Title I Schoolwide Diagnostic

Saraland Elementary School

Saraland City Schools

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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?

Administrators and CIP leadership team members met and reviewed a variety of data from the 2015-2016 school year.

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

The comprehensive needs assessment revealed that students were not performing as high in reading as they were in math and there was a need to improve school attendance.

3. What conclusions were drawn from the results?

Saraland Elementary is focused on implementing a continuous improvement process that addresses the needs identified during the comprehensive needs assessment process. The CIP team identified several areas of improvement and developed strategies and action steps to reach each goal.

Reading was identified as a need in all grade levels. Even though students exceeded benchmark standards set for ACT Aspire, specific areas in reading and math will be targeted for improvement. Specifically, reading instruction will be a major focus for all grade levels.

Professional development will focus on incorporating diverse instructional strategies designed to meet the needs of all learners.

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

Saraland Elementary School has a growing student population which results in a continuous need for additional resources. Student achievement is a priority and additional resources are needed to meet the learning needs of all students.

The students as a whole group exceeded benchmarks on the Spring ACT Aspire test administration. However, data indicates specific areas of focus for the 2016-2017 school year. Third grade reading instruction will focus on integrating knowledge and key ideas. Fourth grade reading instruction will focus on key ideas and craft and structure. Third grade math will focus on measurement and geometry, while fourth grade will focus on numbers in the base ten fractions and justification.

Parent surveys indicate a need for additional parent training in the areas of the referral program and the free and reduced lunch program. Teachers and staff surveys indicate a need for differentiated instruction for students. Student surveys indicate a need for fair implementation of rules and consequences.

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

Each of the school's goals directly relate to a need identified through the needs assessment process. ACT Aspire results indicate a weakness in reading. The school goals focus on improving instruction using the CCRS to improve student learning.

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

Each goal, strategy, and action step was developed to address a specific identified weakness. Academic goals were developed after analyzing student assessment data. Attendance goals were developed after reviewing attendance data. Technology goals were developed after reviewing technology survey data, usage reports, and the school inventory.

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

The goals address the needs of the whole school population (including those with special needs) by focusing on improving first delivery of instruction, tier two instruction, tier three instruction, and providing resources for all students. Additional strategies and action steps focus on helping struggling and/or disadvantaged students with specific content areas.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A paraprofessional will be employed to support all learners as they acquire knowledge about technology in the computer lab. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/04/2016	05/25/2017	$31805 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Goal 2:

Increase Attendance

Measurable Objective 1:

demonstrate a behavior that will decrease attendance concerns resulting in increasing proficiency by 2% in content area standards by 05/25/2017 as measured by formative and summative assessments and attendance reports.

Strategy1:

Increase Student Attendance - To encourage attendance, students will be provided incentives for perfect attendance.

Professional development will be provided on Project CARE. At-risk students will be identified through Project CARE and assigned teacher

mentors who will encourage student attendance.

In addition, parents will be held accountable for student attendance through the Early Warning Truancy Program.

Student attendance will be monitored by attendance reports generated from INOW, the school nurse, and the attendance officer.

Category:

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Perfect Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to be present and on time at school every day. Students with perfect attendance will be rewarded with an "Out of Uniform" day. Student attendance will be monitored using attendance reports from INOW and by the attendance officer.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, School Counselor, and Attendance Officer

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The graduation tracking system will allow administrators and the counselor to support at-risk students to ensure they graduate from high school on time. This will be monitored through data meetings.	Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Administrators and Counselor

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project CARE training will be conducted by the school counselor. Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors will be available to encourage student attendance, positive behavior, and academic success. Student attendance for at-risk students will be monitored by attendance reports from INOW, counselor log, and the attendance officer.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., School Counselor, Classroom Teachers, and Attendance Officer

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance concerns will be referred to the Early Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. The school nurse will assist in monitoring attendance. Title I funds will be used to fund half of the nurse's salary.	Parent Involvement	08/04/2016	05/25/2017	$18629 - Title I Schoolwide	School Admin., Attendance Officer, Central Office Staff, and School Nurse

