



ACIP

Clark Elementary School

Selma City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Clark Elementary School is located in historic Selma, Alabama. Selma is a city in Dallas County and in the Black Belt region of lower West Alabama. Located on the banks of the Alabama River, it has a population of 20,756 as of the 2010 census. The racial composition of the community is 80% African American, 18% White, and less than 2% of Asian, Hispanic, and other races. The average income of the community is \$21,265 and the median home value is \$84,114.

Clark Elementary School is one of Selma City Schools' seven elementary schools. Nestled in the nucleus of the city of Selma, Clark Elementary enjoys a rich heritage of excellence with an alumni base that includes our current city council president, two city council members, and an Alabama State Senator. It is located at 405 Lawrence Street and serves Selma's largest apartment housing, George Washington Carver (GWC) Homes. Clark Elementary School occupies approximately three acres of land, with the area being 40,678 square feet. Our students are able to enjoy three play areas and an open field in the north wing of our campus. Clark has an average enrollment of 410 students for the 2016-2017 school year and serves grades Kindergarten through 5.

We serve a 99.99% African-American student population. With the implementation of the Community Eligibility Provision, all students, regardless of income, are eligible to receive free breakfast and lunch.

Clark Elementary School students are car riders and walkers, with the exception of special needs students who are bused to school. In the last three years, we have seen a surge in student enrollment. During the 2011-2012 school year, Clark Elementary School had an Average Daily Membership (ADM) of 380 with 20 state foundation teaching units. In 2012-2013, Clark's membership was 410 with 21.9 state foundation teaching units. In 2013-2014, Clark had 505 students and 26 state foundation funded teaching units, one of which was designated for a Physical Education (PE) Teacher. In 2014-2015, all elementary schools Pre-K classes were moved to Byrd First Class Learning Center, which left Clark total enrollment at 420 students and 25 state foundation funded teaching units. The addition of a PE teacher allows the teachers to have a common planning time. During this time teachers are able to collaborate, plan, and analyze student data. Clark's 2016-2017 current enrollment is at approximately 410 students.

Our faculty/staff composition is as follows:

- One Administrator;
- One Counselor;
- One Media Specialist;
- One Reading Specialist;
- Twenty-one Teaching Units (all of whom are Highly-Qualified);
- One Physical Education Teacher;
- One Music Teacher (Part-time);
- One Secretary/Bookkeeper;
- Two Part-time Custodians;
- Five Child Nutrition Personnel;
- One Nurse;

ACIP

Clark Elementary School

- Two Special Education Teachers;
- One Speech Language Pathologist; and
- Four instructional assistants (two who are assigned full-time to the special education resource room, one who is assigned to the physical education teacher, and one who is assigned full time to the computer lab).

School's Purpose

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

Our Vision:

Clark Elementary School will make every effort to foster academic excellence through intellectual, creative, and differential instructional methods in order to motivate every child to learn and compete with confidence in this global society.

Our Mission:

Clark Elementary School mission is to:

- Collaboratively work with all stakeholders.
- Lift barriers to ensure increased student achievement in all subject areas.
- Always maintain accountability measures to make certain that all students and teachers are held to high standards.
- Reward all students with a world class education.
- Know and exemplify that every student will graduate College and Career Ready through increased academic achievement in their coursework and on state mandated tests.

Notable Achievements and Areas of Improvement

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

Notable Achievements:

1. ACT Aspire 2015 Data:

- 3rd grade students' scores increased by 9.44% in Reading
- 3rd grade students' scores increased by 13.11% in Mathematics
- 5th grade students' scores increased by 13.59% in Reading
- 5th grade students' scores increased by 24.77% in Mathematics

2. Improved Accelerated Reading Scores and rewards for top readers (i.e., iPads, books, trophies, chromebooks, etc.)

3. We have also implemented various programs such as the Gentlemen of Excellence for our young boys and the Jewels for our young girls. The focus of the Gentlemen of Excellence is to educate, empower, and motivate our young men to think, behave, take action, and become better individuals. The primary focus of Jewels is to support, assist, and mentor young ladies to become more confident, strong, and independent in their thinking and behavior. These types of programs help to build leadership and character in our students. We are proud, as a committed team, of putting forth our best to ensure that each child learns and performs to his or her highest potential.

4. New Cafeteria Tables

5. Installation of a new state-of-the-art security system in the principal's office that allows the principal to closely monitor the interior and exterior areas of the school.

6. Mobile Computer Lab (1 per grade level)

Areas of Improvement:

1. Over the next few years, we strive to improve the students' reading and mathematics proficiency on the Global Scholar Performance Series and ACT Aspire to be at the proficient level.

2. The implementation of College and Career Ready Standards has created needs for improvement in some areas of instruction at Clark Elementary School. The current areas of focus are implementing a writing program that supports the CCRS Writing Anchor Standards and improving the practice of Strategic Teaching. Teachers will meet in monthly data meetings to discuss and address the use of strategic teaching and the implementation of the Writing Anchor Standards. While Clark Elementary does provide many opportunities for Parental Involvement with activities such as Family Reading Night, we plan to increase the number and types of activities offered.

3. Another area for improvement is the area of reading. Some things that the leadership team attributes to the growth in our students are: reading walk-through including the Principal and Reading Specialist; regular data meetings involving the teachers with concentration on identifying key students who need Tier II and Tier III intervention; emphasis on reaching 85% of our students during whole group; daily fluency practice; rigorous RTI (Response to Instruction); protected reading blocks; regular grade level meetings during a common planning SY 2016-2017

time; and effective professional development including turn-around-training.

Each year we are met with students who struggle academically. The teachers will work collaboratively to identify areas of weakness from various data sources. Scantron Performance Series, Accelerated Reader, STAR Reading and Math, and DIBELS assessments are used as formal assessments. Pre-and Post-Tests are also administered to help direct instruction. Informal assessments and observations are used as well.

Students are able to use classroom computers for AR tests and other educational programs. This year a screening and progress monitoring schedule will be provided for students to be assessed in STAR Reading and STAR Math. This helps to identify students' goals for learning over a specific period of time and instructional techniques are adjusted to meet the individual student's learning needs.

Additional Information

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

Clark Elementary School prides itself in family involvement and community service projects. Strong parent involvement at Clark Elementary School is essential to its success. There are always parents on campus who volunteer to help. The school offers stakeholders many opportunities to attend functions held at the school such as:

- Donuts with Dad
- Muffins With Mom
- Grandparents Day
- PTO programs
- Educational Field Trips
- Fall Festival
- Field Day
- Leadership Assemblies
- Local businesses, individuals, and groups also sponsor Jump Rope for Heart, Relay for Life, and Breast Cancer Awareness.

Clark Elementary School support the following Homeless Program provided through the Central Office:

The McKinney-Vento Children and Youth Homeless Education Program implemented in Selma City Schools is designed to provide services to homeless children and youth ensuring that they have the same opportunity as non-homeless children to meet with school success. The program addresses concerns that homeless students may face in enrolling, attending and succeeding in school. The target population for this program fall into several categories:

- (1) doubled-up families which includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- (2) runaway, abused, neglected or ungovernable adolescents at safe place shelters;
- (3) children and their mothers who reside in domestic abuse shelters and transitional housing;
- (4) families residing in the emergency shelters, hotels, or other temporary arrangements;
- (5) pregnant teen or young mothers and their babies in shelters due to their problematic situations;
- (6) awaiting foster care placement;
- (7) unaccompanied youth. In meeting the needs of these identified groups, students are provided academic services; and
- (8) migratory children who qualify as homeless.

Selma City Schools strives to make a positive difference in the lives of homeless students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders of Clark Elementary School include faculty and staff members, members from the community, and our parents. We held meetings to discuss assessment data, school climate data, and community concerns to determine a direction for the school year.

Stakeholders were divided into three groups: community members, faculty members, and parent representatives. The purpose of this division was to explain the applicable responsibilities to each group with the purpose of coming together as a stakeholder body. The community members were informed of their roles through a collaboration of school meetings such as PTO, and Open house. Faculty members were informed of their roles through Professional Learning Communities (PLC), and faculty meeting. Parents were were informed of their roles via monthly parenting meetings.

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

Clark's School Leadership Team includes the administrator, teachers, counselor, reading specialist, parents and students. Each individual played an important role in the planning process. The principal, Concetta Burton, oversees the entire planning process. The Reading Specialist, Monique Gordon provided teaching strategies and data assessment results. Audrey Washington, Kindergarten teacher, Cheryl Kish, first Grade, Farrah Cureton, second Grade, Jasmine Pritchett, third Grade, Ashara Hicks, fourth Grade, and Tamara Carter, fifth Grade, and Jennifer Black, special education, collected data and provided goals, strategies, and activities for improvement in their content areas. The counselor, Alice Jackson provided insight in the area of counseling, parental involvement, and assessment data. Our team also included parents, Clifford Mathews, Kristy Bettis, Tiffany Gilford, Michael Myatt, and Gabrielle Brown and students; Cayden Brown, Ashton Young, and Alexandria Williams.

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

The Assessment team collected the State Assessment data to develop a successful plan. The team began by analyzing the data to determine the strengths and weaknesses. The data used to implement successful strategies were the standardized assessment, survey data, school incident reports as well as Educate Alabama data sources. The School Building Leadership Team then began writing the plan. Parents were brought in to view the different components of the ACIP in order to give their input. The faculty discussed all parts of the ACIP in order to provide input from the draft plan. The draft of the plan was given for corrections to be made, and then brought before the entire faculty for a final vote. Upon completion, the faculty's unanimous vote will determine the acceptance of the plan. There are two parents on the committee who represent all of the parents of the school. Parent representatives encompasses both, primary and intermediate grades. During the review process, all parents are notified of the review through notices sent home.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		End of the Year DIBELS and Global Scholar Scores

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

See Attached Chart.

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

According to end-of-year Performance Series data, during the 2015-2016 school year, Clark Elementary School's second through fifth grade students experienced a 253 point gain from the Fall 2015 to Spring 2016 administration of the Performance Series Reading assessment and a 102 point gain in Mathematics.

Which area(s) indicate the overall highest performance?

Of the 144 kindergarten and first grade students who took the Reading Foundation portion of the Performance Series during the 2015-2016 end-of-year administration, 94 (78%) demonstrated gains (in relation to the beginning-of-the year assessment).

Of the 73 Kindergarten students tested during the 2015-2016 end-of-the year administration of DIBELS, 66 (90%) Benchmarked.

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

See Attached Chart.

Between which subgroups is the achievement gap closing?

The achievement gap is closing among the following subgroups:

- Male
- Female

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

These findings are consistent with data from DIBELS, Response to Instruction (RTI), and classroom assessments.

Areas in Need of Improvement

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

Reading and Mathematics proficiency, as demonstrated by Performance Series assessment data, is below the expected levels of performance in grades kindergarten, first, second, third, fourth, and fifth. During the 2014-2015 administration of the Performance Series assessment in Reading and Mathematics, 60% of students scored in the Below Average Range in Reading, and 65% of students scored in the Below Average Range.

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

According to DIBELS, 37% of third grade students are deficient in Oral Reading Fluency.

During the 2015-2016 beginning-of-year administration of DIBELS, 61% of the first grade students Benchmarked. However, during the 2015-2016 end-of-year DIBELS assessment, only 53% of second grade students Benchmarked.

Which area(s) indicate the overall lowest performance?

Reading and mathematics are the areas that indicates the overall lowest performance.

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

During the 2015-2016 beginning-of-year administration of DIBELS, 61% of the third grade students Benchmarked. However, during the 2015-2016 end-of-year DIBELS assessment, only 53% of first grade students Benchmarked. Understandably, this decrease in proficiency is a concern.

Between which subgroups is the achievement gap becoming greater?

