Instructional Coach, Teachers

Strategy4:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive

demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking

in mathematics.(Bell, greer, grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba & Franklin, 1995).

Activity - Voyager Math / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyage Math/Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers, Instructional Coach

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Special Education Director, Instructional Coach, Special Education Teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional

support.

Goal 1:

All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy1:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learner students will receive small group instruction with an emphasis on writing.	Tutoring			10/06/2014	05/14/2015	$0 - Title III	Highly qualified teachers that have been board approved for the tutoring program.

Measurable Objective 2:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI

Achievement end-of-year benchmark assessments.

Strategy1:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline

and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-

2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - AT-Risk Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at risk students.	Tutoring			10/06/2014	05/08/2015	$4158 - Title I Part A	Title I Teacher, Highly Qualified, Board approved tutors.

Strategy2:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual,

reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Director of Special Education, Special Education Teachers

Activity - Voyager Reading / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided focused instruction utilizing the Voyager / Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers

Goal 2:

All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI

Achievement end-of-year benchmark assessments.

Strategy1:

Differentiated Instruction - All teachers will provide differentiated instruction on math standards utilizing a variety of instructional, small group,

and assessment strategies.

Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring of identified at-risk students.	Tutoring			10/01/2014	05/08/2015	$4158 - Title I Part A	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors

Strategy2:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current individual math

performance goal. Instruction will be focused in order to address these specific, individual needs.

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive

demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking

in mathematics.(Bell, greer, grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba & Franklin, 1995).

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning			08/11/2014	07/31/2015	$0 - General Fund	Principal, Special Education Director, Instructional Coach, Special Education Teachers

Activity - Voyager Math / Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyage Math/Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Special Education Director, Special Education Teachers, Instructional Coach

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

Goal 1:

All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy1:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learner students will receive small group instruction with an emphasis on writing.	Tutoring			10/06/2014	05/14/2015	$0 - Title III	Highly qualified teachers that have been board approved for the tutoring program.

Strategy2:

Focused instruction of EL populations - EL students will recieve core instruction from the regular classroom teacher and intervention with the ESL teacher using Specially Designed Academic Instruction in English (SDAIE).

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. <http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.pdf>.

Activity - Using WIDA Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using WIDA standards. Mrs. Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program			08/11/2014	05/21/2015	$0 - Title III	Classroom teachers, ESL teacher

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning			08/11/2014	05/22/2015	$0 - Title III	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline

and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-

2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Administer STI / DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program			08/13/2014	05/21/2015	$0 - General Fund	Teachers, Administrators

Activity - Analysis of STI Assessments and DIBELS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Strategy2:

Reading and Technology - Continued purchase of an Accelerated Reader online subscription to promote time in text and reading

comprehension. Additional purchase of STARFALL.com, Flocabulary, and a free (Grant by Mrs. Murphy) installation of Stride Academy.

Research Cited: © 2013 Renaissance Learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z:

Technology in Education. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/technology-in-education/

Activity - Utilizing Reading Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review.	Technology			05/21/2015	05/21/2015	$2977 - Title I Part A	The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage.

Goal 2:

All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI
Achievement end-of-year benchmark assessments.

Strategy1:

Utilizing Technology - Students will use various technology sources to improve math proficiency.

Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children

Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), pp. 76-101

Published by: Princeton University

Activity - Math Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology			10/01/2014	09/30/2015	$1499 - Title I Part A	Title I teacher, computer resource teacher, Faculty and Staff

Strategy2:

Use Formative Assessments - Use formative assessments to guide standards based instruction. Teachers will administer the STI baseline
and end-of-year benchmark assessment, along with two STI formative assessments.

Research Cited: Black and William (1998); William (2007) Teachers' skill with formative assessment is a key factor for improving student
learning in mathematics.