Goal 3:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Renaissance Place Professional Development/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Academic Support Program Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - Reading Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/04/2016	05/25/2017	$55049 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Compass Learning/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be purchased and implemented to enhance classroom instruction. This program is connected with STAR Reading and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Reading.	Technology Direct Instruction	08/04/2016	05/25/2017	$4000 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Reading and STAR Early Literacy online as a formative assessment three times a year. Third and fourth grade teachers will also administer ACT Periodics three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Reading subscription & ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$15211 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Strategy2:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the dyslexia interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$1079 - Title I Schoolwide	School Admin., Instructional Partners, Classroom Teachers, Special Education Teachers, and Dyslexia Interventionist

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Key Ideas" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - Other	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/25/2017 as measured by

formative and summative assessments.

Strategy1:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/04/2016	05/25/2017	$34055 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Compass Learning/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be implemented to enhance classroom instruction. This program is connected with STAR Math and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Math.	Technology Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Math and ACT Periodics online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Math subscription and ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$1875 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Professional Learning Academic Support Program Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Strategy2:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend training on AMSTI Investigations Year 2. Teachers will implement the program during daily math instruction. Monitor completion of professional development with agendas and sign-in sheets. Implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations. Math PLT members will attend unit study meetings and provide turn-around training. The PLT will share information with grade level peers and discuss implementation during daily instruction. Monitor completion of unit studies through agendas and sign-in sheets. Implementation of the unit study focus will be monitored through classroom observations, CCRS pacing guides, and lesson plan checks.	Direct Instruction Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration and Instructional Partners

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition.

Thousand Oaks, CA: Corwin.

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-4. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the 2015 science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

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

Goal 1:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A paraprofessional will be employed to support all learners as they acquire knowledge about technology in the computer lab. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/04/2016	05/25/2017	$31805 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Goal 2:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the 2015 science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/04/2016	05/25/2017	$34055 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Math and ACT Periodics online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Math subscription and ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$1875 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Direct Instruction Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Activity - Compass Learning/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be implemented to enhance classroom instruction. This program is connected with STAR Math and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Math.	Technology Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Strategy2:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend training on AMSTI Investigations Year 2. Teachers will implement the program during daily math instruction. Monitor completion of professional development with agendas and sign-in sheets. Implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations. Math PLT members will attend unit study meetings and provide turn-around training. The PLT will share information with grade level peers and discuss implementation during daily instruction. Monitor completion of unit studies through agendas and sign-in sheets. Implementation of the unit study focus will be monitored through classroom observations, CCRS pacing guides, and lesson plan checks.	Academic Support Program Professional Learning Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration and Instructional Partners

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment

checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition.

Thousand Oaks, CA: Corwin.

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-4. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Compass Learning/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be purchased and implemented to enhance classroom instruction. This program is connected with STAR Reading and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Reading.	Technology Direct Instruction	08/04/2016	05/25/2017	$4000 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Renaissance Place Professional Development/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Direct Instruction Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - Reading Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/04/2016	05/25/2017	$55049 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Reading and STAR Early Literacy online as a formative assessment three times a year. Third and fourth grade teachers will also administer ACT Periodics three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Reading subscription & ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$15211 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Strategy2:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the dyslexia interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$1079 - Title I Schoolwide	School Admin., Instructional Partners, Classroom Teachers, Special Education Teachers, and Dyslexia Interventionist

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Key Ideas" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - Other	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

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

Goal 1:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on

student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A paraprofessional will be employed to support all learners as they acquire knowledge about technology in the computer lab. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/04/2016	05/25/2017	$31805 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Goal 2:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the dyslexia interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$1079 - Title I Schoolwide	School Admin., Instructional Partners, Classroom Teachers, Special Education Teachers, and Dyslexia Interventionist