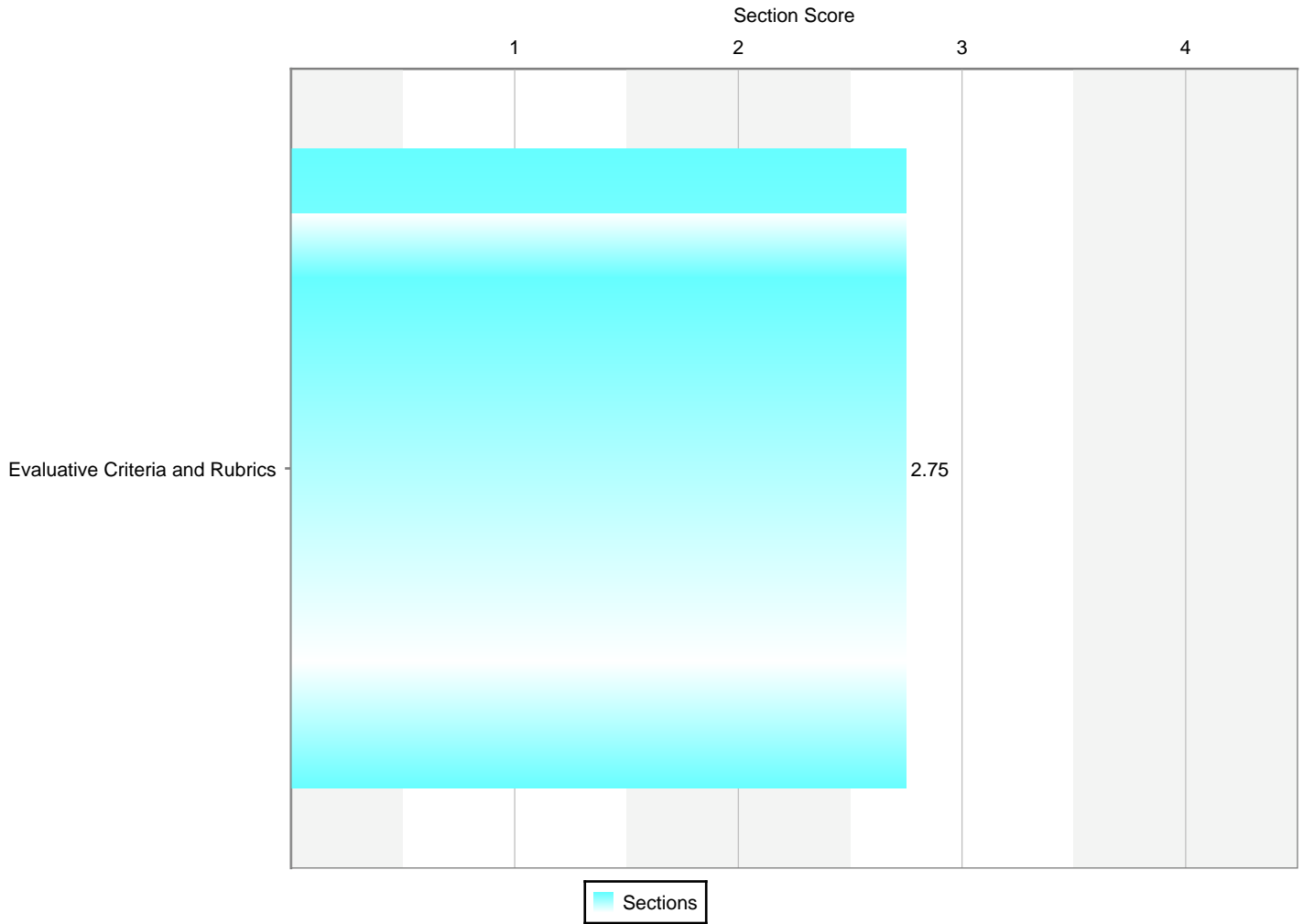
The achievement gap is becoming greater among students who are economically disadvantaged and students with disabilities.

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

These findings are consistent with data from DIBELS, Performance Series, and ACT Aspire.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Non-Discrimination

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan

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

Clark Elementary 2016-2017 Goal Plan

Overview

Plan Name

Clark Elementary 2016-2017 Goal Plan

Plan Description

Revised 12/05/2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All teachers will be actively involved in ongoing Professional Learning Activities that focus on the implementation of College and Career Readiness Standards/Alabama Course of Study Standards into daily instruction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	All teachers will provide students with resources to support instruction using digital tools and experiences.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1000
3	Clark Elementary will promote an anti-bullying climate based on faculty, staff, and student awareness.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Teachers will provide explicit instruction in opinion, informative/explanatory, and narrative writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
5	Engage all students while enhancing learning opportunities through high quality instruction aligned with College and Career Ready Standards in all content areas.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$0
6	To improve Clark Elementary School students and staff attendance rates.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$1500
7	Improve reading outcomes by implementing the Ready Common Core Intervention Program	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$25000

Goal 1: All teachers will be actively involved in ongoing Professional Learning Activities that focus on the implementation of College and Career Readiness Standards/Alabama Course of Study Standards into daily instruction

Measurable Objective 1:

collaborate to ensure that all teachers are implementing College and Career Readiness Standards by 05/19/2016 as measured by sign in sheets, agendas, lesson plans, and classroom observations.

Strategy 1:

Professional Learning Community - Teachers will meet monthly to discuss the implementation of the College and Career Readiness Standards, and will collaborate vertically and horizontally with other teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., & Eaker, R. (2008). Revisiting professional learning communities at work™: New insights for improving schools. Bloomington, IN: Solution Tree.

Activity - Observations and Lesson Plan Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive feedback from lesson plans and observations on the implementation and incorporation of the College and Career Readiness Standards (CCRS)/Alabama Course of Study Standards in the classroom on a weekly basis. Through PLCs, teachers will collaborate and receive in-service on strategic teaching, depth of knowledge (DOK), and CCRS.	Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	Principal Instructional Coach Classroom Teachers

Goal 2: All teachers will provide students with resources to support instruction using digital tools and experiences.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by increasing their score from “Close” to “Ready” in Mathematics by 05/24/2017 as measured by ACT Aspire.

Strategy 1:

Digital Learning - Teachers will engage students in instructional practices that effectively use technology to strengthen their students' learning experiences.

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

Research Cited: Cheung, A., and Slavin, R.E. (2012). The Effectiveness of Educational Technology Applications for Enhancing Reading Achievement in K-12 Classrooms: A Meta-Analysis. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Technology to Enhance Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technological tools, such as Smartboards, Chromebooks, computers, and calculators to enhance student engagement. For example, the students will have access to Blendspace, Ready-Teacher Toolbox, Learnzillion, Education Galaxy, IXL, Animated Math Models, and Code.org.	Technology, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	Classroom Teachers Reading Specialist Principal
Activity - Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the computer lab twice a week to enhance keyboarding skills to promote responding through writing. Students are provided the opportunity to become familiar with the computer and all of its functions prior to being assessed on the Scantron Benchmark Assessments and ACT Aspire.	Technology	08/08/2016	05/24/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist Media Specialist
Activity - Motivational Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will interact with Mr. Buffy Coleman, speaker targeting motivation, anti-bullying, and anti-drug issues. Students will also receive character education through the NED Show. Our school-wide character education program centers around a 45 minute assembly called The NED Show. NED is a lovable cartoon character whose name is an acronym for Never give up, Encourage others, and Do your best.	Academic Support Program, Behavioral Support Program	08/08/2016	05/24/2017	\$1000	Title I Part A	All Classroom Teachers Guidance Counselor Media Specialist Principal

Goal 3: Clark Elementary will promote an anti-bullying climate based on faculty, staff, and student awareness.

Measurable Objective 1:

collaborate to improve the culture and climate of Clark Elementary School by demonstrating a behavior that is appropriate for elementary students by 05/24/2017 as measured by students' awareness of the characteristics of bullying.

Strategy 1:

Bullying Proofing Your School Program - Clark Elementary School faculty and staff will work collaboratively with parents and community members to improve the

culture and climate of Clark Elementary School.

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

Activity - School-Wide Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff trainings to educate students about bullying and what they can do about it.	Academic Support Program, Behavioral Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Guidance Counselor Principal
Activity - Character Education/Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will promote positive behavior using role playing scenarios, journal responses, art, character education videos, etc. Students will explore the challenges of bullying and discuss solutions for dealing with aggressive behavior.	Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Guidance Counselor Principal
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clark Elementary will create systems for consistent two-way communication between home and school (i.e. notes, parent-contact log, conferences, Dojo, STI portal, School Calendar, and Monthly Parent Workshops). Grade level parent workshops will be conducted by the counselor to reinforce the intended learning at home. Parents and students will have access to TES Teach with Blendspace to view previously taught standards.	Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Guidance Counselor Principal

Goal 4: Teachers will provide explicit instruction in opinion, informative/explanatory, and narrative writing.

Measurable Objective 1:

25% of All Students will demonstrate a behavior of deeper understanding of how to effectively understand the writing standards in Writing by 05/24/2017 as measured by student success according to standards-based writing rubrics.

Strategy 1:

Writing Across the Curriculum - All teachers will implement daily writing activities in every core subject. The writing strategy will be monitored through lesson plan reviews, observations, and student writing journals.

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

Research Cited: Research Cited: Ammentrop and Madden, 2014 Albers, P and Hernandez, O. 2014 Bang-Jensen, V. 2014 Hall-Mills, S. and Apel, K 2015

Activity - Writing Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Teachers will implement writing activities within all core subjects. - Teachers will discuss the writing standards during grade level meetings to determine implementation. - Volunteers will work with the "Target Writing Group" (3rd grade writers) to enhance their writing skills. - Teachers will implement the 6+1 Writing Traits to ensure students become proficient writers. - Students will compile their writing samples in a writing journal. 	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Reading Specialist Media Specialist Principal

Activity - Research Projects/Papers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the library media specialist will collaborate to utilize library resources to correlate with classroom writing activities. Students will visit the library weekly to check-out books and conduct research projects.	Direct Instruction	08/08/2016	05/24/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Strategy 2:

Vertical Planning and Collaboration - Teachers will have a common planning period where they will be able to meet and set attainable goals for their students and determine as a team, their actions to implement and accomplish the goals set forth.

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

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning sessions that focus on the implementation of the 6+1 Writing Traits.	Academic Support Program, Behavioral Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Target Writing Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteers will work with all 3rd Grade teachers 1 day a week for 30 minutes to improve students writing skills.	Academic Support Program, Community Engagement, Parent Involvement	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Instructional Coach Parent/Community Volunteers Principal

Activity - Traits of Good Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implemented weekly through Wonders; focusing on a targeted trait and writing type. (The Writing Process) Presentation=handwriting, grammar, and speaking skills.	Academic Support Program	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Instructional Coach Principal

Goal 5: Engage all students while enhancing learning opportunities through high quality instruction aligned with College and Career Ready Standards in all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a behavior of independence in Reading by 05/24/2017 as measured by increased scores on DIBELS, Wonders Weekly Assessment, Standards-based Assessments, Scantron Benchmark Assessments, and Star Reading.

Strategy 1:

Explicit Instruction - Teachers will use strategic teaching strategies to ensure that instruction is effective, meaningful, and direct.

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

Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Whole/Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction: - Teachers will provide instruction to students using a variation of methods to demonstrate and communicate the subject matter. - Teachers will lead Whole Group Instruction (20 minutes max.), covering the introduction/review of skills. - Small Group Instruction (30 min. per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). - Teachers will use the district pacing guide to ensure standard-based instruction is being implemented in the classroom.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

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Activity - Active Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will participate in TWIRL – Talking, Writing, Investigating, and Listening during instruction. Teachers will also engage students in productive mathematics discussions to assess understanding and application of concepts.	Direct Instruction, Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 intervention will be provided to students based on their needs (according to their report card, STAR Reading/Math, and Scantron Achievement Assessments) by their classroom teacher, and Tier 3 will be provided by intervention specialists.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist
Activity - Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Frequent formative “mini-assessments” using item banks that are consistent with the summative assessment (ACT Aspire) will be utilized for data retrieval and planning purposes. Ready Diagnostic tools will also be used to drive data.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach Computer Lab Assistant
Activity - Agenda Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post essential questions, vocabulary, and standards for each subject’s agenda board. Students will engage in completing writing tasks or using graphic organizers to answer the essential question of the week. Teachers will display student work for students to recall skills that have been mastered.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist
Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will engage students in productive mathematical discussions (Math Talk) to assess understanding and application of concepts.	Direct Instruction, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist
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Activity - Monthly Standard-Based Bulletin Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will display interactive bulletin boards throughout the entire school that correlate with CCRS Reading, Math, and Writing. - This will encourage the spiral review of CCRS Reading, Math, and Writing throughout the school year.	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers

Activity - Word Problem of the Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will begin math instruction daily with a real-world word problem to encourage students to use and understand the mathematical practices. - Students will engage in using the Five Step Problem Solving Graphic organizer to guide students thinking to solve the problem.	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers

Activity - Display of ACT Aspire Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HD monitor will display ACT Aspire Exemplars for students to solve as they are walking down the hallways. Teachers and students will review their response on upon entering the classroom.	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers

Strategy 2:

Depth of Knowledge (DOK) - Depth of Knowledge (DOK) Questioning Techniques will be utilized by both teachers and students to promote rigorous lesson implementation.

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

Research Cited: Research Cited: Thinking Through Quality Questioning: Deepening Student Engagement by Jackie A. Walsh and Beth D. Sattes (Jun 29, 2011)

Activity - Cognitive Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The students will engage in project-based learning task(s) that require them to ask and respond to higher-order questions (Think-Aloud).	Direct Instruction, Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist
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Goal 6: To improve Clark Elementary School students and staff attendance rates.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in daily attendance by obtaining a 5% increase or by meeting or exceeding a 95 percent rate for all student; as well as teachers in Practical Living by 05/24/2017 as measured by iNow .

Strategy 1:

School Attendance - Clark Elementary School will implement district and school attendance policies and procedures for addressing student and staff absences.