Activity - Administer STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, classroom teachers

Activity - Analysis of STI Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program			08/11/2014	05/21/2015	$0 - General Fund	Principal, Instructional Coach, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning			10/01/2014	07/31/2015	$3500 - Title I Part A	Principal, Title I teacher, Instructional Coach, Teachers

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

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

The principal makes personnel staffing decisions that ensure instruction by highly qualified teachers will be provided (HQT) and that the needs of all students will be met. When interviewing potential teachers, applicants are asked to provide documentation of their highly qualified (HQT) status. This documentation is a requirement of the Morgan County School System prior to approval of employment. The Morgan County School System's policy is to hire only highly qualified teachers.

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

0% teacher turnover rate

We did not have any teachers to transfer or retire.

We do have a new ESL teacher on campus 3.5 days a week.

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

Core Classroom Teachers have 374 years of experience and total experience, including resource teachers, is 581 years.

Two Nationally Board Certified Teachers

25 teachers with Master's Degree

13 teachers with Bachelor's Degree

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Teach In Alabama, the official recruitment website for Alabama's schools, is used by the administration and LEA to attract and retain highly qualified teachers. We build positive relationships with student teachers and college students who choose to do field studies at our school. Also, we rely heavily on recommendations from other educators and the LEA's Human Resource Department.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

It is the policy of Morgan County Schools to only hire highly qualified teachers. Teach In Alabama, the official recruitment website for Alabama's schools, is used by the administration and LEA to attract and retain highly qualified teachers. The LEA's Human Resource Department has teacher recruitment teams attending local college job fairs to interview potential candidates.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

No, we do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Grade level Collaboration, Vertical collaboration among grade levels, Singapore Math, Alabama Reading Association Fall Conference, CLAS Leadership conferences, Leader in Me Symposium, Number Talks, AMSTI, OGAP, Staff Development for Educators, Handwriting without Tears

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Grade level Collaboration, Vertical collaboration among grade levels, Singapore Math, Alabama Reading Association Fall Conference, CLAS Leadership conferences, Leader in Me Symposium, Number Talks, AMSTI, OGAP, Staff Development for Educators, Handwriting without Tears, Parenting Fair (Includes resource people/groups from the community)

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

The principal assigns veteran teachers to be mentors to new teachers. New teachers will receive at least 1 hour of assistance each week from their mentor. The Mentors provide new teachers with information about school procedures, classroom management and teaching strategies. Mentors provide new teachers positive role models and much needed emotional support. The principal is readily available and provides additional support. The LEA also provides support from instructional directors as needed.

4. Describe how this professional development is "sustained and ongoing."

The instructional coach, CCRS math representative, OGAP lead teacher and grade level lead teachers will provide mentoring, lesson demonstrations and support throughout the year. In addition, we are revisiting and discussing all new math and reading strategies at each data and grade level meeting. The AMSTI math specialist will visit periodically to provide support for our implementation of the new math strategies. Teachers attending workshops, conferences, or symposiums provide turn-around training to members of their grade level or at faculty meetings.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Danville-Neel provides the following transition activities:

Kindergarten pre-registration is held in the spring at which time students and parents may meet teachers.

The preschool teachers also collaborate with Kindergarten teachers to help ease the transition from preschool to Kindergarten.

An Open House/Orientation for all grades is held prior to the first day of school at which time students and parents may see the classroom and meet the teacher.

Each new student enrolling in Danville-Neel is given a tour of the school and introduced to the teacher by the secretary or counselor.

Fourth grade students visit Danville Middle School each spring. They tour the school, meet the teachers, principal, and eat lunch.

Train Notebooks are used by every student. The notebooks contain the same information for home - school communication.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

At our data meetings and grade level meetings, assessments are always a topic of discussion. Teacher voice is welcome and encouraged in regard to assessments. While some assessments are mandated, each classroom teacher will choose formative and summative assessments for the classroom that meets student needs and common core standards.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The Title I Resource teacher begins to gather data at the end of the previous year, throughout the summer and at the beginning of the new school year to create an at-risk list for each grade level. The at-risk list will include students who are having difficulty mastering the state's academic achievement standards