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Key Ideas" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - Other	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Strategy2:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Renaissance Place Professional Development/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Direct Instruction Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - Compass Learning/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be purchased and implemented to enhance classroom instruction. This program is connected with STAR Reading and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Reading.	Technology Direct Instruction	08/04/2016	05/25/2017	$4000 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Reading Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/04/2016	05/25/2017	$55049 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Reading and STAR Early Literacy online as a formative assessment three times a year. Third and fourth grade teachers will also administer ACT Periodics three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Reading subscription & ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$15211 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the 2015 science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend training on AMSTI Investigations Year 2. Teachers will implement the program during daily math instruction. Monitor completion of professional development with agendas and sign-in sheets. Implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations. Math PLT members will attend unit study meetings and provide turn-around training. The PLT will share information with grade level peers and discuss implementation during daily instruction. Monitor completion of unit studies through agendas and sign-in sheets. Implementation of the unit study focus will be monitored through classroom observations, CCRS pacing guides, and lesson plan checks.	Professional Learning Direct Instruction Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration and Instructional Partners

Strategy2:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Direct Instruction Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Math and ACT Periodics online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Math subscription and ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$1875 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Compass Learning/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be implemented to enhance classroom instruction. This program is connected with STAR Math and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Math.	Technology Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Math Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/04/2016	05/25/2017	$34055 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/25/2017 as measured by formative and

summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-4. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

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

Goal 1:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A paraprofessional will be employed to support all learners as they acquire knowledge about technology in the computer lab. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/04/2016	05/25/2017	$31805 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Goal 2:

Increase Attendance

Measurable Objective 1:

demonstrate a behavior that will decrease attendance concerns resulting in increasing proficiency by 2% in content area standards by 05/25/2017 as measured by formative and summative assessments and attendance reports.

Strategy1:

Increase Student Attendance - To encourage attendance, students will be provided incentives for perfect attendance.

Professional development will be provided on Project CARE. At-risk students will be identified through Project CARE and assigned teacher mentors who will encourage student attendance.

In addition, parents will be held accountable for student attendance through the Early Warning Truancy Program.

Student attendance will be monitored by attendance reports generated from INOW, the school nurse, and the attendance officer.

Category:

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance concerns will be referred to the Early Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. The school nurse will assist in monitoring attendance. Title I funds will be used to fund half of the nurse's salary.	Parent Involvement	08/04/2016	05/25/2017	$18629 - Title I Schoolwide	School Admin., Attendance Officer, Central Office Staff, and School Nurse

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project CARE training will be conducted by the school counselor. Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors will be available to encourage student attendance, positive behavior, and academic success. Student attendance for at-risk students will be monitored by attendance reports from INOW, counselor log, and the attendance officer.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., School Counselor, Classroom Teachers, and Attendance Officer

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The graduation tracking system will allow administrators and the counselor to support at-risk students to ensure they graduate from high school on time. This will be monitored through data meetings.	Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Administrators and Counselor

Activity - Perfect Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to be present and on time at school every day. Students with perfect attendance will be rewarded with an "Out of Uniform" day. Student attendance will be monitored using attendance reports from INOW and by the attendance officer.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, School Counselor, and Attendance Officer

Goal 3:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/25/2017 as measured by

formative and summative assessments.

Strategy1:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI

framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III

students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Math and ACT Periodics online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Math subscription and ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$1875 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Math Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/04/2016	05/25/2017	$34055 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Compass Learning/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be implemented to enhance classroom instruction. This program is connected with STAR Math and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Math.	Technology Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Direct Instruction Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Strategy2:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend training on AMSTI Investigations Year 2. Teachers will implement the program during daily math instruction. Monitor completion of professional development with agendas and sign-in sheets. Implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations. Math PLT members will attend unit study meetings and provide turn-around training. The PLT will share information with grade level peers and discuss implementation during daily instruction. Monitor completion of unit studies through agendas and sign-in sheets. Implementation of the unit study focus will be monitored through classroom observations, CCRS pacing guides, and lesson plan checks.	Professional Learning Academic Support Program Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration and Instructional Partners

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Reading Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/04/2016	05/25/2017	$55049 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Reading and STAR Early Literacy online as a formative assessment three times a year. Third and fourth grade teachers will also administer ACT Periodics three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Reading subscription & ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$15211 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Renaissance Place Professional Development/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Direct Instruction Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - Compass Learning/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be purchased and implemented to enhance classroom instruction. This program is connected with STAR Reading and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Reading.	Technology Direct Instruction	08/04/2016	05/25/2017	$4000 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Strategy2:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the dyslexia interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$1079 - Title I Schoolwide	School Admin., Instructional Partners, Classroom Teachers, Special Education Teachers, and Dyslexia Interventionist

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Key Ideas" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - Other	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the 2015 science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-4. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom 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:
Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:
demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/25/2017 as measured by formative and summative assessments.