Category: Develop/Implement Student and School Culture Program

Activity - iNOW	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will record student attendance in iNOW daily; and the principal will keep record of staff attendance through TAMIS.	Academic Support Program, Technology, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers and Staff Principal

Strategy 2:

School Expectations - Providing students with an environment conducive to learning and a welcoming environment for the parents will be beneficial in increasing student attendance and academics. School personnel will introduce students and families to school expectations for improved attendance.

Category: Develop/Implement Student and School Culture Program

Activity - Parental Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - School personnel will emphasize the importance of attendance during the first week of school. Teachers will provide written notifications with information tips about attendance. - Teacher will schedule Parent-Teacher Conferences to talk about attendance and provide an update on their child's attendance to date. - If a child is struggling with attendance, personnel will assist parents to develop an Attendance Improvement Plan and set personalized goals. 	Academic Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Principal

Strategy 3:

Promote a culture of attendance all year long. - Through collaboration, teachers and parents will work together to assure student attendance.

Category: Develop/Implement Student and School Culture Program

Activity - Attendance Awareness Notifications/Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Get involved in attendance awareness month throughout the month of September. - Raise awareness about the importance of attending school by engaging students and staff members in tracking their own attendance. - Send the positive / helpful messages about attendance to students through daily announcements. - Promote good attendance habits among students such as greeting students warmly in the morning - Offer incentives for good or improved attendance (Celebrations, Rituals) (Certificates, announcements, assemblies, traveling trophy, classroom banner, positive notes, attendance chart/wall, parking space, school supplies, gift certificates, duty free lunch). 	Academic Support Program, Parent Involvement	08/08/2016	05/24/2017	\$1500	General Fund	All Classroom Teachers Principal

Activity - Attendance Awareness Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will use Open House to talk with parents about expectations for attendance and procedures for handling absences and making up assignments. Ask parents to sign a pledge card.	Academic Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Principal

Activity - Attendance Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Review attendance data - Track chronic absence data - Communicate about attendance throughout the year to find out what is going on and identify what might help a child get to school. 	Academic Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	No Funding Required	All Classroom Teachers Principal

Goal 7: Improve reading outcomes by implementing the Ready Common Core Intervention Program

Measurable Objective 1:

A 25% increase of Fifth grade students will demonstrate a proficiency baseline increase from 35% to 40% in Reading by 05/24/2017 as measured by Scantron Performance Reading Assessment.

Strategy 1:

Implement Intervention Schedule - The Ready Common Core includes the iReady Diagnostics and Instruction Intervention Program will be implemented during reading intervention. A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

Category: Develop/Implement College and Career Ready Standards

Research Cited: iReady Diagnostics provides rigorous, on-grade-level instruction and practice and additional downloadable lessons to help meet individual student or small group needs.

Activity - Ready Common Core Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Teacher-led instruction provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs.	Academic Support Program, Direct Instruction	10/03/2016	05/24/2017	\$25000	Title I Part A	All Classroom Teachers Reading Specialist Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Awareness Notifications/Incentives	<ul style="list-style-type: none"> - Get involved in attendance awareness month throughout the month of September. - Raise awareness about the importance of attending school by engaging students and staff members in tracking their own attendance. - Send the positive / helpful messages about attendance to students through daily announcements. - Promote good attendance habits among students such as greeting students warmly in the morning - Offer incentives for good or improved attendance (Celebrations, Rituals) (Certificates, announcements, assemblies, traveling trophy, classroom banner, positive notes, attendance chart/wall, parking space, school supplies, gift certificates, duty free lunch). 	Academic Support Program, Parent Involvement	08/08/2016	05/24/2017	\$1500	All Classroom Teachers Principal
Total					\$1500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ready Common Core Intervention	A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Teacher-led instruction provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs.	Academic Support Program, Direct Instruction	10/03/2016	05/24/2017	\$25000	All Classroom Teachers Reading Specialist Principal

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Motivational Activities	Students will interact with Mr. Buffy Coleman, speaker targeting motivation, anti-bullying, and anti-drug issues. Students will also receive character education through the NED Show. Our school-wide character education program centers around a 45 minute assembly called The NED Show. NED is a lovable cartoon character whose name is an acronym for Never give up, Encourage others, and Do your best.	Academic Support Program, Behavioral Support Program	08/08/2016	05/24/2017	\$1000	All Classroom Teachers Guidance Counselor Media Specialist Principal
Total					\$26000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Team	- Review attendance data - Track chronic absence data - Communicate about attendance throughout the year to find out what is going on and identify what might help a child get to school.	Academic Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Principal
Cognitive Modeling	The students will engage in project-based learning task(s) that require them to ask and respond to higher-order questions (Think-Aloud).	Direct Instruction, Professional Learning	08/08/2016	05/25/2017	\$0	Classroom Teachers Special Education Teachers Reading Specialist
Technology to Enhance Math Instruction	Teachers will integrate technological tools, such as Smartboards, Chromebooks, computers, and calculators to enhance student engagement. For example, the students will have access to Blendspace, Ready-Teacher Toolbox, Learnzillion, Education Galaxy, IXL, Animated Math Models, and Code.org.	Technology, Professional Learning	08/08/2016	05/24/2017	\$0	Classroom Teachers Reading Specialist Principal
Character Education/Advisory	Teachers will promote positive behavior using role playing scenarios, journal responses, art, character education videos, etc. Students will explore the challenges of bullying and discuss solutions for dealing with aggressive behavior.	Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Guidance Counselor Principal
Computer Lab	Students will visit the computer lab twice a week to enhance keyboarding skills to promote responding through writing. Students are provided the opportunity to become familiar with the computer and all of its functions prior to being assessed on the Scantron Benchmark Assessments and ACT Aspire.	Technology	08/08/2016	05/24/2017	\$0	Classroom Teachers Special Education Teachers Reading Specialist Media Specialist

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Research Projects/Papers	Teachers and the library media specialist will collaborate to utilize library resources to correlate with classroom writing activities. Students will visit the library weekly to check-out books and conduct research projects.	Direct Instruction	08/08/2016	05/24/2017	\$0	Classroom Teachers Special Education Teachers Reading Specialist
Mathematical Discourse	Teachers will engage students in productive mathematical discussions (Math Talk) to assess understanding and application of concepts.	Direct Instruction, Professional Learning	08/08/2016	05/24/2017	\$0	Classroom Teachers Special Education Teachers Reading Specialist
Observations and Lesson Plan Feedback	All teachers will receive feedback from lesson plans and observations on the implementation and incorporation of the College and Career Readiness Standards (CCRS)/Alabama Course of Study Standards in the classroom on a weekly basis. Through PLCs, teachers will collaborate and receive in-service on strategic teaching, depth of knowledge (DOK), and CCRS.	Professional Learning	08/08/2016	05/24/2017	\$0	Principal Instructional Coach Classroom Teachers
Target Writing Group	Volunteers will work with all 3rd Grade teachers 1 day a week for 30 minutes to improve students writing skills.	Academic Support Program, Community Engagement, Parent Involvement	08/08/2016	05/24/2017	\$0	All Classroom Teachers Instructional Coach Parent/Community Volunteers Principal
Writing Journals	<ul style="list-style-type: none"> - Teachers will implement writing activities within all core subjects. - Teachers will discuss the writing standards during grade level meetings to determine implementation. - Volunteers will work with the "Target Writing Group" (3rd grade writers) to enhance their writing skills. - Teachers will implement the 6+1 Writing Traits to ensure students become proficient writers. - Students will compile their writing samples in a writing journal. 	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Reading Specialist Media Specialist Principal
Traits of Good Writing	Implemented weekly through Wonders; focusing on a targeted trait and writing type. (The Writing Process) Presentation=handwriting, grammar, and speaking skills.	Academic Support Program	08/08/2016	05/24/2017	\$0	All Classroom Teachers Instructional Coach Principal

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Data	Frequent formative “mini-assessments” using item banks that are consistent with the summative assessment (ACT Aspire) will be utilized for data retrieval and planning purposes. Ready Diagnostic tools will also be used to drive data.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	\$0	Classroom Teachers Special Education Teachers Instructional Coach Computer Lab Assistant
Attendance Awareness Month	School personnel will use Open House to talk with parents about expectations for attendance and procedures for handling absences and making up assignments. Ask parents to sign a pledge card.	Academic Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Principal
Intervention	Tier 2 intervention will be provided to students based on their needs (according to their report card, STAR Reading/Math, and Scantron Achievement Assessments) by their classroom teacher, and Tier 3 will be provided by intervention specialists.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2016	05/25/2017	\$0	Classroom Teachers Special Education Teachers Reading Specialist
Active Engagement	The students will participate in TWIRL – Talking, Writing, Investigating, and Listening during instruction. Teachers will also engage students in productive mathematics discussions to assess understanding and application of concepts.	Direct Instruction, Professional Learning	08/08/2016	05/25/2017	\$0	Classroom Teachers Special Education Teachers Instructional Coach
Display of ACT Aspire Exemplars	The HD monitor will display ACT Aspire Exemplars for students to solve as they are walking down the hallways. Teachers and students will review their response on upon entering the classroom.	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers
Parental Notification	<ul style="list-style-type: none"> - School personnel will emphasize the importance of attendance during the first week of school. Teachers will provide written notifications with information tips about attendance. - Teacher will schedule Parent-Teacher Conferences to talk about attendance and provide an update on their child’s attendance to date. - If a child is struggling with attendance, personnel will assist parents to develop an Attendance Improvement Plan and set personalized goals. 	Academic Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Principal

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iNOW	All teachers will record student attendance in iNOW daily; and the principal will keep record of staff attendance through TAMIS.	Academic Support Program, Technology, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers and Staff Principal
Teacher Professional Development	Teachers will engage in professional learning sessions that focus on the implementation of the 6+1 Writing Traits.	Academic Support Program, Behavioral Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Instructional Coach Principal
Monthly Standard-Based Bulletin Boards	- Teachers will display interactive bulletin boards throughout the entire school that correlate with CCRS Reading, Math, and Writing. - This will encourage the spiral review of CCRS Reading, Math, and Writing throughout the school year.	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers
Parental Involvement	Clark Elementary will create systems for consistent two-way communication between home and school (i.e. notes, parent-contact log, conferences, Dojo, STI portal, School Calendar, and Monthly Parent Workshops). Grade level parent workshops will be conducted by the counselor to reinforce the intended learning at home. Parents and students will have access to TES Teach with Blendspace to view previously taught standards.	Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Guidance Counselor Principal
Agenda Boards	Teachers will post essential questions, vocabulary, and standards for each subject's agenda board. Students will engage in completing writing tasks or using graphic organizers to answer the essential question of the week. Teachers will display student work for students to recall skills that have been mastered.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2016	05/24/2017	\$0	Classroom Teachers Special Education Teachers Reading Specialist
Whole/Small Group Instruction	Direct Instruction: - Teachers will provide instruction to students using a variation of methods to demonstrate and communicate the subject matter. - Teachers will lead Whole Group Instruction (20 minutes max.), covering the introduction/review of skills. - Small Group Instruction (30 min. per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). - Teachers will use the district pacing guide to ensure standard-based instruction is being implemented in the classroom.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	\$0	Classroom Teachers Special Education Teachers Reading Specialist

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Word Problem of the Day	- Teachers will begin math instruction daily with a real-world word problem to encourage students to use and understand the mathematical practices. - Students will engage in using the Five Step Problem Solving Graphic organizer to guide students thinking to solve the problem.	Academic Support Program, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers
School-Wide Program	Provide staff trainings to educate students about bullying and what they can do about it.	Academic Support Program, Behavioral Support Program, Parent Involvement, Professional Learning	08/08/2016	05/24/2017	\$0	All Classroom Teachers Guidance Counselor Principal
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Summer 2016 Beginning of the Year Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Across all data, areas of notable achievement include overall satisfaction/approval with the school's purpose and direction, resources to support the purpose and direction, and a process for verifiable improvement. This is encouraging, as it seems to indicate a common understanding across stakeholders of the overall mission and vision of the school.

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

The areas of purpose and direction, governance and leadership, and using results for continuous improvement show a trend toward increasing stakeholder satisfaction or approval.

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

These are consistent with other findings. The school leadership team has met consistently to address the needs of all parents and students and to improve technology utilization throughout the school.

Areas in Need of Improvement

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

Areas in need of improvement include student engagement and parental involvement.