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Our school uses the tiered system (RTI). Tier II and Tier III students receive additional small group and/or one-one-instruction in their area of need. After school tutoring is offered for the students with the most need. Title I intervention, foster grandparents, instructional coach, resource teachers and the principal also offer additional support.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

We use the tiered instructional model where grade-level whole group lessons are taught along with an additional small group lesson. Students who continue to struggle in core areas are provided with additional small group and/or one-on-one instruction. These groups are fluid throughout the year based on the non-mastery of the standards being taught at that time. Students continuing to need additional instruction after Tier I and Tier II support is provided will receive Tier III intervention from the Title I and resource teachers.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students who are identified as at-risk are given the opportunity to attend after school tutoring. This tutoring paid for with Title I funds. English Learners, who need additional English acquisition instruction, are also provided the opportunity to attend afterschool tutoring.   Many teachers will come before school or stay after to help a child who is struggling academically.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Migrant students are identified upon enrollment. Parents or guardians receive a Migrant Education Survey which determines eligibility for the program. Migrant students automatically qualify for free breakfast and lunch and have access to all services and programs.

Limited-English proficient students are identified upon enrollment through Home Language Surveys and qualify for testing if the survey indicates a language other than English is used by the student or at the student's home. Eligible students are tested with the WIDA Access Placement Test. Parents or guardians have the right to waive Title III Supplemental EL services. If the parents or guardians agree for the student to receive services, an EL committee determines appropriate services and placement. An itinerant EL teacher is available. An interpreter is available to communicate with parents. Parents receive important school documents in English and a language they can understand. EL students have access to all services and programs.

Economically disadvantaged students are identified through applications for free and reduced lunch and are eligible to receive free or reduced breakfast and lunch daily. Students have equal access to all programs and services available.

To the maximum extent appropriate, special education students are educated with children who are not disabled. Students with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, EL, and P.E. Special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Neglected/delinquent students are identified when contacted by Social Services, LEA Attendance Officer, or parent. The school counselor and administrator identify possible services. The school counselor monitors grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including food delivery, school supplies, and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance. If further intervention or assistance is needed, the LEA is contacted for funding or other needs. Neglected/delinquent students are eligible for all services and programs available.

Homeless students are identified upon enrollment using Alabama State Department of Education and federal regulations and definitions. The counseling office and school administrator identify possible services. The LEA is contacted for possible funding or other needs. Title I or McKinney-Vento grant and supplementary community resources are used to provide necessary school supplies, clothes, and other items of necessity. Homeless students have access to all services and programs available.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

We are a K-4 school and do not receive Carl Perkins' funds.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

All Title programs supplement district and school programs. Title math and reading programs are all Scientifically Researched Based and supplement the exisiting core programs already in place. Intervention teachers work with classroom teachers to achieve schoolwide goals in reading and math and to focus on and plan for individualized student success.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Danville-Neel Elementary School. The following is a comprehensive list of fund sources, with an explanation of their usage:
1. The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2014-2015 school year the state is funding teacher units, plus fringe benefits, Technology, Library Enhancement.
Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2014-2015 school year, Title I monies are being used to fund a reading resource teacher, provide tutors, professional development, to purchase various materials/instructional supplies, and parent involvement. This budget is spent in addition to state/local monies.
Title II - Part A (Federal): This money will be used for Professional Development activities, Class-Size Reduction teachers, and the Recruitment/Retention of Highly Qualified Teachers. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Class-Size reduction units must be in addition to state funded limits. Recruitment/Retention activities must be approved by the federal Programs Department and meet all NCLB criteria.
Title III - English Learners (EL) (Federal): This money may only be used to provide supplemental activities to EL students. Funds are to be used for students and their families for professional development activities such as workshops to help parents assist their child in school.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Schools work with local, state, and federal agencies, when possible, to provide resources that will supplement schoolwide goals for all of these programs. Assemblies, specific grade level content curriculum, and local and state resources are consistently used for violence prevention programs. All capacities of bullying and violent behavior are addressed through district/school policies and are revisited often during the year.
Each school makes an effort to make sure all students needing nutritional assistance receive a free/reduced lunch form at the beginning of each school year. The Child Nutrition Program works with every school to get information into every home about free/reduced lunches. Counselors and teachers watch for needs of students in order to intervene and meet their needs. Students needed additional food for the weekend, receive weekend meals from Alabama Credit Union's Secret Meals Program. Making sure students are fed is an important component in reaching schoolwide goals, but more importantly no child should be allowed to go hungry.