Strategy1:
Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson

plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A paraprofessional will be employed to support all learners as they acquire knowledge about technology in the computer lab. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/04/2016	05/25/2017	$31805 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Goal 2:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Key Ideas" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - Other	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the dyslexia interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$1079 - Title I Schoolwide	School Admin., Instructional Partners, Classroom Teachers, Special Education Teachers, and Dyslexia Interventionist

Strategy2:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Reading and STAR Early Literacy online as a formative assessment three times a year. Third and fourth grade teachers will also administer ACT Periodics three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Reading subscription & ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$15211 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Compass Learning/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be purchased and implemented to enhance classroom instruction. This program is connected with STAR Reading and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Reading.	Direct Instruction Technology	08/04/2016	05/25/2017	$4000 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Reading Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/04/2016	05/25/2017	$55049 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Renaissance Place Professional Development/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Direct Instruction Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend training on AMSTI Investigations Year 2. Teachers will implement the program during daily math instruction. Monitor completion of professional development with agendas and sign-in sheets. Implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations. Math PLT members will attend unit study meetings and provide turn-around training. The PLT will share information with grade level peers and discuss implementation during daily instruction. Monitor completion of unit studies through agendas and sign-in sheets. Implementation of the unit study focus will be monitored through classroom observations, CCRS pacing guides, and lesson plan checks.	Professional Learning Academic Support Program Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration and Instructional Partners

Strategy2:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Math and ACT Periodics online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Math subscription and ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$1875 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Compass Learning/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be implemented to enhance classroom instruction. This program is connected with STAR Math and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Math.	Academic Support Program Technology	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Math Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/04/2016	05/25/2017	$34055 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Direct Instruction Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/25/2017 as measured by formative and

summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the 2015 science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/25/2017 as measured

by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-4. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Goal 3:

Increase Attendance

Measurable Objective 1:

demonstrate a behavior that will decrease attendance concerns resulting in increasing proficiency by 2% in content area standards by 05/25/2017 as measured by formative and summative assessments and attendance reports.

Strategy1:

Increase Student Attendance - To encourage attendance, students will be provided incentives for perfect attendance.

Professional development will be provided on Project CARE. At-risk students will be identified through Project CARE and assigned teacher mentors who will encourage student attendance.

In addition, parents will be held accountable for student attendance through the Early Warning Truancy Program.

Student attendance will be monitored by attendance reports generated from INOW, the school nurse, and the attendance officer.

Category:

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The graduation tracking system will allow administrators and the counselor to support at-risk students to ensure they graduate from high school on time. This will be monitored through data meetings.	Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Administrators and Counselor

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project CARE training will be conducted by the school counselor. Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors will be available to encourage student attendance, positive behavior, and academic success. Student attendance for at-risk students will be monitored by attendance reports from INOW, counselor log, and the attendance officer.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., School Counselor, Classroom Teachers, and Attendance Officer

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance concerns will be referred to the Early Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. The school nurse will assist in monitoring attendance. Title I funds will be used to fund half of the nurse's salary.	Parent Involvement	08/04/2016	05/25/2017	$18629 - Title I Schoolwide	School Admin., Attendance Officer, Central Office Staff, and School Nurse

Activity - Perfect Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to be present and on time at school every day. Students with perfect attendance will be rewarded with an "Out of Uniform" day. Student attendance will be monitored using attendance reports from INOW and by the attendance officer.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, School Counselor, and Attendance Officer