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

The area of resource and support show a trend toward decreasing stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

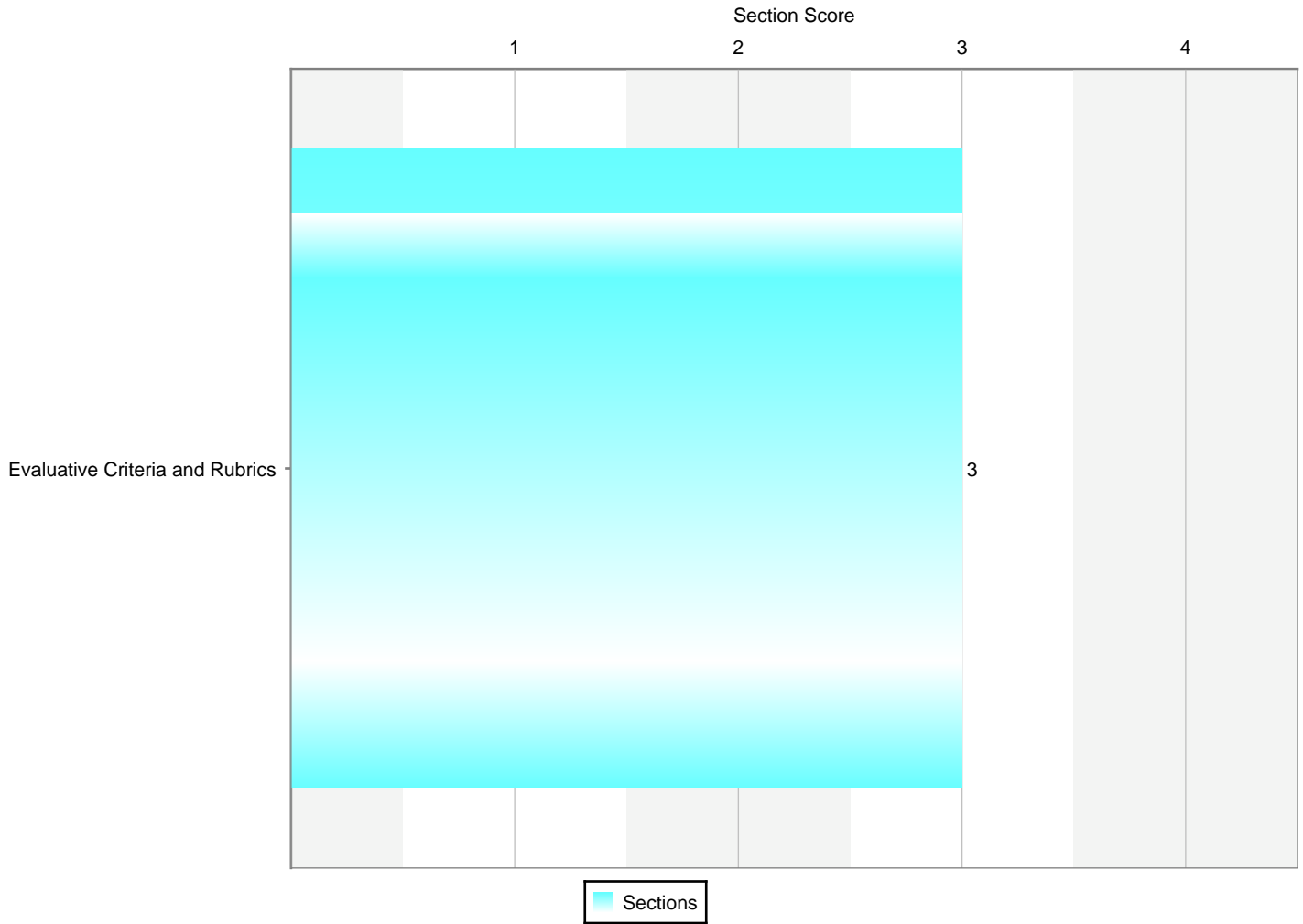
Some stakeholders had a concern with support services within the school. To take initiative toward this, the school established a partnership with community leaders and allowed those leaders to serve as mentors for select students.

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

Areas in need of improvement include student engagement, parental involvement, and resource and support.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Stakeholders of Clark Elementary School include faculty and staff members, members from the community, and our parents. We held meetings to discuss assessment data, school climate data, and community concerns to determine a direction for the school year.

Stakeholders were divided into three groups: community members, faculty members, and parent representatives. The purpose of this division was to explain the applicable responsibilities to each group with the purpose of coming together as a stakeholder body. The community members were informed of their roles through a collaboration of school meetings such as PTO, and Open house. Faculty members were informed of their roles through Professional Learning Communities (PLC), and faculty meeting. Parents were were informed of their roles via monthly parenting meetings.

The principal met with the school leadership team, including representatives from the community, to examine current data and identified strengths and weaknesses. We reevaluated goals and strategies and made the necessary adjustments. Committees were formed and expectations were provided; next meeting dates were scheduled.

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

Student Achievement:

- K-2 DIBELS, K-5 Performance Series, and STAR Reading and Math

- Global Scholar 3rd-5th Grade (ACT Aspire was reviewed)

Concluded: High levels of non-proficiency in reading from 2014

3rd Grade: A higher number of students were proficient in Math than Reading.

4th Grade: More students proficient in Math than Reading, based on ACT Aspire.

5th Grade: A higher number of students were proficient in Math than Reading.

Demographics: Student Attendance Data (ADA) and SIR Report

Concluded: A significant number of office referrals and suspensions.

Professional Development Needs:

Concluded: There was a need for monthly PLC meetings.

3. What conclusions were drawn from the results?

It was concluded that our student in grades kindergarten through third are below grade level in reading at the beginning of the school year. Approximately, 50% of the students in every grade level are at or above grade level by the end of the second semester.

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

Our teachers concluded that our students possessed the following learner centered problems:

Kindergarten: Students lack fundamental phonic, comprehension, writing skills, and the ability to express themselves through writing.

1st: Our students have trouble with spaces, sounding words, and adding detail.

2nd: Our students lack background knowledge to add details to stories.

3rd: Our students have difficulty transferring their writing skills to all subject areas.

4th: Students lack a basic understanding of grade level appropriate conventions.

5th: Students do not have mastery of the craft of writing (showing, sentence fluency, conventions, and internal story).

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

The school goals were written based on the identified gaps in reading, writing, and math. The informational reading & writing and science areas are being addressed within the math, reading, writing, and inquiry goals. The goals were written based on four types of data (student achievement, demographics, process data, and perception data). Our focus was primarily spent on student achievement, demographic data, and teacher perception data (via leadership and data team meetings). Our grade level data teams and school leadership team met throughout the year to analyze many sources of data, much of it over a span of 2-3 years. Considering our changing student demographics and increasing economically disadvantaged populations, we have identified specific content areas and target subgroup populations. To address the needs of all students, but especially our target populations, we have focused on selected research-based strategies and activities we believe will best meet the needs of our students.

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

To close achievement gaps of at-risk students and increase the academic achievement of all students, we focus our efforts on core instruction, supported by research-based programs and processes proven to be effective. We anticipate the use of Response to Intervention (RTI) - a 3-tiered program of support that starts with classroom teacher interventions, progressing to supplemental support, both inside and outside the classroom, and referrals for additional services (i.e. Special Education) will indeed close the achievement gap.

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

Our school focuses on ALL students getting what they need. The goals selected by the AdvancEd team allow each student to work in a manner that supports their academic growth. The common core standards and CCRS standards are incorporated into our pacing guides. Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum.

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:

All teachers will be actively involved in ongoing Professional Learning Activities that focus on the implementation of College and Career Readiness Standards/Alabama Course of Study Standards into daily instruction

Measurable Objective 1:

collaborate to ensure that all teachers are implementing College and Career Readiness Standards by 05/19/2016 as measured by sign in sheets, agendas, lesson plans, and classroom observations.

Strategy1:

Professional Learning Community - Teachers will meet monthly to discuss the implementation of the College and Career Readiness Standards, and will collaborate vertically and horizontally with other teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., & Eaker, R. (2008). Revisiting professional learning communities at work™: New insights for improving schools. Bloomington, IN: Solution Tree.

Activity - Observations and Lesson Plan Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive feedback from lesson plans and observations on the implementation and incorporation of the College and Career Readiness Standards (CCRS)/Alabama Course of Study Standards in the classroom on a weekly basis. Through PLCs, teachers will collaborate and receive in-service on strategic teaching, depth of knowledge (DOK), and CCRS.	Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach Classroom Teachers

Goal 2:

By the end of the year, all students in grades K-5 will achieve academic growth in Reading

Measurable Objective 1:

100% of All Students will demonstrate a behavior to promote independence in Reading by 05/19/2016 as measured by increased scores on DIBELS, Star Reading, Wonders Weekly Assessments, Teacher-made Assessments, Accelerated Reader, Ready Common Core Interim Assessments, and Global Scholar Benchmark indicators.

Strategy1:

Formative Assessments - Use formative assessments to guide standards-based instruction.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and Analyze DIBELS and Global Scholar	Academic Support Program	08/08/2016	05/24/2017	\$0 - Title I Schoolwide	All Teachers

Strategy2:

Explicit Instruction - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

- Direct Instruction-Teachers will provide information and instructions to students in the classroom using a variation of methods to demonstrate and communicate the subject matter.
- Whole group instruction (20 minutes max.) will be teacher-led, covering the introduction/review of skills
- Small group instruction (30 minutes per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). Literacy center activities will take place during this time and will be directly related to the small group lesson and based on the learning levels as well.
- Teachers will provide activities related to the subject matter/standard to promote student ownership of learning.
- Formative Assessments will be utilized daily.
- Teachers will provide oral and written feedback to students to reinforce learning.

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

Research Cited: Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Cognitive Modeling: Students will observe and perform the two types of "Think-alouds".	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Self-questioning: perform task while asking self-guiding questions • Self-directive: perform task while giving self-directive prompts 	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Special Education Teachers Classroom Teachers

Activity - Independent Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in student-led/teacher-facilitated literacy centers. (All center activities to be standard/skill based.)	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use graphic organizers to build comprehension skills for reading literary and informational text successfully through the use of a gradual release of responsibility. Teachers will model the purposeful use of graphic organizers. Teachers will then provide guided practice with graphic organizers before releasing students to use them independently. Graphic Organizers will be utilized in conjunction with Wonders, Ready Common Core, and Literacy Design Collaborative-Mini lessons and modules.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers Principal

Activity - Summarization/Knowledge Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will check to see that students have the information they need to work on their own and achieve the instructional objective. Teachers will facilitate storage and retrieval of new information. The assessments used will provide quick teacher data: Is more practice needed? Do I need to reteach? Can I go on?	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Instructional Coach

Strategy3:

Reading Instructional Strategies - Through the implementation of research-based instructional strategies, students will show an increase in reading achievement.

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

Research Cited: Research Cited: Cunningham, P.M. & Allington, R.L. Classrooms That Work: They Can All Read and Write. Addison-Wesley Educational Publishers Inc. 1999

Activity - Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize word walls to build vocabulary skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will utilize small group instruction to enhance reading skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Training on Strategic Teaching Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic Teaching will be provided to all teachers in Grades K-5. Teachers who have been trained in strategic teaching practices will provide turn-around training. All other teachers will receive in-depth training.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach

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Activity - Turn and Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will ensure that there are multiple opportunities for students to respond: Talk, Write, Investigate, Read and Listen (TWIRL).	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coaches

Activity - RTI Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide tiered instruction to students who struggle with mastering reading grade-level material. Classroom teachers will use research-based instructional strategies with students in Tier II and Tier III. An intervention log will be used to document intervention for Tier II and Tier III instruction. The strategy will be monitored by walk-through observations.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teacher

Activity - Using Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of technology in classes to address deficiencies and a need for remediation.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Activity - Chunking the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will break the content of text, lectures, and videos into manageable pieces for better comprehension	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Goal 3:

Engage all students while enhancing learning opportunities through high quality instruction aligned with College and Career Ready Standards in all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a behavior of independence in Reading by 05/24/2017 as measured by increased scores on DIBELS, Wonders Weekly Assessment, Standards-based Assessments, Scantron Benchmark Assessments, and Star Reading.

Strategy1:

Explicit Instruction - Teachers will use strategic teaching strategies to ensure that instruction is effective, meaningful, and direct.

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

Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 intervention will be provided to students that are considered failing (according to their report card, STAR Reading/Math, and Scantron Achievement Assessments) by their classroom teacher, and Tier 3 will be provided by intervention specialists.	Direct Instruction Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematical discussions (Math Talk) to assess understanding and application of concepts.	Direct Instruction Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Display of ACT Aspire Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HD monitor will display ACT Aspire Exemplars for students to solve as they are walking down the hallways. Teachers and students will review their response on upon entering the classroom.	Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Activity - Whole/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Direct Instruction:</p> <ul style="list-style-type: none"> - Teachers will provide instruction to students using a variation of methods to demonstrate and communicate the subject matter. - Teachers will lead Whole Group Instruction (20 minutes max.), covering the introduction/review of skills. - Small Group Instruction (30 min. per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). - Teachers will use the district pacing guide to ensure standard-based instruction is being implemented in the classroom. 	Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will participate in TWIRL – Talking, Writing, Investigating, and Listening during instruction. Teachers will also engage students in productive mathematics discussions to assess understanding and application of concepts.	Professional Learning Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach

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Activity - Agenda Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post essential questions, vocabulary, and standards for each subject's agenda board. Students will engage in completing writing tasks or using graphic organizers to answer the essential question of the week. Teachers will display student work for students to recall skills that have been mastered.	Direct Instruction Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Monthly Standard-Based Bulletin Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will display interactive bulletin boards throughout the entire school that correlate with CCRS Reading, Math, and Writing. - This will encourage the spiral review of CCRS Reading, Math, and Writing throughout the school year.	Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Activity - Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent formative "mini-assessments" using item banks that are consistent with the summative assessment (ACT Aspire) will be utilized for data retrieval and planning purposes.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach Computer Lab Assistant

Activity - Word Problem of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will begin math instruction daily with a real-world word problem to encourage students to use and understand the mathematical practices. - Students will engage in using the Five Step Problem Solving Graphic organizer to guide students thinking to solve the problem.	Academic Support Program Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Strategy2:

Depth of Knowledge (DOK) - Depth of Knowledge (DOK) Questioning Techniques will be utilized by both teachers and students to promote rigorous lesson implementation.