Homeless students are identified and needs are met that will enable these students to be successful by blocking any obstacles that might hinder their academic success. The McKinney-Vento grant is available for students living in conditions that qualify for assistance. All schools work through local agencies if housing needs arise. The FACT (Family Assistance through Community Ties) program along with local, state, and federal housing partners are available for contact to be sure students have proper housing. Local partners are available through a 2-1-1 service that meets basic human needs.

DNES houses a Head Start program, available through Community Action, to provide preschool services. These efforts will in turn help students to become successful as their education journey continues.

Parents are always a huge resource partner for their child's success from Head Start throughout their educational endeavors which is why our school supports adult education programs. Our district allows area colleges to use some of the school campuses for evening classes for adults. These programs are advertised and supported by our school system because educated parents will know and understand the importance of helping their own. Our Title I Parenting Fair invites local agencies, such as, the Morgan County Career Center and Calhoun's Adult Education department to set up informational booths for parents.

Vocational and technical education along with job trainings are a big focus for middle and high schools. The entire educational community has embraced the importance of being College and Career Ready, so resources from local, state, and federal funding is being used to support the career-tech side of education.

All resources and funding agencies follow guidelines to meet the criteria set forth by their agencies, and schools coordinate all services to meet the needs of their students and parents. Integrating all of these programs is crucial to the development of every school's student population, and all schools generate plans, goals, strategies, and action steps to implement and integrate programs that will be productive and successful for their student bodies.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

Our leadership team meets regularly to review the school wide program. In addition, we provide surveys for our students, parents and staff. The results of the meetings, data, and surveys are used to re-evaluate the program and changes are made as needed.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Data is collected and evaluated by the school leadership team. The results are discussed at faculty meetings, grade level meetings, data meetings and on a one-on-one basis, if needed. Data is evaluated by determining whether or not our CIP goals were met and changes are made as necessary.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school determines whether our program has been effective by analyzing the progress of our students through a variety of assessment data. The teachers along with the Instructional Coach, Title I Resource teacher, Principal, and Special Education teachers attend monthly grade level data meetings to review and discuss assessment data, such as mid-nine week progress reports, report cards, classroom tests and assignments, and state assessment results. The leadership team also meets to analyze schoolwide assessment data to determine if the schoolwide program has been effective in increasing the needs of our academically needy students.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

A variety of data are reviewed at faculty meetings. The teachers at Danville-Neel attend monthly grade level data meetings to review and discuss assessment data. The teachers along with the Instructional Coach, Title I Resource teacher, Principal, and Special Education teachers discuss strategies that are working and strategies that are needed for individual students and the overall instructional program. Teachers also collaborate with the Instructional Coach, Title I teacher, Special Education teachers, and one another on an individual basis to discuss the best strategies to be used for academically needy students. The PST Team reviews data collected on referred students to determine if further evaluation is needed. The information from these meetings is used to revise and improve the schoolwide program.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	31.41

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	31.41

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	2100766.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	99478.0

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

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	35216.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	74863.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	10512.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   2,320,835.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

1200 Elementary Program

Instructional Materials and Supplies, $13,392

4600 At-Risk Programs

Extended Day Instruction, $6,155

8210 Student Support Services

Parent Involvement, $1,334

8220 Instructional Staff Support

Resource Staff - $77,100.00

Staff Development - $17,950

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	115931.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

All Title II and Title III funds are distributed from the LEA.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

All Title II and Title III funds are distributed from the LEA.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Instructional and instructional support salaries and benefits.

Label	Question	Value
2.	Local Funds Provide the total.	177725.0