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

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Reading and STAR Early Literacy online as a formative assessment three times a year. Third and fourth grade teachers will also administer ACT Periodics three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Reading subscription & ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$15211 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Compass Learning/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be purchased and implemented to enhance classroom instruction. This program is connected with STAR Reading and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Reading.	Technology Direct Instruction	08/04/2016	05/25/2017	$4000 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Reading Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/04/2016	05/25/2017	$55049 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Renaissance Place Professional Development/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Direct Instruction Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Strategy2:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the dyslexia interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$1079 - Title I Schoolwide	School Admin., Instructional Partners, Classroom Teachers, Special Education Teachers, and Dyslexia Interventionist

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Key Ideas" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - Other	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-4. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the 2015 science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Professional Learning Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/04/2016	05/25/2017	$34055 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Compass Learning/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be implemented to enhance classroom instruction. This program is connected with STAR Math and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Math.	Academic Support Program Technology	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Professional Learning Academic Support Program Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Math and ACT Periodics online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Math subscription and ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$1875 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Strategy2:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend training on AMSTI Investigations Year 2. Teachers will implement the program during daily math instruction. Monitor completion of professional development with agendas and sign-in sheets. Implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations. Math PLT members will attend unit study meetings and provide turn-around training. The PLT will share information with grade level peers and discuss implementation during daily instruction. Monitor completion of unit studies through agendas and sign-in sheets. Implementation of the unit study focus will be monitored through classroom observations, CCRS pacing guides, and lesson plan checks.	Professional Learning Direct Instruction Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration and Instructional Partners

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Goal 2:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A paraprofessional will be employed to support all learners as they acquire knowledge about technology in the computer lab. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/04/2016	05/25/2017	$31805 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

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:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which

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reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment

checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the dyslexia interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$1079 - Title I Schoolwide	School Admin., Instructional Partners, Classroom Teachers, Special Education Teachers, and Dyslexia Interventionist

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Key Ideas" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - Other	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Strategy2:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the

RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition,

Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative

assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The

Guilford Press.

Activity - Compass Learning/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be purchased and implemented to enhance classroom instruction. This program is connected with STAR Reading and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Reading.	Technology Direct Instruction	08/04/2016	05/25/2017	$4000 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Reading Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/04/2016	05/25/2017	$55049 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Activity - Renaissance Place Professional Development/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Academic Support Program Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Reading and STAR Early Literacy online as a formative assessment three times a year. Third and fourth grade teachers will also administer ACT Periodics three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Reading subscription & ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$15211 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and

other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer STAR Math and ACT Periodics online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. A STAR Math subscription and ACT Periodics subscription will be purchased to support this activity. Monitor completion of formative assessments and analyze results of data.	Technology	08/04/2016	05/25/2017	$1875 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Professional Learning Academic Support Program Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Activity - Compass Learning/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be implemented to enhance classroom instruction. This program is connected with STAR Math and provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth on STAR Math.	Technology Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Math Response to Instruction (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RtI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. In addition, a contracted certified teacher will provide intervention to Tier III students. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/04/2016	05/25/2017	$34055 - Title I Schoolwide	School Admin., Instructional Partners, Paraprofessionals, and Classroom Teachers

Strategy2:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend training on AMSTI Investigations Year 2. Teachers will implement the program during daily math instruction. Monitor completion of professional development with agendas and sign-in sheets. Implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations. Math PLT members will attend unit study meetings and provide turn-around training. The PLT will share information with grade level peers and discuss implementation during daily instruction. Monitor completion of unit studies through agendas and sign-in sheets. Implementation of the unit study focus will be monitored through classroom observations, CCRS pacing guides, and lesson plan checks.	Professional Learning Direct Instruction Academic Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	School Administration and Instructional Partners

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-4. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve ACT Aspire proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the 2015 science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Goal 2:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/25/2017 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A paraprofessional will be employed to support all learners as they acquire knowledge about technology in the computer lab. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/04/2016	05/25/2017	$31805 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Component 3: Instruction by Qualified Staff

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

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

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

Every year district representatives strive to recruit highly qualified teachers. Title 1 staff and administration determine personnel needs that require the use of Title 1 funds. Job vacancies are posted district wide. The decision of hiring highly qualified staff is made by the local school administration and is strongly encouraged by the Saraland Board of Education. All teachers are required to participate in professional development activities organized by the administration of the local school. Funding for high quality ongoing activities is provided by local, state, and federal funds.