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

Research Cited: Research Cited: Thinking Through Quality Questioning: Deepening Student Engagement by Jackie A. Walsh and Beth D. Sattes (Jun 29, 2011)

Activity - Cognitive Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will engage in project-based learning task(s) that require them to ask and respond to higher-order questions (Think-Aloud).	Direct Instruction Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Measurable Objective 2:

80% of All Students will demonstrate a behavior promoting increased independence in Mathematics by 05/24/2017 as measured by increased scores on Standards-based Assessments, Scantron Benchmark Assessments, and Star Math.

Strategy1:

Explicit Instruction - Math - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

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

Research Cited:

Activity - Technology to Enhance Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technological tools such as Smartboards, Chromebooks, computers, and calculators to enhance student engagement. For example, the students will have access to Blendspace, Ready-Teacher Toolbox, Learnzillion, Education Galaxy, IXL, Animated Math Models, and Code.org	Technology Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematics discussions (Math Talk) to assess understanding and application of concepts.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons using the College and Career Ready Standards in Mathematics. Teachers will also post a Math Focus Board and Daily Agenda, displaying those standards and strategies to be implemented.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Mathematics Design Collaborative (MDC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the Mathematics Design Collaborative (MDC), students in grades 3-5 will perform Formative Instructional and Assessment Tasks.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

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

Goal 1:

All teachers will be actively involved in ongoing Professional Learning Activities that focus on the implementation of College and Career Readiness Standards/Alabama Course of Study Standards into daily instruction

Measurable Objective 1:

collaborate to ensure that all teachers are implementing College and Career Readiness Standards by 05/19/2016 as measured by sign in sheets, agendas, lesson plans, and classroom observations.

Strategy1:

Professional Learning Community - Teachers will meet monthly to discuss the implementation of the College and Career Readiness Standards, and will collaborate vertically and horizontally with other teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: DuFour, R., DuFour, R., & Eaker, R. (2008). Revisiting professional learning communities at work™: New insights for improving schools. Bloomington, IN: Solution Tree.

Activity - Observations and Lesson Plan Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive feedback from lesson plans and observations on the implementation and incorporation of the College and Career Readiness Standards (CCRS)/Alabama Course of Study Standards in the classroom on a weekly basis. Through PLCs, teachers will collaborate and receive in-service on strategic teaching, depth of knowledge (DOK), and CCRS.	Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach Classroom Teachers

Goal 2:

All teachers will provide students with resources to support instruction using digital tools and experiences.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by increasing their score from “Close” to “Ready” in Mathematics by 05/24/2017 as measured by ACT Aspire.

Strategy1:

Digital Learning - Teachers will engage students in instructional practices that effectively use technology to strengthen their students' learning experiences.

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

Research Cited: Cheung, A., and Slavin, R.E. (2012). The Effectiveness of Educational Technology Applications for Enhancing Reading Achievement in K-12 Classrooms: A Meta-Analysis. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

Research Cited: <http://all4ed.org/issues/digital-learning>

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Activity - Motivational Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will interact with Mr. Buffy Coleman, speaker targeting motivation, anti-bullying, and anti-drug issues. Students will also receive character education through the NED Show. Our school-wide character education program centers around a 45 minute assembly called The NED Show. NED is a lovable cartoon character whose name is an acronym for Never give up, Encourage others, and Do your best.	Behavioral Support Program Academic Support Program	08/08/2016	05/24/2017	\$1000 - Title I Part A	All Classroom Teachers Guidance Counselor Media Specialist Principal

Activity - Technology to Enhance Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technological tools, such as Smartboards, Chromebooks, computers, and calculators to enhance student engagement. For example, the students will have access to Blendspace, Ready-Teacher Toolbox, Learnzillion, Education Galaxy, IXL, Animated Math Models, and Code.org.	Professional Learning Technology	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Reading Specialist Principal

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the computer lab twice a week to enhance keyboarding skills to promote responding through writing. Students are provided the opportunity to become familiar with the computer and all of its functions prior to being assessed on the Scantron Benchmark Assessments and ACT Aspire.	Technology	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist Media Specialist

Goal 3:

By the end of the year, all students in grades K-5 will achieve academic growth in Reading

Measurable Objective 1:

100% of All Students will demonstrate a behavior to promote independence in Reading by 05/19/2016 as measured by increased scores on DIBELS, Star Reading, Wonders Weekly Assessments, Teacher-made Assessments, Accelerated Reader, Ready Common Core Interim Assessments, and Global Scholar Benchmark indicators.

Strategy1:

Data Meetings - All content area teachers will use data to make instructional decisions.

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

Research Cited: Got Data Now What

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will progress monitor students in the following manner, intensive will occur every week, strategic will occur every other week and core groups will be monitored once a month.	Academic Support Program	08/06/2015	05/19/2016	\$2000 - Other	K-2 Teachers Instructional Coach Assessment Team

Activity - Data/Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will participate in data/departmental meetings every two weeks to analyze data and make instructional decisions to improve student achievement.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach Classroom Teachers

Strategy2:

Reading Instructional Strategies - Through the implementation of research-based instructional strategies, students will show an increase in reading achievement.

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

Research Cited: Research Cited: Cunningham, P.M. & Allington, R.L. Classrooms That Work: They Can All Read and Write. Addison-Wesley Educational Publishers Inc. 1999

Activity - Training on Strategic Teaching Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic Teaching will be provided to all teachers in Grades K-5. Teachers who have been trained in strategic teaching practices will provide turn-around training. All other teachers will receive in-depth training.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach

Activity - Turn and Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will ensure that there are multiple opportunities for students to respond: Talk, Write, Investigate, Read and Listen (TWIRL).	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coaches

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will utilize small group instruction to enhance reading skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Chunking the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will break the content of text, lectures, and videos into manageable pieces for better comprehension	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Activity - Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize word walls to build vocabulary skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - RTI Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide tiered instruction to students who struggle with mastering reading grade-level material. Classroom teachers will use research-based instructional strategies with students in Tier II and Tier III. An intervention log will be used to document intervention for Tier II and Tier III instruction. The strategy will be monitored by walk-through observations.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teacher

Activity - Using Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of technology in classes to address deficiencies and a need for remediation.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Strategy3:

Explicit Instruction - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

- Direct Instruction-Teachers will provide information and instructions to students in the classroom using a variation of methods to demonstrate and communicate the subject matter.
- Whole group instruction (20 minutes max.) will be teacher-led, covering the introduction/review of skills
- Small group instruction (30 minutes per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). Literacy center activities will take place during this time and will be directly related to the small group lesson and based on the learning levels as well.
- Teachers will provide activities related to the subject matter/standard to promote student ownership of learning.
- Formative Assessments will be utilized daily.
- Teachers will provide oral and written feedback to students to reinforce learning.

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

Research Cited: Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Independent Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in student-led/teacher-facilitated literacy centers. (All center activities to be standard/skill based.)	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use graphic organizers to build comprehension skills for reading literary and informational text successfully through the use of a gradual release of responsibility. Teachers will model the purposeful use of graphic organizers. Teachers will then provide guided practice with graphic organizers before releasing students to use them independently. Graphic Organizers will be utilized in conjunction with Wonders, Ready Common Core, and Literacy Design Collaborative-Mini lessons and modules.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers Principal

Activity - Cognitive Modeling: Students will observe and perform the two types of "Think-alouds".	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Self-questioning: perform task while asking self-guiding questions • Self-directive: perform task while giving self-directive prompts 	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Special Education Teachers Classroom Teachers

Activity - Summarization/Knowledge Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will check to see that students have the information they need to work on their own and achieve the instructional objective. Teachers will facilitate storage and retrieval of new information. The assessments used will provide quick teacher data: Is more practice needed? Do I need to reteach? Can I go on?	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Instructional Coach

Strategy4:

Formative Assessments - Use formative assessments to guide standards-based instruction.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and Analyze DIBELS and Global Scholar	Academic Support Program	08/08/2016	05/24/2017	\$0 - Title I Schoolwide	All Teachers

Goal 4:

Engage all students while enhancing learning opportunities through high quality instruction aligned with College and Career Ready Standards in all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a behavior of independence in Reading by 05/24/2017 as measured by increased scores on DIBELS, Wonders Weekly Assessment, Standards-based Assessments, Scantron Benchmark Assessments, and Star Reading.

Strategy1:

Depth of Knowledge (DOK) - Depth of Knowledge (DOK) Questioning Techniques will be utilized by both teachers and students to promote rigorous lesson implementation.

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

Research Cited: Research Cited: Thinking Through Quality Questioning: Deepening Student Engagement by Jackie A. Walsh and Beth D. Sattes (Jun 29, 2011)

Activity - Cognitive Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will engage in project-based learning task(s) that require them to ask and respond to higher-order questions (Think-Aloud).	Professional Learning Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Strategy2:

Explicit Instruction - Teachers will use strategic teaching strategies to ensure that instruction is effective, meaningful, and direct.

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

Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent formative "mini-assessments" using item banks that are consistent with the summative assessment (ACT Aspire) will be utilized for data retrieval and planning purposes.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach Computer Lab Assistant

Activity - Whole/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct Instruction: - Teachers will provide instruction to students using a variation of methods to demonstrate and communicate the subject matter. - Teachers will lead Whole Group Instruction (20 minutes max.), covering the introduction/review of skills. - Small Group Instruction (30 min. per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). - Teachers will use the district pacing guide to ensure standard-based instruction is being implemented in the classroom.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

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Clark Elementary School

Activity - Agenda Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post essential questions, vocabulary, and standards for each subject's agenda board. Students will engage in completing writing tasks or using graphic organizers to answer the essential question of the week. Teachers will display student work for students to recall skills that have been mastered.	Academic Support Program Professional Learning Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematical discussions (Math Talk) to assess understanding and application of concepts.	Professional Learning Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Monthly Standard-Based Bulletin Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will display interactive bulletin boards throughout the entire school that correlate with CCRS Reading, Math, and Writing. - This will encourage the spiral review of CCRS Reading, Math, and Writing throughout the school year.	Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 intervention will be provided to students that are considered failing (according to their report card, STAR Reading/Math, and Scantron Achievement Assessments) by their classroom teacher, and Tier 3 will be provided by intervention specialists.	Direct Instruction Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Word Problem of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will begin math instruction daily with a real-world word problem to encourage students to use and understand the mathematical practices. - Students will engage in using the Five Step Problem Solving Graphic organizer to guide students thinking to solve the problem.	Academic Support Program Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will participate in TWIRL – Talking, Writing, Investigating, and Listening during instruction. Teachers will also engage students in productive mathematics discussions to assess understanding and application of concepts.	Professional Learning Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach

Activity - Display of ACT Aspire Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HD monitor will display ACT Aspire Exemplars for students to solve as they are walking down the hallways. Teachers and students will review their response on upon entering the classroom.	Academic Support Program Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Measurable Objective 2:

80% of All Students will demonstrate a behavior promoting increased independence in Mathematics by 05/24/2017 as measured by increased scores on Standards-based Assessments, Scantron Benchmark Assessments, and Star Math.

Strategy1:

Explicit Instruction - Math - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

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

Research Cited:

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematics discussions (Math Talk) to assess understanding and application of concepts.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Technology to Enhance Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technological tools such as Smartboards, Chromebooks, computers, and calculators to enhance student engagement. For example, the students will have access to Blendspace, Ready-Teacher Toolbox, Learnzillion, Education Galaxy, IXL, Animated Math Models, and Code.org	Academic Support Program Direct Instruction Technology	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons using the College and Career Ready Standards in Mathematics. Teachers will also post a Math Focus Board and Daily Agenda, displaying those standards and strategies to be implemented.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Mathematics Design Collaborative (MDC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the Mathematics Design Collaborative (MDC), students in grades 3-5 will perform Formative Instructional and Assessment Tasks.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

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

Goal 1:

By the end of the year, all students in grades K-5 will achieve academic growth in Reading

Measurable Objective 1:

100% of All Students will demonstrate a behavior to promote independence in Reading by 05/19/2016 as measured by increased scores on DIBELS, Star Reading, Wonders Weekly Assessments, Teacher-made Assessments, Accelerated Reader, Ready Common Core Interim Assessments, and Global Scholar Benchmark indicators.

Strategy1:

Data Meetings - All content area teachers will use data to make instructional decisions.

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

Research Cited: Got Data Now What

Activity - Data/Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will participate in data/departmental meetings every two weeks to analyze data and make instructional decisions to improve student achievement.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach Classroom Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will progress monitor students in the following manner, intensive will occur every week, strategic will occur every other week and core groups will be monitored once a month.	Academic Support Program	08/06/2015	05/19/2016	\$2000 - Other	K-2 Teachers Instructional Coach Assessment Team

Strategy2:

Reading Instructional Strategies - Through the implementation of research-based instructional strategies, students will show an increase in reading achievement.

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

Research Cited: Research Cited: Cunningham, P.M. & Allington, R.L. Classrooms That Work: They Can All Read and Write. Addison-Wesley Educational Publishers Inc. 1999

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Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will utilize small group instruction to enhance reading skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Chunking the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will break the content of text, lectures, and videos into manageable pieces for better comprehension	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Activity - Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize word walls to build vocabulary skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Training on Strategic Teaching Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic Teaching will be provided to all teachers in Grades K-5. Teachers who have been trained in strategic teaching practices will provide turn-around training. All other teachers will receive in-depth training.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach

Activity - RTI Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide tiered instruction to students who struggle with mastering reading grade-level material. Classroom teachers will use research-based instructional strategies with students in Tier II and Tier III. An intervention log will be used to document intervention for Tier II and Tier III instruction. The strategy will be monitored by walk-through observations.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teacher

Activity - Using Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of technology in classes to address deficiencies and a need for remediation.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Activity - Turn and Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will ensure that there are multiple opportunities for students to respond: Talk, Write, Investigate, Read and Listen (TWIRL).	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coaches

Strategy3:

Formative Assessments - Use formative assessments to guide standards-based instruction.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and Analyze DIBELS and Global Scholar	Academic Support Program	08/08/2016	05/24/2017	\$0 - Title I Schoolwide	All Teachers

Strategy4:

Explicit Instruction - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

- Direct Instruction-Teachers will provide information and instructions to students in the classroom using a variation of methods to demonstrate and communicate the subject matter.
- Whole group instruction (20 minutes max.) will be teacher-led, covering the introduction/review of skills
- Small group instruction (30 minutes per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). Literacy center activities will take place during this time and will be directly related to the small group lesson and based on the learning levels as well.
- Teachers will provide activities related to the subject matter/standard to promote student ownership of learning.
- Formative Assessments will be utilized daily.
- Teachers will provide oral and written feedback to students to reinforce learning.

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

Research Cited: Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Summarization/Knowledge Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will check to see that students have the information they need to work on their own and achieve the instructional objective. Teachers will facilitate storage and retrieval of new information. The assessments used will provide quick teacher data: Is more practice needed? Do I need to reteach? Can I go on?	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Instructional Coach

Activity - Independent Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in student-led/teacher-facilitated literacy centers. (All center activities to be standard/skill based.)	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

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Activity - Cognitive Modeling: Students will observe and perform the two types of "Think-alouds".	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Self-questioning: perform task while asking self-guiding questions Self-directive: perform task while giving self-directive prompts 	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Special Education Teachers Classroom Teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use graphic organizers to build comprehension skills for reading literary and informational text successfully through the use of a gradual release of responsibility. Teachers will model the purposeful use of graphic organizers. Teachers will then provide guided practice with graphic organizers before releasing students to use them independently. Graphic Organizers will be utilized in conjunction with Wonders, Ready Common Core, and Literacy Design Collaborative-Mini lessons and modules.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers Principal

Goal 2:

Engage all students while enhancing learning opportunities through high quality instruction aligned with College and Career Ready Standards in all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a behavior of independence in Reading by 05/24/2017 as measured by increased scores on DIBELS, Wonders Weekly Assessment, Standards-based Assessments, Scantron Benchmark Assessments, and Star Reading.

Strategy1:

Explicit Instruction - Teachers will use strategic teaching strategies to ensure that instruction is effective, meaningful, and direct.

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

Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Word Problem of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Teachers will begin math instruction daily with a real-world word problem to encourage students to use and understand the mathematical practices. Students will engage in using the Five Step Problem Solving Graphic organizer to guide students thinking to solve the problem. 	Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

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Activity - Agenda Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post essential questions, vocabulary, and standards for each subject's agenda board. Students will engage in completing writing tasks or using graphic organizers to answer the essential question of the week. Teachers will display student work for students to recall skills that have been mastered.	Professional Learning Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Display of ACT Aspire Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HD monitor will display ACT Aspire Exemplars for students to solve as they are walking down the hallways. Teachers and students will review their response on upon entering the classroom.	Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematical discussions (Math Talk) to assess understanding and application of concepts.	Direct Instruction Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent formative "mini-assessments" using item banks that are consistent with the summative assessment (ACT Aspire) will be utilized for data retrieval and planning purposes.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach Computer Lab Assistant

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 intervention will be provided to students that are considered failing (according to their report card, STAR Reading/Math, and Scantron Achievement Assessments) by their classroom teacher, and Tier 3 will be provided by intervention specialists.	Professional Learning Academic Support Program Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Monthly Standard-Based Bulletin Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will display interactive bulletin boards throughout the entire school that correlate with CCRS Reading, Math, and Writing. - This will encourage the spiral review of CCRS Reading, Math, and Writing throughout the school year.	Academic Support Program Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

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Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will participate in TWIRL – Talking, Writing, Investigating, and Listening during instruction. Teachers will also engage students in productive mathematics discussions to assess understanding and application of concepts.	Direct Instruction Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach

Activity - Whole/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct Instruction: - Teachers will provide instruction to students using a variation of methods to demonstrate and communicate the subject matter. - Teachers will lead Whole Group Instruction (20 minutes max.), covering the introduction/review of skills. - Small Group Instruction (30 min. per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). - Teachers will use the district pacing guide to ensure standard-based instruction is being implemented in the classroom.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Strategy2:

Depth of Knowledge (DOK) - Depth of Knowledge (DOK) Questioning Techniques will be utilized by both teachers and students to promote rigorous lesson implementation.

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

Research Cited: Research Cited: Thinking Through Quality Questioning: Deepening Student Engagement by Jackie A. Walsh and Beth D. Sattes (Jun 29, 2011)

Activity - Cognitive Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will engage in project-based learning task(s) that require them to ask and respond to higher-order questions (Think-Aloud).	Professional Learning Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Measurable Objective 2:

80% of All Students will demonstrate a behavior promoting increased independence in Mathematics by 05/24/2017 as measured by increased scores on Standards-based Assessments, Scantron Benchmark Assessments, and Star Math.

Strategy1:

Explicit Instruction - Math - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

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

Research Cited:

Activity - Mathematics Design Collaborative (MDC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the Mathematics Design Collaborative (MDC), students in grades 3-5 will perform Formative Instructional and Assessment Tasks.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons using the College and Career Ready Standards in Mathematics. Teachers will also post a Math Focus Board and Daily Agenda, displaying those standards and strategies to be implemented.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematics discussions (Math Talk) to assess understanding and application of concepts.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Technology to Enhance Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technological tools such as Smartboards, Chromebooks, computers, and calculators to enhance student engagement. For example, the students will have access to Blendspace, Ready-Teacher Toolbox, Learnzillion, Education Galaxy, IXL, Animated Math Models, and Code.org	Academic Support Program Technology Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

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

Goal 1:

By the end of the year, all students in grades K-5 will achieve academic growth in Reading

Measurable Objective 1:

100% of All Students will demonstrate a behavior to promote independence in Reading by 05/19/2016 as measured by increased scores on DIBELS, Star Reading, Wonders Weekly Assessments, Teacher-made Assessments, Accelerated Reader, Ready Common Core Interim Assessments, and Global Scholar Benchmark indicators.

Strategy1:

Reading Instructional Strategies - Through the implementation of research-based instructional strategies, students will show an increase in reading achievement.

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

Research Cited: Research Cited: Cunningham, P.M. & Allington, R.L. Classrooms That Work: They Can All Read and Write. Addison-Wesley Educational Publishers Inc. 1999

Activity - Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize word walls to build vocabulary skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - RTI Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide tiered instruction to students who struggle with mastering reading grade-level material. Classroom teachers will use research-based instructional strategies with students in Tier II and Tier III. An intervention log will be used to document intervention for Tier II and Tier III instruction. The strategy will be monitored by walk-through observations.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teacher

Activity - Using Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of technology in classes to address deficiencies and a need for remediation.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Activity - Training on Strategic Teaching Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic Teaching will be provided to all teachers in Grades K-5. Teachers who have been trained in strategic teaching practices will provide turn-around training. All other teachers will receive in-depth training.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will utilize small group instruction to enhance reading skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Chunking the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will break the content of text, lectures, and videos into manageable pieces for better comprehension	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

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Activity - Turn and Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will ensure that there are multiple opportunities for students to respond: Talk, Write, Investigate, Read and Listen (TWIRL).	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coaches

Strategy2:

Data Meetings - All content area teachers will use data to make instructional decisions.

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

Research Cited: Got Data Now What

Activity - Data/Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will participate in data/departmental meetings every two weeks to analyze data and make instructional decisions to improve student achievement.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach Classroom Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will progress monitor students in the following manner, intensive will occur every week, strategic will occur every other week and core groups will be monitored once a month.	Academic Support Program	08/06/2015	05/19/2016	\$2000 - Other	K-2 Teachers Instructional Coach Assessment Team

Strategy3:

Explicit Instruction - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

- Direct Instruction-Teachers will provide information and instructions to students in the classroom using a variation of methods to demonstrate and communicate the subject matter.
- Whole group instruction (20 minutes max.) will be teacher-led, covering the introduction/review of skills
- Small group instruction (30 minutes per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). Literacy center activities will take place during this time and will be directly related to the small group lesson and based on the learning levels as well.
- Teachers will provide activities related to the subject matter/standard to promote student ownership of learning.
- Formative Assessments will be utilized daily.
- Teachers will provide oral and written feedback to students to reinforce learning.

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

Research Cited: Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

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Clark Elementary School

Activity - Cognitive Modeling: Students will observe and perform the two types of "Think-alouds".	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Self-questioning: perform task while asking self-guiding questions Self-directive: perform task while giving self-directive prompts 	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Special Education Teachers Classroom Teachers

Activity - Independent Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in student-led/teacher-facilitated literacy centers. (All center activities to be standard/skill based.)	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Summarization/Knowledge Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will check to see that students have the information they need to work on their own and achieve the instructional objective. Teachers will facilitate storage and retrieval of new information. The assessments used will provide quick teacher data: Is more practice needed? Do I need to reteach? Can I go on?	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Instructional Coach

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use graphic organizers to build comprehension skills for reading literary and informational text successfully through the use of a gradual release of responsibility. Teachers will model the purposeful use of graphic organizers. Teachers will then provide guided practice with graphic organizers before releasing students to use them independently. Graphic Organizers will be utilized in conjunction with Wonders, Ready Common Core, and Literacy Design Collaborative-Mini lessons and modules.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers Principal

Strategy4:

Formative Assessments - Use formative assessments to guide standards-based instruction.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and Analyze DIBELS and Global Scholar	Academic Support Program	08/08/2016	05/24/2017	\$0 - Title I Schoolwide	All Teachers

Goal 2:

Teachers will provide explicit instruction in opinion, informative/explanatory, and narrative writing.

Measurable Objective 1:

25% of All Students will demonstrate a behavior of deeper understanding of how to effectively understand the writing standards in Writing by 05/24/2017 as measured by student success according to standards-based writing rubrics.

Strategy1:

Writing Across the Curriculum - All teachers will implement daily writing activities in every core subject. The writing strategy will be monitored through lesson plan reviews, observations, and student writing journals.

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

Research Cited: Research Cited: Ammentrop and Madden, 2014 Albers, P and Hernandez, O. 2014 Bang-Jensen, V. 2014 Hall-Mills, S. and Apel, K 2015

Activity - Research Projects/Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the library media specialist will collaborate to utilize library resources to correlate with classroom writing activities. Students will visit the library weekly to check-out books and write research papers.	Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Writing Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> - Teachers will implement writing activities within all core subjects. - Teachers will discuss the writing standards during grade level meetings to determine implementation. - Volunteers will work with the "Target Writing Group" (3rd grade writers) to enhance their writing skills. - Teachers will implement the 6+1 Writing Traits to ensure students become proficient writers. - Students will compile their writing samples in a writing journal. 	Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Reading Specialist Media Specialist Principal

Strategy2:

Vertical Planning and Collaboration - Teachers will have a common planning period where they will be able to meet and set attainable goals for their students and determine as a team, their actions to implement and accomplish the goals set forth.