Component 4: Strategies to Attract Qualified Teachers

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

Saraland Elementary School has minimal teacher turnover. As a result of continuous growth, Saraland Elementary hired five new teachers for the 2016-2017 school year. Saraland Elementary is fortunate to have excellent teachers who serve as mentors to any new teachers. These mentors support teachers in every endeavor of the educational process.

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

Over fifty percent of teachers at Saraland Elementary School hold a Master's degree in education. Four teachers have been awarded National Board Certification. Two teachers are first year teachers.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Teacher turnover rate is minimal at Saraland Elementary School. Saraland City School System central office personnel and local school administrators attend job fairs to promote employment with Saraland City Schools. Local schools also utilize Teach Alabama and work closely to form partnerships with the College of Education at local universities.

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?

Compass Learning

Alabama Math, Science, and Technology Initiative

Alabama Reading Initiative

Technology in Motion

Key Leaders Network

Instructional Partners Network

Powerful Conversations Network

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

Compass Learning

Alabama Math, Science, and Technology Initiative (AMSTI)

Alabama Reading Initiative

Technology in Motion

Key Leaders Network

Instructional Partners Network

Powerful Conversations Network

Parenting Day

Parenting Nights

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.

Saraland Elementary School has a mentor program in place in which three teachers will be participating for the 2016-2017 school year. Teachers have been paired with experienced mentor teachers to assist them with successfully carrying out all job expectations. In accordance with the Alabama Department of Education, a new mentoring program will be implemented during the 2016-2017 school year.

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

Professional development is job-embedded and ongoing. Support is provided to teachers throughout the school year with the implementation process. In addition, it is monitored quarterly during ACIP 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.

Saraland Elementary School recognizes students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered:

(1) Kindergarten pre-registration is offered in the spring at which time parents may meet teachers and possibly discuss any special needs students may have.

(2) Incoming kindergarten students will be given the opportunity to tour the school campus and meet kindergarten teachers before the school year begins.

(3) Fourth grade students will meet with the middle school counselors and become familiar with middle school transition.

(4) Students transferring to Saraland Elementary School are given a tour of the school and introduced to the teacher.

(5) Registration/Meet the Teacher Day in August provides an opportunity prior to the beginning of school for students and parents to visit classrooms and meet teachers.

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?

Saraland Elementary teachers are involved in the decisions regarding the use of state academic assessment results. Teachers will administer assessments to determine mastery of objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. The following are various ways that teachers make decisions that guide instruction:

*Teacher representation and input is included on school budget committees, policy committees, and textbook selection committees. This input allows teachers to be actively involved in all areas of instruction and testing.

*Grade level data meetings are held to review and adjust instructional procedures and strategies based on the current data. Problem Solving Team members evaluate data collected on Tier III students to determine if there are any indicators that would warrant more in-depth testing or referral for special services.

*The faculty collaboratively studies the disaggregated data and the results of state assessments in faculty meetings to plan and guide instruction.

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?

Students experiencing difficulty mastering state standards will be identified upon reviewing data from STAR Math, STAR Reading, and ACT ASPIRE test scores. Teachers will then begin the Response to Instruction (RtI) process with identified students.

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?

Tier II intervention will be provided in the classroom to students identified as needing additional assistance in mastering state standards. In addition, Tier III intervention will be provided to these students in a pull-out setting focusing on skills and strategies that will enable students to become successful at mastering these standards.

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

Differentiated instruction will be provided in small groups and will focus on students' individual needs. Small group instruction will take place when needed in all content areas. Teachers will take into consideration the variety of learning styles present and provide instruction based on the needs of students. Engagement strategies and hands on activities will be utilized when addressing the learning styles of all students.

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.

Teachers provide after school tutoring to struggling students.

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.

Students at Saraland Elementary School have access to all services and programs available including free/reduced lunch, Title 1 services, EL services, special education services, and counseling services. Also, Saraland Elementary School employs various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and student performance standards without being stigmatized or isolated.