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

Research Cited:

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Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning sessions that focus on the implementation of the 6+1 Writing Traits.	Professional Learning Behavioral Support Program Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Target Writing Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteers will work with all 3rd Grade teachers 1 day a week for 30 minutes to improve students writing skills.	Academic Support Program Community Engagement Parent Involvement	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Parent/Community Volunteers Principal

Activity - Traits of Good Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implemented weekly through Wonders; focusing on a targeted trait and writing type. (The Writing Process) Presentation=handwriting, grammar, and speaking skills.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Goal 3:

Engage all students while enhancing learning opportunities through high quality instruction aligned with College and Career Ready Standards in all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a behavior promoting increased independence in Mathematics by 05/24/2017 as measured by increased scores on Standards-based Assessments, Scantron Benchmark Assessments, and Star Math.

Strategy1:

Explicit Instruction - Math - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

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

Research Cited:

Activity - Mathematics Design Collaborative (MDC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the Mathematics Design Collaborative (MDC), students in grades 3-5 will perform Formative Instructional and Assessment Tasks.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Technology to Enhance Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technological tools such as Smartboards, Chromebooks, computers, and calculators to enhance student engagement. For example, the students will have access to Blendspace, Ready-Teacher Toolbox, Learnzillion, Education Galaxy, IXL, Animated Math Models, and Code.org	Direct Instruction Technology Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematics discussions (Math Talk) to assess understanding and application of concepts.	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons using the College and Career Ready Standards in Mathematics. Teachers will also post a Math Focus Board and Daily Agenda, displaying those standards and strategies to be implemented.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Measurable Objective 2:

80% of All Students will demonstrate a behavior of independence in Reading by 05/24/2017 as measured by increased scores on DIBELS, Wonders Weekly Assessment, Standards-based Assessments, Scantron Benchmark Assessments, and Star Reading.

Strategy1:

Explicit Instruction - Teachers will use strategic teaching strategies to ensure that instruction is effective, meaningful, and direct.

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

Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Display of ACT Aspire Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HD monitor will display ACT Aspire Exemplars for students to solve as they are walking down the hallways. Teachers and students will review their response on upon entering the classroom.	Professional Learning Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

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Activity - Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent formative "mini-assessments" using item banks that are consistent with the summative assessment (ACT Aspire) will be utilized for data retrieval and planning purposes.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach Computer Lab Assistant

Activity - Monthly Standard-Based Bulletin Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will display interactive bulletin boards throughout the entire school that correlate with CCRS Reading, Math, and Writing. - This will encourage the spiral review of CCRS Reading, Math, and Writing throughout the school year.	Academic Support Program Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Activity - Word Problem of the Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will begin math instruction daily with a real-world word problem to encourage students to use and understand the mathematical practices. - Students will engage in using the Five Step Problem Solving Graphic organizer to guide students thinking to solve the problem.	Academic Support Program Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will participate in TWIRL – Talking, Writing, Investigating, and Listening during instruction. Teachers will also engage students in productive mathematics discussions to assess understanding and application of concepts.	Direct Instruction Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Instructional Coach

Activity - Mathematical Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in productive mathematical discussions (Math Talk) to assess understanding and application of concepts.	Direct Instruction Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 intervention will be provided to students that are considered failing (according to their report card, STAR Reading/Math, and Scantron Achievement Assessments) by their classroom teacher, and Tier 3 will be provided by intervention specialists.	Academic Support Program Professional Learning Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Agenda Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post essential questions, vocabulary, and standards for each subject's agenda board. Students will engage in completing writing tasks or using graphic organizers to answer the essential question of the week. Teachers will display student work for students to recall skills that have been mastered.	Academic Support Program Professional Learning Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Activity - Whole/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct Instruction: - Teachers will provide instruction to students using a variation of methods to demonstrate and communicate the subject matter. - Teachers will lead Whole Group Instruction (20 minutes max.), covering the introduction/review of skills. - Small Group Instruction (30 min. per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). - Teachers will use the district pacing guide to ensure standard-based instruction is being implemented in the classroom.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Strategy2:

Depth of Knowledge (DOK) - Depth of Knowledge (DOK) Questioning Techniques will be utilized by both teachers and students to promote rigorous lesson implementation.

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

Research Cited: Research Cited: Thinking Through Quality Questioning: Deepening Student Engagement by Jackie A. Walsh and Beth D. Sattes (Jun 29, 2011)

Activity - Cognitive Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will engage in project-based learning task(s) that require them to ask and respond to higher-order questions (Think-Aloud).	Professional Learning Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

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

Goal 1:

By the end of the year, all students in grades K-5 will achieve academic growth in Reading

Measurable Objective 1:

100% of All Students will demonstrate a behavior to promote independence in Reading by 05/19/2016 as measured by increased scores on DIBELS, Star Reading, Wonders Weekly Assessments, Teacher-made Assessments, Accelerated Reader, Ready Common Core Interim Assessments, and Global Scholar Benchmark indicators.

Strategy1:

Explicit Instruction - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

- Direct Instruction-Teachers will provide information and instructions to students in the classroom using a variation of methods to demonstrate and communicate the subject matter.
- Whole group instruction (20 minutes max.) will be teacher-led, covering the introduction/review of skills
- Small group instruction (30 minutes per learning group) will be implemented daily to address the individual learning levels within the classroom (core, strategic, and intensive). Literacy center activities will take place during this time and will be directly related to the small group lesson and based on the learning levels as well.
- Teachers will provide activities related to the subject matter/standard to promote student ownership of learning.
- Formative Assessments will be utilized daily.
- Teachers will provide oral and written feedback to students to reinforce learning.

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

Research Cited: Research Cited: Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use graphic organizers to build comprehension skills for reading literary and informational text successfully through the use of a gradual release of responsibility. Teachers will model the purposeful use of graphic organizers. Teachers will then provide guided practice with graphic organizers before releasing students to use them independently. Graphic Organizers will be utilized in conjunction with Wonders, Ready Common Core, and Literacy Design Collaborative-Mini lessons and modules.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers Principal

Activity - Independent Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in student-led/teacher-facilitated literacy centers. (All center activities to be standard/skill based.)	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

ACIP

Clark Elementary School

Activity - Summarization/Knowledge Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will check to see that students have the information they need to work on their own and achieve the instructional objective. Teachers will facilitate storage and retrieval of new information. The assessments used will provide quick teacher data: Is more practice needed? Do I need to reteach? Can I go on?	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Instructional Coach

Activity - Cognitive Modeling: Students will observe and perform the two types of "Think-alouds".	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Self-questioning: perform task while asking self-guiding questions Self-directive: perform task while giving self-directive prompts 	Academic Support Program Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Special Education Teachers Classroom Teachers

Strategy2:

Reading Instructional Strategies - Through the implementation of research-based instructional strategies, students will show an increase in reading achievement.

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

Research Cited: Research Cited: Cunningham, P.M. & Allington, R.L. Classrooms That Work: They Can All Read and Write. Addison-Wesley Educational Publishers Inc. 1999

Activity - Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize word walls to build vocabulary skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - RTI Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide tiered instruction to students who struggle with mastering reading grade-level material. Classroom teachers will use research-based instructional strategies with students in Tier II and Tier III. An intervention log will be used to document intervention for Tier II and Tier III instruction. The strategy will be monitored by walk-through observations.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teacher

Activity - Chunking the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will break the content of text, lectures, and videos into manageable pieces for better comprehension	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

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Activity - Turn and Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will ensure that there are multiple opportunities for students to respond: Talk, Write, Investigate, Read and Listen (TWIRL).	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coaches

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will utilize small group instruction to enhance reading skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Using Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of technology in classes to address deficiencies and a need for remediation.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Activity - Training on Strategic Teaching Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic Teaching will be provided to all teachers in Grades K-5. Teachers who have been trained in strategic teaching practices will provide turn-around training. All other teachers will receive in-depth training.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach

Strategy3:

Data Meetings - All content area teachers will use data to make instructional decisions.

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

Research Cited: Got Data Now What

Activity - Data/Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will participate in data/departmental meetings every two weeks to analyze data and make instructional decisions to improve student achievement.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach Classroom Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will progress monitor students in the following manner, intensive will occur every week, strategic will occur every other week and core groups will be monitored once a month.	Academic Support Program	08/06/2015	05/19/2016	\$2000 - Other	K-2 Teachers Instructional Coach Assessment Team

Strategy4:

Formative Assessments - Use formative assessments to guide standards-based instruction.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and Analyze DIBELS and Global Scholar	Academic Support Program	08/08/2016	05/24/2017	\$0 - Title I Schoolwide	All Teachers

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

Goal 1:

Teachers will provide explicit instruction in opinion, informative/explanatory, and narrative writing.

Measurable Objective 1:

25% of All Students will demonstrate a behavior of deeper understanding of how to effectively understand the writing standards in Writing by 05/24/2017 as measured by student success according to standards-based writing rubrics.

Strategy1:

Writing Across the Curriculum - All teachers will implement daily writing activities in every core subject. The writing strategy will be monitored through lesson plan reviews, observations, and student writing journals.

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

Research Cited: Research Cited: Ammentrop and Madden, 2014 Albers, P and Hernandez, O. 2014 Bang-Jensen, V. 2014 Hall-Mills, S. and Apel, K 2015

Activity - Writing Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> - Teachers will implement writing activities within all core subjects. - Teachers will discuss the writing standards during grade level meetings to determine implementation. - Volunteers will work with the "Target Writing Group" (3rd grade writers) to enhance their writing skills. - Teachers will implement the 6+1 Writing Traits to ensure students become proficient writers. - Students will compile their writing samples in a writing journal. 	Academic Support Program Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Reading Specialist Media Specialist Principal

Activity - Research Projects/Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the library media specialist will collaborate to utilize library resources to correlate with classroom writing activities. Students will visit the library weekly to check-out books and write research papers.	Direct Instruction	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teachers Special Education Teachers Reading Specialist

Strategy2:

Vertical Planning and Collaboration - Teachers will have a common planning period where they will be able to meet and set attainable goals for their students and determine as a team, their actions to implement and accomplish the goals set forth.

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

Research Cited:

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning sessions that focus on the implementation of the 6+1 Writing Traits.	Professional Learning Academic Support Program Behavioral Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

Activity - Target Writing Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteers will work with all 3rd Grade teachers 1 day a week for 30 minutes to improve students writing skills.	Parent Involvement Academic Support Program Community Engagement	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Parent/Community Volunteers Principal

Activity - Traits of Good Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implemented weekly through Wonders; focusing on a targeted trait and writing type. (The Writing Process) Presentation=handwriting, grammar, and speaking skills.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Classroom Teachers Instructional Coach Principal

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:

By the end of the year, all students in grades K-5 will achieve academic growth in Reading

Measurable Objective 1:

100% of All Students will demonstrate a behavior to promote independence in Reading by 05/19/2016 as measured by increased scores on DIBELS, Star Reading, Wonders Weekly Assessments, Teacher-made Assessments, Accelerated Reader, Ready Common Core Interim Assessments, and Global Scholar Benchmark indicators.

Strategy1:

Explicit Instruction - Teachers will use strategic teaching strategies to insure that instruction is effective, meaningful, and direct.

- Direct Instruction-Teachers will provide information and instructions to students in the classroom using a variation of methods to demonstrate and communicate the subject matter.
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- Teachers will provide activities related to the subject matter/standard to promote student ownership of learning.
- Formative Assessments will be utilized daily.
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<ul style="list-style-type: none"> • Self-questioning: perform task while asking self-guiding questions • Self-directive: perform task while giving self-directive prompts 	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Special Education Teachers Classroom Teachers

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Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will use graphic organizers to build comprehension skills for reading literary and informational text successfully through the use of a gradual release of responsibility. Teachers will model the purposeful use of graphic organizers. Teachers will then provide guided practice with graphic organizers before releasing students to use them independently. Graphic Organizers will be utilized in conjunction with Wonders, Ready Common Core, and Literacy Design Collaborative-Mini lessons and modules.	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers Principal

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Clark Elementary School

Activity - Independent Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in student-led/teacher-facilitated literacy centers. (All center activities to be standard/skill based.)	Direct Instruction Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Strategy2:

Data Meetings - All content area teachers will use data to make instructional decisions.

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

Research Cited: Got Data Now What

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will progress monitor students in the following manner, intensive will occur every week, strategic will occur every other week and core groups will be monitored once a month.	Academic Support Program	08/06/2015	05/19/2016	\$2000 - Other	K-2 Teachers Instructional Coach Assessment Team

Activity - Data/Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will participate in data/departmental meetings every two weeks to analyze data and make instructional decisions to improve student achievement.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach Classroom Teachers

Strategy3:

Formative Assessments - Use formative assessments to guide standards-based instruction.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and Analyze DIBELS and Global Scholar	Academic Support Program	08/08/2016	05/24/2017	\$0 - Title I Schoolwide	All Teachers

Strategy4:

Reading Instructional Strategies - Through the implementation of research-based instructional strategies, students will show an increase in reading achievement.

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

Research Cited: Research Cited: Cunningham, P.M. & Allington, R.L. Classrooms That Work: They Can All Read and Write. Addison-Wesley Educational Publishers Inc. 1999

ACIP

Clark Elementary School

Activity - Training on Strategic Teaching Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic Teaching will be provided to all teachers in Grades K-5. Teachers who have been trained in strategic teaching practices will provide turn-around training. All other teachers will receive in-depth training.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal Instructional Coach

Activity - RTI Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide tiered instruction to students who struggle with mastering reading grade-level material. Classroom teachers will use research-based instructional strategies with students in Tier II and Tier III. An intervention log will be used to document intervention for Tier II and Tier III instruction. The strategy will be monitored by walk-through observations.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Classroom Teacher

Activity - Using Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of technology in classes to address deficiencies and a need for remediation.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

Activity - Turn and Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will ensure that there are multiple opportunities for students to respond: Talk, Write, Investigate, Read and Listen (TWIRL).	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coaches

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will utilize small group instruction to enhance reading skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize word walls to build vocabulary skills on a weekly basis.	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	Instructional Coach Classroom Teachers

Activity - Chunking the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will break the content of text, lectures, and videos into manageable pieces for better comprehension	Academic Support Program	08/08/2016	05/24/2017	\$0 - No Funding Required	All Teachers and Instructional Coach

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		

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		

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

All applicants are screened during the application process to ensure they are highly qualified. All of our teachers are well trained and receive ample opportunities for professional development opportunities.

Component 4: Strategies to Attract Qualified Teachers

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

We lost three teachers last year, two teachers relocated out-of-state and the other teacher transferred to another school in the system for a promotion.

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

The experience level of key teaching and learning personnel ranges from 3 years to 25 years.

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

Clark Elementary has implemented the following initiatives:

- Teacher Mentoring
- Common Planning Time
- Inter-faculty Modeling
- Professional Development
- Book Study

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?

The following high quality, effective, and research-based professional development activities were included in the schoolwide plan:

- Monthly PLCs
- Depth of Knowledge Training (DOK)
- Strategic Teaching
- A Supportive Learning Environment: Classroom Management

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

On-going professional development has been put in place and is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Our school has utilized our staff meeting time as on going professional development and learning time therefore, embedding learning and growing within set time frames. Our teachers continue to learn and apply learning within our PLC groups or team time during the normal school day. Our daily schedule provides time for teams to meet, discuss, and grow collaboratively. Staff and paraprofessionals have various opportunities for staff development at district, building, and individual levels. The school district has training days throughout the year for all employees and parents. Parents are also provided monthly in-services during the school year. Grade-level teams meet to work on curriculum. Shared grade-level planning time allows for additional opportunities to collaborate, plan, and increase professional development through personal learning networks.

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.

Teachers are assigned an experienced mentor for the first three years they work with Selma City Schools whether they are experienced teachers or just out of college. All grade levels have a lead teacher and they collaborate to make sure that all student needs are being met.

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

All professional development is based around our current school improvement goals. We are working to increase professional development opportunities for our teachers. There may be instances where all teachers may not be able to attend certain professional development opportunities; however, to ensure all teachers receive the knowledge and information, teachers return from the workshops and conferences and share information with staff at staff meetings. Principals also attend conferences and use the new knowledge for informal discussions and educational coaching. Principals perform walk-throughs to determine the effect of professional development on learning.

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.

Strategies that support and assist students in transitioning from one grade level to the next are as follows:

- In the spring of each school year, Clark hosts kindergarten registration workshops (pre-registration) before the start of the next school year. Our district has also made connections with local preschools (Head Start) to assist with the transition of these students into our kindergarten program through telephone calls to parents and advertisement.
- The fifth grade students are also provided an orientation opportunity to visit their next school, School of Discovery.

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?

To include teachers in decisions regarding the use of results of statewide academic assessments, teachers are included in data meetings, are provided common planning, create common assessments, and form instructional groups.

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?

Teachers are to provide intervention at all Tiers (1&2). Tier 3 is provided by outside available staff and use of intervention programs for reading and math.

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?

Students identified as not proficient are reviewed by teaching staff and proper interventions are selected. Students are referred to the Problem Solving Team (PST), which meets monthly.

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

Individual needs of students are being addressed through differentiated instruction in the classroom during team time in the areas of Reading, Writing, and Math. Teachers have received professional development with implementation of forming instructional groups and teacher-led (small group instruction) resources available are Reading Wonders, iReady, Common Core, Education Galaxy and Language Live (select classrooms).

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.

Clark Elementary is currently providing an after school/extended day program; and we are also working on providing an after school tutorial program.

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.

Currently, Clark Elementary do not have any Migrants, English Language Learners, or Neglected and/or Delinquent. Special education and Homeless Student services are provided to eligible students.

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?

All programs offered at Clark Elementary are funded through federal and state resources. These programs used facilitate strategies to help achieve our school improvement 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.

Clark Elementary use Title I funds and state and other federal funds to enhance the academic achievement of all students. All of these programs/resources are aligned to help students achieve schoolwide goals.

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.

District coordinator works with administration to organize the funds from the state and federal level. The building principal and School Improvement Leadership Team work at the building level to plan and coordinate programming. Clark Elementary participates in the Positive Behavior Support (PBS) program building wide and is a model program for the system. In addition our school counselor offers social skills classes in grades K-5. Behavior data is reviewed monthly by the PBS committee and reported to staff. We have also developed partnerships with American Cancer Society (Relay for Life) and Jump Rope for Heart.

Component 10: Evaluation

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

Clark Elementary evaluates the schoolwide program annually through Title I tools.

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?

Clark Elementary will evaluate the results from the state assessments, quarterly data, and AIMS web results to determine program effectiveness. We hope to see an increase in the achievement of students in meeting the state academic standards.

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

The school uses the bottom 30 percent to determine program effectiveness. Students should be moving up and individually displaying growth.

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?

The schoolwide plan will be revised based on the results of the state assessment, quarterly data, and AIMS web results. This data will drive our instruction to ensure continuous improvement of all students.

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

There are goals that Clark Elementary are keeping from the previous year. These goals are being kept because we are continuously striving to increase student achievement, especially in reading and mathematics.

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

The goals that were changed from the previous year were changed to improve teacher and student abilities. There were no deleted goals.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	27.11	27.11	1,207,500.00
Administrator Units	1.00	1	71,706.00
Assistant Principal	0.00	0	0.00
Counselor	1.00	1	56,255.00
Librarian	1.00	1	52,232.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,760.00
Professional Development	0.00	0	1,793.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	11,397.00
Library Enhancement	0.00	0	598.00
Totals			1,406,241.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	168276.54

Provide a brief explanation and breakdown of expenses.

Description FY17

INSTRUCTIONAL-INSTRUCTION ASSISTAN \$19,673.00
Purchased Services (substitutes) \$2,000.00
INSTRUCTIONAL-STATE INSURANCE \$9,600.00
INSTRUCTIONAL-STATE RETIREMENT \$2,387.00
INSTRUCTIONAL-SOCIAL SECURITY \$1,232.00
INSTRUCTIONAL-FEDERAL MEDICARE \$288.00
INSTRUCTIONAL-ST UNEMP COMP INS \$32.00
INSTRUCTIONAL-STUDENT CLASSRM SUPP \$20,472.00
INSTRUCTIONAL-INSTR SOFTWARE \$7,000.00
INSTRUCTIONAL, TEXTBOOKS \$1,000.00
INSTRUCTIONAL-OTHER INST SUPPLIES \$1,933.62
INSTRUCTIONAL, OTH BOOKS/PERIODICAL \$7,000.00
INSTRUCTIONAL, FURNITURE \$11,000.00
INSTRUCTIONAL, NON-CAP AUDIO/VIDEO \$28,500.00
INSTRUCTIONAL-NON-CAP COMP HARDWAR \$29,000.00
OTHER STUDENT SUPP-OTHER TECHNICAL \$6,251.00
OTHER STUDENT SUPP-STATE INSURANCE \$960.00
OTHER STUDENT SUPP-STATE RETIREMENT \$751.00
OTHER STUDENT SUPP-SOCIAL SECURITY \$388.00
OTHER STUDENT SUPP-FEDERAL MEDICARE \$91.00
OTHER STUDENT SUPP-ST UNEMP COMP INS \$10.00
INST STAFF DEVELOPME-IN-STATE \$14,000.92
INST STAFF DEVELOPME-IN-STATE REGISTRATION \$4,707.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

During the beginning month of school, Clark Elementary School holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home by students, (2) school phone call out, (3) school monthly newsletter, (4) school website, (5) public posting in English and Spanish.

Topics to be discussed at this year's meeting:

- What it means to be a Title I School
- 1% Set-Aside
- LEA Title 1 Plan
- LEA Parental Involvement Plan
- Continuous Improvement Plan
- School Parental Involvement Plan
- School-Parent Compacts
- Requesting qualifications of your child's teacher
- Notifications of teachers who are not highly qualified
- Annual Evaluation of the Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title 1 Plan, the ACIP, the revision of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- Introduction of Parent Leaders/Contacts
- Timeline for year's parental involvement opportunities (including shared decision-making)

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

1. The leadership and staff of Clark Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. This began with "Meet the Teacher" in August. Open House was conducted within the first few weeks of school. Two representatives were chosen to serve on the Parental Involvement Plan (PIP) Committee.

2. Clark Elementary believes involving parents in all aspects of its Title I programs and developed a collaborative structure that ensures parental involvement. The parents meet monthly with evening meetings to accommodate all parents. PIP committee parent leaders are announced at the annual Title I meeting in August and at the grade level orientations. Parents are also given a timeline outlining various parent involvement opportunities that take place throughout the year.

3. Clark Elementary School uses its parental involvement funds as follows: communication folders, colored copy paper so notes will be noticed, and other items as needed.

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

At parent meetings and orientations, Clark Elementary presents information about Title I programs, the curriculum, and various forms of academic assessments that are utilized. Parents learn about the ACIP goals in math and reading, how to schedule parent-teacher conferences, Dojo, various electronic formats, and procedures necessary for participating in decisions related to their child's education. Grades are sent home every three weeks. Grades can be checked at anytime through the INow Parent Portal. ACT Aspire scores are sent home in the fall. Information is provided in a variety of ways: website, Facebook, monthly calendars, phone calls, emails, conferences, and Remind 101 texts.

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

Clark Elementary School creat its School-Parent Compact each spring. The new compact is developed and thoroughly reviewed through a coordinated effort by each grade level and PIP Committee. All parents are given a copy of the new compact at Meet the Teacher. The compact is discussed with parents at the orientation meetings. Stakeholders sign the compact signifying their commitment to a working partnership with the school to ensure their child's success. The compact is discussed at teacher faculty meetings, and each teacher is given the responsibility of explaining the compact to their students and obtaining students' signatures. Teachers sign the compact and house them in their classrooms for use during parent/teacher conferences. Progress reports and report cards are sent home on a regular basis and parent/teacher conferences are planned when necessary.

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

The PTO meets monthly and the General Public meets annually. Each of these groups has a representative on the PIP Committee that meets quarterly. Parents are encouraged to give input regarding any necessary revisions of the plan. After the plan is finalized and approved, notices are sent home in the parent communication folders and the monthly newsletter informing parents that a copy of the ACIP plan is available for review on the website and in the office. A parent who finds the plan unsatisfactory has the right to file a grievance according to the Selma City Schools Board of Education grievance procedure. The Clark Elementary School Title I Parent Survey is distributed annually allowing input and comments from parents.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards

and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Clark Elementary School engages parents through a variety of formats. The year begins with the annual Title I Parent Meeting held in August and additional Title I parent meetings that are planned throughout the year like Parent Conference Day and Leader in Me student presentations in the evenings. Parents can access an overview of the College and Career Ready Standards through the Selma City's website. Parents also get information about assessments through newsletters, teacher memos, and conferences. Parents receive an ACT Aspire report and information to assist parents with understanding the report. iNow Parent Portal enables parents to access grades at anytime. Information about available services and parental involvement rights are discussed at the Annual Title I Parent Meeting. Parents learn the importance of their role in helping their child be successful in school and the best ways to work in partnership with their child's teachers.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Clark Elementary School parent facilitator works diligently to ensure that all parent materials and training are closely aligned with the school's identified goals. Teachers contact parents in a variety of ways to communicate additional instructional strategies, tools, and resources for all academic areas. The monthly newsletter addresses health, guidance, attendance, academic, and social concerns.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Clark Elementary School continues to work with its teachers through professional development and faculty meetings to understand and facilitate the importance of parental involvement and the acknowledgement of parents as partners in their child's education. Placing a focus on understanding parents in poverty led to providing parents monthly calendars that contain helpful contact information and important dates.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Clark Elementary coordinates its parental involvement program for all Title I parents.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Clark Elementary does not have any ELL students at this time.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

Clark Elementary makes every effort to work with parents in meeting their requests related to the involvement in their child's education. A parent survey revealed that 285 parents out of 410 felt they were kept informed about parental involvement activities offered by the school showing the success of the the parental involvement program, the August Annual Title I Parent Meeting, and the formation of the collaborative structure of various advisory groups.

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

Clark Elementary School does not have any ELL students, but in the event we should acquire one, there is a district person assigned to assist the students and parents in any way possible.