The administrator identifies limited-English proficient students upon enrollment. Each student receives a home language survey used to

determine eligibility for limited-English proficient testing. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine eligibility to receive services through the English Learner (EL) program. If the parent or guardian agrees for the student to receive services, an English Learner (EL) committee convenes to determine appropriate services and placement for each individual student. A variety of services for all EL students is provided such as content area tutoring, pull-out EL, pull-out for individual support, and content-based EL. The EL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level, the student becomes eligible to exit the EL program and will be monitored for two years to ensure success.

The administrator or counselor identifies migrant students upon enrollment. Parents or guardians of each student receive a migrant education survey to determine student eligibility for the migrant program. Migrant students have access to all services and programs available to the rest of the students.

The administrator or counselor identifies homeless students upon enrollment and provides them with support. The school uses Alabama State Department of Education federal regulations and definitions to identify homeless students. Homeless students have access to all services and programs as all students do.

Neglected/delinquent students are identified when contacted by one of the following sources: Department of Human Resources, LEA Attendance Officer, or parent. The school administrator or counselor identifies possible needed services for such students. The LEA attendance officer works with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs.

Economically disadvantaged students are identified through the application for free or reduced lunch. Such students receive access to all programs and services available. All students receive non-emergency health care services from a school nurse. The school counselor, along with the nurse, address home/environmental concerns that may hinder learning.

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.

N/A

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?

Federal, state, and local programs are integrated to provide a coordinated effort to meet Saraland Elementary's schoolwide goals. Budget planning with LEA personnel begins in May and continues through September. The local school ACIP team begins meeting in June to complete a comprehensive needs assessment and align budget predictions with goals and activities.

The LEA personnel and local school administrators meet throughout the school year to monitor expenditures. The ACIP team meets quarterly to evaluate the achievement of schoolwide goals.

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.

Saraland Elementary utilizes a variety of funding sources to achieve school wide goals. State foundation funds and local funds are used to employ a school nurse, paraprofessionals, teachers, and administrators. Title II funds are allocated to the school from the district level. Title I, Part A funds are used to provide additional nursing, paraprofessional staff, and intervention services. Title I, Part A funds are also used to purchase technology equipment and instructional resources. Local school funds are used to provide additional instructional resources for students and teachers.

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.

Saraland Elementary operates a child nutrition program. Breakfast and lunch are served daily. Approximately 53% of students qualify for the free or reduced lunch program.

Component 10: Evaluation

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

All faculty and staff provide input during the planning phase of the ASSIST Continuous Improvement Plan. Committee members meet and evaluate the implementation of the schoolwide program on a quarterly basis. During this meeting, goals, strategies, and activities are evaluated to determine the effectiveness of the implementation process.

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?

During quarterly meetings, the ASSIST Continuous Improvement Plan Committee analyzes data on a quarterly basis. Percentages of proficient and non-proficient students in reading, math, and writing are discussed. Indicators of academic achievement may include, but are not limited to the following: quarterly averages, end-of-unit assessments, STAR Reading and Math data, and writing data.
Data from ACT ASPIRE will be disaggregated and areas of focus will be determined based on strengths and weaknesses. These strengths and weaknesses will be supported by the goals, strategies, and activities in the ACIP.

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?

Saraland Elementary school committee members will collaborate with grade level peers to determine the effectiveness of the ACIP in increasing student achievement. These findings will be reported back to the ACIP committee members at quarterly meetings. Analysis of the data will be a true testament in determining how effective the program has been in increasing student achievement for those students furthest from achieving the standards.

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?

At any given time, the ASSIST Continuous Improvement Plan may be amended to ensure there is growth in student success. At each quarterly meeting, discussions will ensue on the evaluation of the effectiveness of the goals, strategies, and activities of the schoolwide program.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

The goals were transitioned from the 2015-2016 school year in an effort to reach long-term goals. Activities were updated to reflect short terms goals that can be accomplished during the 2016-2017 school year.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We removed the Project Outreach Goal because it is no longer our local indicator. It was replaced with a new STAR Reading goal that will be our local indicator for the 2016-2017 school year. The local indicator is a separate state required goal and will not be included in the ACIP.